The Manchester Briefing on COVID-19

International lessons for local and national government recovery and renewal

Eighteenth briefing: Week beginning 10th August 2020

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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 **We have provided four briefings:** **Briefing A: Developing resilient systems for crisis and emergency response (Part 3): Assessing performance** **Briefing B. Lessons you may find helpful from across the world** **Briefing C: How different emergency services have supported COVID-19 response efforts** **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 3): Assessing performance

Introduction

Across the last two briefings (Parts 1 & 2), we have shared a systems view on how to think about resilient systems for crisis and emergency response during and after COVID-19. We have structured this view using the 5 systems of the Viable Systems Model (VSM)[1] and proposed a series of questions to structure debriefs on how to strengthen resilience. We have likened the VSM to an x-ray machine that can to uncover systemic issues in the performance of a system.

This week (Part 3) we continue the journey by presenting a detailed view of how to assess the performance of the system of resilience before/during/after COVID-19. We extend previous weeks' thinking to show how that x-ray can pinpoint the issues which hinder performance – and the detail in Annex 1 provides a wide range of issues to facilitate that pinpointing. We reflect on how VSM can be used to enable an organisation to reflect (in a structured manner) on its performance during COVID-19 and identify improvements.

Recap from Parts 1 & 2 – a viable resilient system

In VSM, 'viability' means that the system is able to continue to deliver as needed in its current form[1] and advises of a need for strength in 5 systems. Each of the 5 systems are connected so only when they are all viable (i.e. deliver as needed in their current form) can the wider system continue to be viable. VSM's 5 systems can be used to assess the performance of a whole nation, or an individual worker, and everything in-between.

The 5 systems of VSM

- *System 1 – Delivery of operations.* Delivery enabled through (semi-)autonomous operational units (e.g. cells)
- *System 2 – Coordination and communication of operations.* Ensures System 1 delivery units are coordinated and deliver complementary/aligned efforts by communicating to them
- *System 3 – Management of processes, systems and planning, including audit.* Manages delivery, ensuring the effective use of resources to deliver the vision and achieve targets
- *System 4 – Intelligence.* Provides data and uses relationships to build insight to relevant events in the system's wider environment e.g. horizon scanning
- *System 5 – Strategy, vision and leadership.* As the system's 'brain', it provides direction and cultural norms to align Systems 1-4 and represents to the wider system

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

What are we assessing performance against?

During COVID-19, the systems that have proven to be most viable are those that have flexibility and can rapidly respond to the unexpected complexities of COVID-19, for example, by amending plans, adopting new procedures, and reassigning budgets. In some instances, partnerships and organisations have thrived during COVID-19 by rapidly responding to opportunities (e.g. manufacturing masks, accelerating online solutions). In such situations, conventional performance management (assessing pre-determined quantified metrics) is not helpful as innovation is needed.

VSM recognises this and proposes that successful performance is not measured by meeting a fixed metric, but by exploiting emerging opportunities to achieve their *potential*. This requires close monitoring of the environment to identify opportunities; and needs a dynamic approach to managing performance continuously in response to changes in external factors.

Although there are no dynamic mechanisms to evaluate the performance of a resilience partnership, there are a suite of *UK National Resilience Standards* that outline duties for a range of resilience-related activities and how to achieve good and leading practice. These standards can used to assess preparedness, but they are not framed as performance metrics. Instead, a resilience partnership would need to self-assess (or have peer review of) how well they are aligning to the standards and, from that, judge performance. Thus, performance can be assessed by considering how VSM's 5 systems are present in delivering the National Resilience Standards – thereby understanding how well the system delivers the duties outlined in each standard i.e. how well the partnership is delivering the 5 systems in the context of the standard. For example, this could assess how the operations, coordination, management, intelligence, and strategy functions of the partnership deliver the duties and achieve good/leading practice.

If the assessment found that leading practice was not attained, then underperformance could be pinpointed to the area (from the standards) and cause (from the 5 systems). This would enable the partnership to prepare corrective actions in those areas and systems. To make the assessment, information on performance can be taken from internal and external information sources:

> *Internal sources of performance information*: management information on what the system is doing, collected by System 3
> *External sources of performance information*: information coming into the system in the form of strategic information from the market/environment/competitors/etc (through System 4) and real-time feedback from service beneficiaries (through System 1)

Assessing performance

Assessment of systems can be led by three assessments:
- *Actuality* – the actual performance of the system (i.e. What we are achieving now?)
- *Capability* – the maximum capability of the system as currently resourced (i.e. What we are capable of achieving?)
- *Potentiality* – the maximum potential capability of the system if feasible change is implemented (i.e. What we need to achieve?)

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So, each of the 5 systems can be considered in terms of their performance in the present and future.

The difference between *actuality* and *capability* identifies the inability of the system to translate current resources/effort into valuable operational performance i.e. the result of inefficiencies or ineffectiveness which could be diagnosed using VSM and corrected to improve performance with no additional investment.

The difference between *actuality* and *potentiality* identifies how far short the current system is of what is needed from the system by the users/market i.e. how big the gap is between current performance and the users' expectation or market need

The difference between *capability* and *potentiality* identifies how big the performance gap between possible performance and user expectation or market need is (if the system had no inefficiency or ineffectiveness). To close that gap would require further investment to enable the possible performance to be raised beyond current capabilities.

Judgments of actuality, capability, and potentiality are subjective, so care and wider involvement of knowledgeable people in making these assessments is necessary to build confidence.

How to assess performance of the system

Assessing actuality, capability and potentiality can be done using the 5 or 19 questions (discussed in last week's briefing). Below are some characteristics to look for in each system, but high performance is much more than that detailed in these small examples. Annex 1 provides fuller details of characteristics to consider when assessing performance of the 5 systems.

Examples of high performance in the 5 systems
- *System 1 – Delivery of operations.* High performance should be satisfying system goals, and being agile and flexible to make rapid decisions to align delivery with the system's vision
- *System 2 – Coordination and communication of operations.* High performance should be coordinating to prevent conflict and competition between the operational units
- *System 3 – Management of processes, systems and planning, including audit.* High performance should be managing the whole system to improve its *capability* and engage with System 4 to achieve its *potentiality*
- *System 4 – Intelligence.* High performance should be delivering intelligence based on effectiveness of data analysis protocols, partnerships and collaborating with System 5 to understand how the system should respond to current needs, challenges, and opportunities
- *System 5 – Strategy, vision and leadership.* High performance of strategy is assessed by its ability to lead the system to achieve its potential in viability, resilience and sustainability

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Conclusion – The viable system of resilience

Time may show that there are differences in how people evaluate the performance of the crisis response to COVID-19. What is needed is a systematic means of assessing performance, one that goes further than simply asking "*What went well? What went less well? What would you do differently*?". In this three-part series we have offered a systems view – beginning with 5 questions (Parts 1 & 2), then 19 questions (Part 2) and, now, Annex 1 which details aspects against which performance can be considered.

Annex 1 is the most detailed version we will provide and could be the most intimidating. In Annex 1 we offer some questions to ask of the system, but realise that addressing them all is a significant feat that may only be addressed in a peer review e.g. using *ISO 22395 Community Resilience - Guidelines for conducting peer reviews*.

Annex 1 – Analysing the performance using the 5 systems

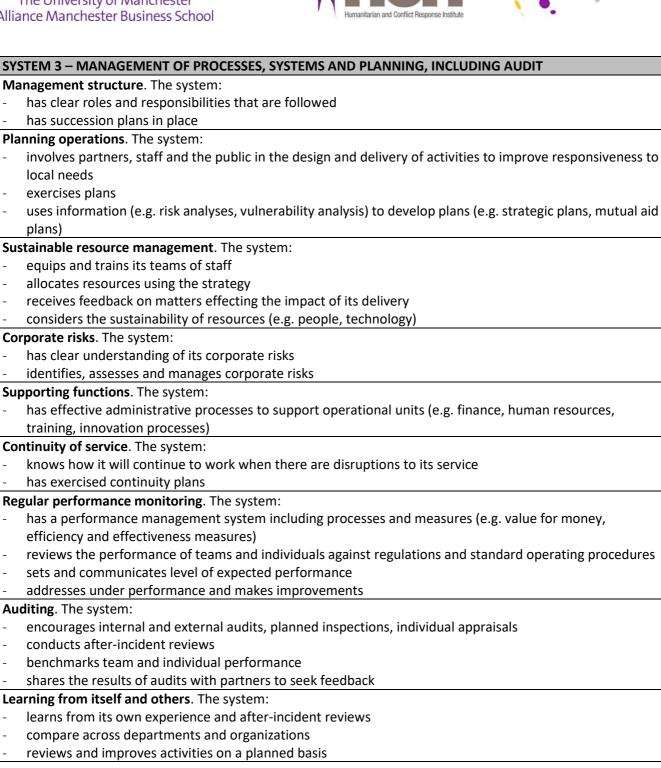| SYSTEM 1 – DELIVERY OF OPERATIONS |
|---|
| **Delivery approach**. The system:
- has a clear approach to delivery with responsibilities that align to the strategy
- gives staff the required authority to deliver activities
- has the right breadth of capabilities |
| **Managing effective and efficient on-site delivery**. The system:
- has suitable processes for delivery (e.g. activation of operational plans, deployment protocols, situational awareness, prioritization, standard operating procedures, supervision, decision logs, exercising routines)
- is able to deliver the range of functions expected of the analysis area |
| **Autonomy of operating units**. The system:
- the extent to which the host encourages decisions to be made where and when needed |
| **Interpreting feedback from beneficiaries and other interested parties**. The system:
- understands feedback from beneficiaries and other interested parties and uses it to inform delivery
- responds to feedback by changing delivery
- raises significant performance issues to leaders |
| SYSTEM 2 – COORDINATION AND COMMUNICATION OF OPERATIONS |
| **Coordinating resources and partners**. The system:
- encourages multi-agency working (e.g. regular interactions, exercising, joint planning)
- has ways of achieving necessary alignment on delivery (e.g. command structure, mobilizing policies, norms, standard operating procedures, guidance)
- has an effective process for conflict resolution |
| **Communicating effectively internally and externally**. The system:
- has internal communication protocols and interagency communication channels
- understands what partners need to do, how, and protocols for doing this |
| **Notifying senior leaders quickly**. The system:
- has processes for notifying senior leaders quickly when situations change with significant implications |

SYSTEM 3 – MANAGEMENT OF PROCESSES, SYSTEMS AND PLANNING, INCLUDING AUDIT
Management structure. The system: - has clear roles and responsibilities that are followed - has succession plans in place
Planning operations. The system: - involves partners, staff and the public in the design and delivery of activities to improve responsiveness to local needs - exercises plans - uses information (e.g. risk analyses, vulnerability analysis) to develop plans (e.g. strategic plans, mutual aid plans)
Sustainable resource management. The system: - equips and trains its teams of staff - allocates resources using the strategy - receives feedback on matters effecting the impact of its delivery - considers the sustainability of resources (e.g. people, technology)
Corporate risks. The system: - has clear understanding of its corporate risks - identifies, assesses and manages corporate risks
Supporting functions. The system: - has effective administrative processes to support operational units (e.g. finance, human resources, training, innovation processes)
Continuity of service. The system: - knows how it will continue to work when there are disruptions to its service - has exercised continuity plans
Regular performance monitoring. The system: - has a performance management system including processes and measures (e.g. value for money, efficiency and effectiveness measures) - reviews the performance of teams and individuals against regulations and standard operating procedures - sets and communicates level of expected performance - addresses under performance and makes improvements
Auditing. The system: - encourages internal and external audits, planned inspections, individual appraisals - conducts after-incident reviews - benchmarks team and individual performance - shares the results of audits with partners to seek feedback
Learning from itself and others. The system: - learns from its own experience and after-incident reviews - compare across departments and organizations - reviews and improves activities on a planned basis

SYSTEM 4 – INTELLIGENCE
Using external and internal data. The system:
- takes an approach to risk that is evidence-led and recognizes changing environments
- understands the credibility of information (e.g. sources, breadth, independence, flaws)
- has appropriate ways of analysing data
Strategic collaborations. The system:
- collaborates with partners and shares information
- has collaborations that are exercised
Exploring social/physical environment. The system:
- investigates risks and the changing environment
- prepares to respond to changes
SYSTEM 5 – STRATEGY, VISION AND LEADERSHIP
Strategy. The system:
- aligns strategy with statutory responsibilities and guidance
- understands integrated risk
- considers resilience/vulnerability of the public
Leadership focus. The system:
- aligns vision and priorities through shared strategies, policies, etc
- creates an organization's culture, identity and role that is fit for purpose
- employs evidence-led consideration of future risks
- communicates strategy to staff and partners

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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 strategic targeting of COVID-19 testing. Economic lessons consider supporting the voluntary sector in writing funding proposals, safety when purchasing online, and establishing a relief fund. Infrastructure lessons focus on the recovery and renewal of public transport. Environmental lessons consider impacts of wildfire smoke on respiratory illness, and the impacts of this on health care capacities. Communications lessons focus on using infographics to disseminate complicated information, and information on avoiding closed spaces, crowded places, and close-contact settings. Governance and legislation include lessons on learning lessons from other countries approaches to tackling COVID-19 and online training on emergency planning and incident command.

Recovery: Categories of impact	Actions	Country/ Region	Source
Humanitarian Assistance			
Health and wellbeing	**Consider strategic targeting of testing people for COVID-19**. When the intensity of the crisis reduces, there is more opportunity for targeted measures that limit virus transmission. Testing should be pro-active and strategically targeted. Consider establishing 3 categories of people and places, and create suitable testing guidelines for each one, including: *People with symptoms*. Consider testing this group immediately: ▪ Establish a system with quick consultation, diagnosis and testing (upon medical advice) ▪ Use antigen tests as results are available quickly ▪ Conduct antigen tests via saliva samples to minimize the risk and burden on patients and medical staff *People without symptoms, who have been assessed with a high pre-test risk of infection, and/or who work in high-risk areas*. Consider testing this group pro-actively: ▪ Consider places that require close physical contact such as hospitals, senior-care facilities, or nightlife/entertainment-related industries ▪ Because of the high risk of infection and high pre-test risk of infection, consider thorough and rapid testing for this group *People without symptoms, who have been assessed with a low pre-test risk of infection, and who work in low-risk areas.* Build consensus regarding action for this group: ▪ Include people who, for peace of mind, want to be tested in order to conduct societal, economic, cultural activities etc. ▪ Consider that testing is not perfectly accurate and only reflects a person's condition at one point in time. Continuous testing would be required to fully monitor the condition of an individual	Japan	Ministry of Foreign Affairs of Japan website https://www.mofa.go.jp/files/100074275.pdf

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Recovery: Categories of impact	Actions	Country/ Region	Source
Economic			
Voluntary sector	**Consider how the voluntary sector can receive support to write proposals for COVID-19 funding**. In many countries the voluntary sector is struggling financially as a result of loss of income and increased demand for services. The sector is a critical part of society and provides important services, so funding is being made available. Competition for that funding is high and the process to secure funding is not always straightforward; with application forms and procedures to follow. To support the voluntary sector to secure funding, consider supporting the writing of funding applications. Consider how to: ▪ Find out from voluntary organisations what they need to be able to make successful bids for funding ▪ Produce regular newsletters that summarise funding opportunities so voluntary organisations know what funding is available ▪ Provide help to voluntary organisations to interpret the calls for funding and identify suitability ▪ Provide information on how to write a successful application (e.g. online resources, training courses) ▪ Find volunteers who have grant writing skills and embed them in voluntary organisations (e.g. volunteers from the organisation itself, university students, furloughed staff from other organisations) ▪ Provide samples of good proposals to show the benchmark, support project managers on how to successfully deliver funded projects (e.g. project governance, staffing, delivery, evaluation)	Canada UK	https://ic.gc.ca/eic/site/oca-bc.nsf/eng/ca02429.html https://www.alberta.ca/assets/documents/covid-cmsw-support-non-profit-voluntary-sector.pdf https://valonline.org.uk/funding-for-charities-during-covid-19/ https://knowhow.ncvo.org.uk/funding/grants/writing-funding-applications

Recovery: Categories of impact	Actions	Country/ Region	Source

Personal finance	**Consider advising consumers about purchasing safely online.** During lockdown more consumers have been turning to online shopping. Action Fraud, the UK's national reporting centre for fraud and cybercrime, received over 16,000 reports about online fraud during the lockdown totalling over £16m. Consumers report buying mobile phones (19%), vehicles (22%), and electronics (10%) on sites such as eBay (18%), Facebook (18%), and Gumtree (10%) only for the items to never arrive. Considering reinforcing to citizens:
	▪ The prevalence of online fraud
	▪ Actions to make online shopping safer e.g.
	   o choose a trusted retailers or build confidence in the retailer by researching other consumers' experiences
	   o create accounts that have strong passwords that are not identical to email accounts
	   o be aware of scam email messages offering deals and don't click on links that you are unsure about
	   o use a credit card to pay as it offers more payment protection
	▪ What they should do if they think they have become a victim of online shopping fraud e.g.
	   o note the website's address, close the browser, report to a consumer fraud advice service
	   o monitor bank transactions if payment details have been submitted to the site
	   o contact your bank about any unrecognised transactions, however small
		UK	https://www.actionfraud.police.uk/

Recovery: Categories of impact	Actions	Country/ Region	Source
Business regeneration/ rejuvenation	**Consider establishing a relief fund for the public and businesses to contribute financially to recovery.** During response, individuals and organisations have shown a huge outpouring of support through donations of their time and resources. Now, with people going back to work and assuming their pre-COVID activities, people and organisations may have less time to volunteer to the effort, or there may be less suitable volunteer opportunities available. Instead, people may want to show their solidarity in other ways, including by making financial donations. Consider establishing a relief fund, and publicizing its cause, to give an organised mechanism for people and businesses to show their solidarity. An organised mechanism should give people confidence that their donations will be governed appropriately.	Barbados and Canada UK	https://reliefweb.int/report/barbados/government-canada-and-cdb-establish-new-fund-support-disaster-risk-management https://nationalemergenciestrust.org.uk/
Infrastructure			
Transport	**Consider how to recover and renew public transport.** The International Association of Public Transport (IAPT) have provided a manifesto to recover the public transport system "Back to Better Mobility" following the effects of COVID-19. So far, IAPT have provided three components of their call to action which aims to put public transport at the heart of building resilient cities, combat climate change, encourage heathy living, and boost local economies: ▪ Breathe Better as "a future without public transport is a future without clean air" http://bettermobility.uitp.org/back-to-better-mobility/breathe-better/ ▪ Move Better as "a future without public transport is a future without free movement" http://bettermobility.uitp.org/back-to-better-mobility/move-better/ ▪ Work Better as "a future without public transport will only damage the economy further" http://bettermobility.uitp.org/back-to-better-mobility/work-better/	Brussels	International Association of Public Transport https://www.uitp.org/sites/default/files/cck-focus-papers-files/Corona%20Virus_EN.pdf http://bettermobility.uitp.org/back-to-better-mobility/home/

Recovery: Categories of impact	Actions	Country/ Region	Source
Environmental			
General environment	**Consider the combined impacts of wildfire smoke exposure and COVID-19 on public health.** Wildfire seasons are increasingly common in some countries, causing periodic exposure to smoke particles that can overwhelm the immune system and exacerbate and cause respiratory problems. Additionally, research has discovered correlations between smoke caused by summer wildfires, and more severe flu seasons the following winter. Consider: ■ Surge capacity in healthcare settings to manage compounding impacts of wildfires smoke on respiratory viruses such as flu and COVID-19 ■ Advising against use of 'community clean air shelters', which offered respite from smoke in normal years, but are now risky because of the pandemic and the need for social distancing ■ During smoky periods advise people to stay at home as much as possible with windows and doors closed ■ If your house has forced air, install a filter that filters harmful particles (with a MERV rating of 13 or higher). If not, select one room of your home, ideally the coolest one, and use a portable air cleaner ■ Where possible/needed use properly fitting N95 respirator masks to filter smoke particles, as COVID-19 cloth/face coverings don't offer protection from smoke	USA	https://www.nytimes.com/2020/07/08/climate/wildfires-smoke-covid-coronavirus.html https://www.sciencedirect.com/science/article/pii/S0160412019326935?via=ihub

Recovery: Categories of impact	Actions	Country/ Region	Source
Communications			
General communications	**Consider the usefulness of an infographic for citizens**. Processing information on coronavirus can be stressful. Consider how detailed information can be publicly shared, displayed and disseminated in an engaging and simple way, for example, through an infographic. The audience of the infographic should be clear but may include stakeholders, staff, citizens, tourists, customers, suppliers, volunteers, etc. Consider creating an infographic that includes: ■ Number of people affected, recovered, died, tested, traced ■ Number of volunteers, business contributions, donations, and the scope of effects they have had on COVID-19 response and recovery ■ Number of travellers, visitors, business trips into the country/city ■ Distribution of supplies and services e.g. PPE, number of service beneficiaries ■ Other local government duties performed during the period of COVID-19 response and success of those ■ Where to get more information from ■ The date of the information contained in the infographic Much information can be included and a regular circulation of such a graphic may keep stakeholders updated in an engaging way.	South Africa Vanuatu	https://resource. capetown.gov.za/ documentcentre/ Documents/City% 20research%20re ports%20and%20 review/CCT-Weekly-COVID19-Dashboard.pdf https://ndmo.gov .vu/news/180-tc-donna-response-infographic
General communications	**Consider advising people to avoid "the three Cs"**. The "Three Cs" are: ■ Closed spaces ■ Crowded places ■ Close-contact settings Advising people to avoid these three Cs may contribute to a communications message to prevent new outbreaks.	Japan	Ministry of Foreign Affairs of Japan website https://www.mof a.go.jp/files/1000 74275.pdf

Recovery: Categories of impact	Actions	Country/ Region	Source
Governance and legislation			
Emergency planning/ Learning lessons	**Consider lessons from Mongolia's approach to containing COVID-19**. Mongolia's government took early, decisive preventative measures to fight COVID-19. Reports suggest that its 3.2m population have contained the virus to (at the time of writing) 287 confirmed cases and 0 deaths. Mongolia's weak health system and links to epicentres of COVID-19 (China with which it shares a land border, and South Korea with a large population of Mongolian migrant workers), suggests it could be hard-hit by COVID-19. Following WHO's advice on 22nd January 2020, containment action included: ▪ Immediate activation of the State Emergency Commission to support the Ministry of Health ▪ On 25th January, closed all schools and kindergartens, transferring classes to TV and internet-based lessons ▪ In mid-February, implemented preventative measures e.g. cancelled a national holiday, stopped travel between the capital (Ulaanbaatar) and provinces ▪ Closed borders with China and Russia to all land and air travel ▪ 21-day quarantine and testing for citizens who returned from overseas ▪ Enforced wearing of masks with additional handwashing and sanitisation These actions also helped reduce flu infections and gastro-intestinal infections.	Mongolia	https://blog.usejournal.com/covid-underdogs-mongolia-3b0c162427c2 https://www.scmp.com/week-asia/health-environment/article/3089934/mongolia-has-few-coronavirus-cases-and-some-say-its https://fsi.stanford.edu/news/lessons-mongolia%E2%80%99s-covid-19-containment-strategy

Recovery: Categories of impact	Actions	Country/ Region	Source
Learning lessons	**Consider producing case studies on how cities are tackling COVID-19 to share (inter-)nationally.** Government organisations in India have been directing substantial effort to tackling the crisis. Part of this effort has involved producing a series of case study articles on how cities have tackled COVID-19. The actions those cities have implemented contain lessons which are transferable on: managing the spread of the virus, the use of technology, communication approaches, approaches to governance, and the participation of the community. Sharing case studies is a great contribution to the local, national and international effort to tackle the virus. Consider preparing case studies similar to: ▪ In Pune, how it took a people-based approach to responding to hotspot areas (http://cdri.world/casestudy/response_to_covid19_by_pune.pdf) ▪ In Karnataka, how it worked with the IT sector to develop its technological approach to responding to the effects of COVID-19 (http://cdri.world/casestudy/response-to-covid19-by-Karnataka.pdf) ▪ In Goa, how it repurposed manufacturing capacity to produce hand sanitizer, and recovering production capacity of its pharmaceutical industry (http://cdri.world/casestudy/response_to_covid19_by_goa.pdf) ▪ In Odisha, how women lead the fight against COVID-19 and child-focused interventions (http://cdri.world/casestudy/response-to-covid19-by-odisha.pdf) In all, there are eight case studies on the site, all detailing different approaches to responding to COVID-19.	India	http://cdri.world/ Other case studies to consider: Lahaul and Spiti: http://cdri.world/casestudy/response_to_covid19_by_lahaul-and-spiti.pdf Jharkhand: http://cdri.world/casestudy/response_to_covid19_by_Jharkhand.pdf Madhya Prades: http://cdri.world/casestudy/response_to_covid19_by_madhya_pradesh.pdf

Recovery: Categories of impact	Actions	Country/ Region	Source
Emergency planning	**Consider encouraging staff to take online training on emergency planning and incident command.** FEMA (USA) make freely available training materials on a range of topics which are of relevance to the current pandemic. The list of training below is not specific to COVID-19 but is helpful for the broader issues of planning for emergencies and commanding emergency response to incidents. These links are to just the slides, but they provide a helpful background and sources for further study. Consider reviewing the materials in the following FEMA courses: ▪ **Emergency Planning** https://training.fema.gov/is/courseoverview.aspx?code=IS-235.c ▪ **Fundamentals of Emergency Management** https://training.fema.gov/is/courseoverview.aspx?code=IS-230.d ▪ **Introduction to the Incident Command System** https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c ▪ **Basic Incident Command System for Initial Response** https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c ▪ **An Introduction to the National Incident Management System** https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b ▪ **National Response Framework, An Introduction** https://training.fema.gov/is/courseoverview.aspx?code=IS-800.d Each of these courses have online materials available on the URLs given above – often over 100 slides are freely available.	USA	https://training.fema.gov/is

Briefing C: How different emergency services have supported COVID-19 response efforts

The all-of society impact of COVID-19 has required many organisations to adapt their operating procedures and deliver alternative activities, including frontline emergency services such as the Police, Fire Brigade, Ambulance and Search and Rescue organisations. We provide examples of first responder adaptation during COVID-19 to demonstrate how frontline services have modified their operations to help tackle the crisis.

Alternative activities undertaken by emergency services

- **Supporting health and social care**: In California (USA), the National Guard deployed rapid medical strike teams to assist overwhelmed health/nursing facilities[2]. Strike teams involved 8-10 people (e.g. included doctors, nurses, physical therapists, respiratory therapists, behavioural health professionals). Strike teams worked across 25 nursing homes – staying on-site for 3-6 days to establish stability of care, disinfected facilities, and staffed mobile COVID-19 testing sites[2].
- **House-to-house testing**: In Guayaquil (Ecuador)municipal taskforces (involving firefighters, medics, and city workers) went house-to-house looking for potential cases[3] . Similarly, in Cambridge (USA), Fire Department paramedics were enlisted to go door-to-door in public housing developments that predominantly housed the elderly and younger disabled tenants to offer Covid-19 tests to residents[4]
- **Disinfecting public spaces**: In Pune (India) , sanitary workers disinfected and fumigated public areas[5]
- **Managing sanitation services**: In Ganjam (India), the fire brigade supported the COVID-19 effort by heading the country's sanitation programme[6]
- **Delivering food/medication parcels to vulnerable people**: In West Bengal (India), all police stations were made responsible for delivering food and medication to those who are vulnerable and sheltering to avoid food scarcity - the programme was monitored by the State's District Magistrates and Police Superintendents[7]. In Georgia (USA), a similar scheme involved police officers delivering groceries/medicine to vulnerable people who had placed/paid for orders[8]
- **Distributing $100 gift cards**: In Smyrna (USA), police handed out $100 gift cards from a community grocery assistance fund to help vulnerable residents purchase essential items[9]
- **Counteracting misinformation**: In Göttingen (Germany), clashes with tower block residents under enforced lockdown were caused by communication problems between authorities and residents. Translators, working through first responding services, communicated important public health information to relevant residents in German and Romanian via text messaging[10]

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[2] https://www.cpr.org/2020/08/06/national-guard-helps-fill-long-term-care-staff-shortages-in-california/

[3] https://www.theguardian.com/world/2020/apr/22/ecuador-guayaquil-mayor-

[4] https://www.cambridgeday.com/2020/05/16/plans-to-test-most-vulnerable-for-covid-19-evolve-enlisting-fire-paramedics-to-visit-public-housing/

[5] http://cdri.world/casestudy/response_to_covid19_by_pune.pdf

[6] https://www.newindianexpress.com/states/odisha/2020/aug/07/ganjam-to-conduct-home-survey-again-as-cases-rise-2180291.html

[7] https://www.hindustantimes.com/india-news/covid-19-lockdown-police-stations-will-take-responsibility-to-deliver-food-at-doorsteps-says-mamata-banerjee/story-YOYnHAdwmTHAZzzcTLYYuI.html

[8] https://cobbcountycourier.com/2020/04/smyrna-police-deliver-food-and-medicine-to-seniors/

[9] https://cobbcountycourier.com/2020/04/smyrna-police-deliver-food-and-medicine-to-seniors/

[10] https://www.bbc.co.uk/news/world-europe-53131941

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Consider the demand for alternative activities from emergency services

To determine how, when and where emergency services can support alternative activities, consider:

- The demand for alternative support:
  - o Identify current needs where additional capacity to deliver activities is required
  - o Identify future areas where demand is foreseeable, and where additional capacity may need to be built e.g. through retraining
- How responders can support alternative activities[11]:
  - o Identify potential capacity in responder organisations, or how this capacity can be created, protected, and prioritised, and how long this capacity may be available[12]
  - o Obtain strategic-level agreement on the direction, scope and parameters of the alternative activities
  - o Gather information to understand activities e.g. from partner databases, existing measures, knowledgeable people
  - o Assess the impact of redeploying staff to other activities and the effects of this on their ability, and the organisation's ability to cope[13]
- Preparing redeployed resources:
  - o Identify and source training and safety measures required to redeploy staff to alternative activities (including health and wellbeing of staff and the public)[14]
  - o Capability of the resources, including:
    - ▪ Transactional activities i.e. single short-term actions
    - ▪ Transformational activities i.e. complex, interconnected, longer-term actions needing strategic partnerships

Consider the benefits to the emergency services from delivering alternative activities

The involvement of emergency services in alternative activities has the potential to increase services' visibility in communities which can help build community trust and engagement[15], reduce misinformation and non-compliance to COVID-19, and bolster local multi-agency partnerships for a more efficient and effective response and recovery[16].

On benefits, consider:

- Working with partners to capitalise on increased contact with marginalised and vulnerable communities e.g. from door-to-door visits. This may include:
  - o Addressing additional social or health issues, fire safety, safeguarding, or referral to other services
  - o Community engagement activities and visible street presence through renewing the Neighbourhood Watch Scheme and police Safer Neighbourhood Teams[17]

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[11] The Manchester Briefing on COVID-19. Fifteenth briefing: Week beginning 13th July 2020. ambs.ac.uk/covidrecovery

[12] https://www.nga.org/wp-content/uploads/2020/05/NGA-Memo_Concurrent-Emergencies_FINAL.pdf

[13] https://www.cipd.co.uk/knowledge/strategy/resourcing/transferable-skills-redeploying-during-COVID-19

[14] https://www.england.nhs.uk/coronavirus/wp-content/uploads/sites/52/2020/03/C0666_Redeploying-your-secondary-care-medical-workforce-safely-v-2_14July.pdf

[15] https://www.app.college.police.uk/app-content/engagement-and-communication/engaging-with-communities/

[16] https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=25788&LangID=E

[17] https://policyexchange.org.uk/wp-content/uploads/Policing-a-Pandemic.pdf

- Developing joint local/national approaches to provide alternative response to support COVID-19 activities. This may include:
  - Emergency services delivering essential items like food and medicines to vulnerable people, driving ambulances, assisting ambulance staff, attending homes of people who have fallen but are not injured[18],[19]
  - Increase multi-agency coordination with civil organisations should be central in the design and review measures for COVID-19 response and recovery[20]
- How to capitalise on increased community engagement and volunteerism to help disseminate public health information. Consider working with volunteer and civil society organisations that are close to communities and know their specific needs to:
  - Increase capacity for response and recovery considering short and long-term requirements of the need, and of volunteers
  - Translate and disseminate timely information in relevant languages and tackle misinformation[21]
  - Build relationships in the community to encourage adherence to COVD-19 behaviours, especially with people who have not had previous contact with emergency services
  - Enhance community engagement and information sharing to combat misinformation and non-compliance about COVID-19 working with Crime and Disorder Reduction Partnerships (CDRPs)[18]

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[18] https://www.nationalfirechiefs.org.uk/News/Page-2/covid-19-firefighters-to-deliver-food-and-medicines-drive-ambulances-and-retrieve-bodies/249304

[19] https://www.westyorksfire.gov.uk/news/fire-service-staff-volunteer-to-help-people-get-back-on-their-feet-during-coronavirus-pandemic/

[20] https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=25788&LangID=E

[21] https://www.theguardian.com/australia-news/2020/jul/06/melbourne-towers-residents-translated-covid-19-information-sheet-into-10-different-languages-in-24-hours

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Briefing D: Useful webinars

Taken place in the past week	Webinar Title	Link to presentation
On demand	COVID-19 and business continuity	https://page.bsigroup.com/covid-19-and-continuity-replay
29.07.2020	Environment and emergencies: What you need to know in a pandemic context	https://register.gotowebinar.com/register/5708257960425999887
05.08.2020	Development and rollout of Test and Trace, and the future of the COVID-19 contact tracing app	https://www.westminsterforumprojects.co.uk/conference/Key-priorities-for-developing-a-COVID-10-contact-tracing-app
07.08.2020	How the onset of COVID-19 has accelerated the already shrinking space for civil society organisations in Africa	https://zoom.us/webinar/register/WN_hkpjCV07T-myfOXuGtNiew
Coming up		
Date	Webinar Title	Link to registration
19.08.2020	Environmental coordination in emergencies: Localisation and lockdown challenges	https://register.gotowebinar.com/register/5708257960425999887
23.09.2020	Crisis waste management: COVID-19 and beyond	https://register.gotowebinar.com/register/5708257960425999887