



COVID-19
RESPONSE



United Nations
Educational, Scientific and
Cultural Organization

Knowledge Management in a time of crisis

by



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Contents

- Overview of UNESCO
- Combatting COVID-19 related disinformation.
- Supporting knowledge transfer between and across regions.
- Futures Literacy – Preparing for post-COVID-19 challenges
- Some emerging learnings

A brief overview of UNESCO



UNESCO leads global efforts to reach quality education for all



UNESCO builds Youth networks



UNESCO coordinates Tsunami early warning systems all over the globe



UNESCO preserves 1073 World Heritage sites in 167 countries



UNESCO supports freedom of expression & safety of journalists



UNESCO & KM – The Organization's Five Functions

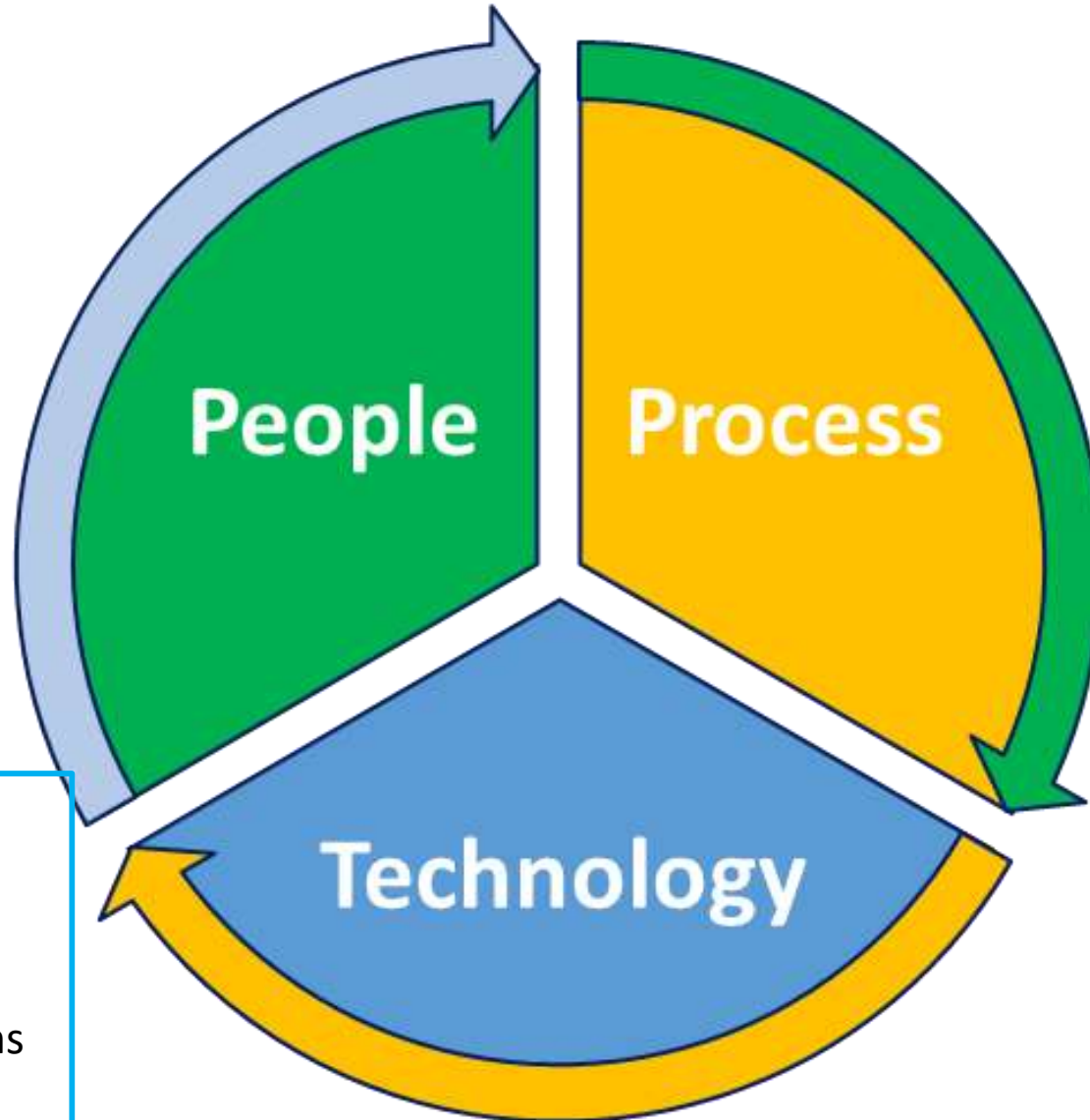


Supporting COVID-19 related knowledge
transfers across regions

Supporting global knowledge transfers

- UNESCO staff
- UNESCO Global networks
- Fact checkers
- Experts
- Donors
- Beneficiaries
- Service providers

- Collaboration tools
- Social media platforms
- Crowdsourcing & hackathon platforms
- AI enabled tools



- Task forces
- Training Webinars
- Consultative, planning & information sharing webinars
- Hackathons
- Joint communiques
- Social media campaigns
- Surveys

People



Processes

Memory institutions worldwide are responding to COVID-19

Memory institutions around the world have shown incredible resilience in the face of this crisis. UNESCO invites you to engage in and share initiatives that harness the scientific, educational and artistic potential of documentary heritage to help its Member States address the pandemic.



What is the role of libraries in fighting a global health crisis?



What can archives offer during the COVID-19 pandemic?



How do museums help fight the stress and isolation caused by the coronavirus outbreak?



How can audiovisual archivists mitigate the impact of the pandemic on their community?



HACK THE VIRUS

A Call for Innovators to Hack the Spread of the Coronavirus in Egypt

APPLY NOW



#DontGoViral

We need to **#ShareInformation** to combat disinformation, misinformation and lack of information

Join us in making educational content for our communities about COVID-19

Follow these steps to participate

- 1| Create music, animation, offline sticker campaigns, or whatever content your community needs most
- 2| Share your content on one or more social media platforms tagging #DontGoViral
- 3| Submit your raw content to bit.ly/dontgoviral in a format that others can adapt, remix and translate
- 4| Involve your friends!

Want to Learn more? visit DontGoViral.Wiki

CC BY NC ND

INNOVATION FOR POLICY FOUNDATION

#i4Policy

United Nations Educational, Scientific and Cultural Organization

With the support of UNESCO

Technology

UNESCO

26.6K Tweets

“

Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed.

”

UNESCO Constitution

UNESCO

@UNESCO

Building peace where it starts - in the minds of men & women.
#IChoosePeace

en.unesco.org

Born November 16, 1945

Joined February 2009

1,986 Following

3.2M Followers

Following

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Activity

Chat

Teams

Assignments

Calendar

Apps

Help

Teams

CI Covid-19 Task Force

CT

Cairo Team

CT

CI Transversal joint Team

COVID-19 Communication TF - ARB

UNESCO

Search for Everything

114

★

⚙️

ENGLISH

Intranet

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Tools

Communities & Projects

Committees

05/14/2020

INCLUSION

Inclusion in the time of Covid 19

Webinar series - May 2020

21

0

International webinar addressing racism, discrimination and exclusion

SEE MORE

International Coalition of Inclusive and Sustainable Cities - ICCIS

CORONAVIRUS COVID19

i

New update : 15 May

ANNOUNCEMENTS

Important information for reporting technical.

Whether you are using SuccessFactors, our e-recruitment tool, as a candidate, a panel member, a Hiring Manager or an AO, please be advised that any technical issues...

05/14/2020

1 2

Activate Windows
Go to Settings to

TOP APPS

SEE MORE

Combatting COVID-19 related disinformation

Disinformation (n): False or inaccurate content that has a potentially negative effect.

Why addressing the COVID-19 Disinfodemic is critical?

➤ 1500 false online statements about COVID-19 between January – March 2020!!

International Fact Checking Network (IFCN)



“Our common enemy is [#COVID19](#), but our enemy is also an “infodemic” of misinformation. To overcome the [#coronavirus](#), we need to urgently promote facts & science, hope & solidarity over despair & division”. António Guterres, Secretary-General of the United Nations.



“Access to reliable and accurate information is critical at the best of times, but during a crisis such as the ongoing COVID-19 pandemic, it can be a matter of life and death”. Julie Posetti, Co-author of UNESCO Policy brief “Deciphering COVID-19 disinformation”



“...falsehood diffuses significantly farther, faster, deeper, and more broadly than the truth, in all categories of information.... by an order of magnitude”. Sinan Aral, Professor, MIT Sloan School of Management

The four Disinfodemic formats



- False claims that mix strong emotional language, lies and/or incomplete information, and opinions with truth



- Fake government or company websites publishing seemingly plausible information



- Orchestrated disinformation campaigns



- Fraudulently altered, fabricated, or out of context images and videos

Nine common disinformation themes



Origin and
spread of
COVID-19



False &
Misleading
Statistics



Economic
impacts



"Discrediting"
journalists and
credible news
sources



Medical science:
symptoms, signs
and treatments



Societal &
environmental
impacts



Politicization



Content
motivated by
financial gain



Celebrity-
focused
disinformation

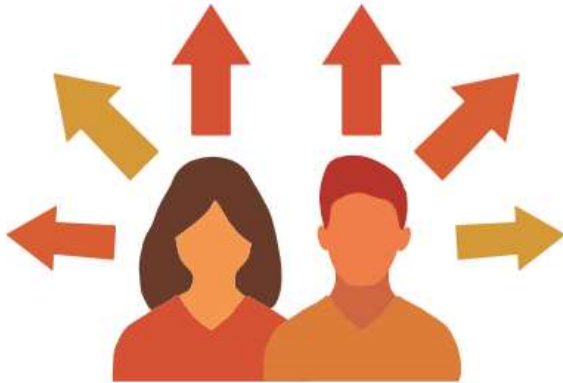
How to respond to the Disinfodemic?



- Identifying disinformation



- Supporting audiences targeted by disinformation



- Working with content producers & distributors

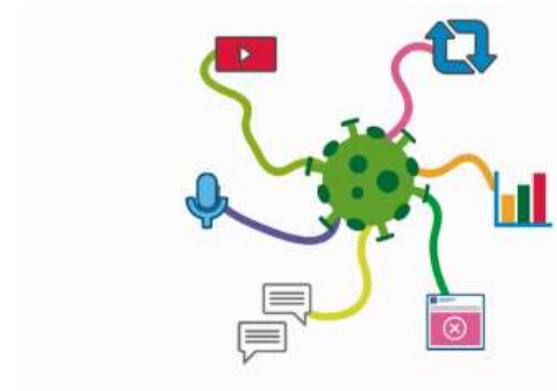


- Addressing creation and spread of disinformation

Disinfodemic - What is UNESCO doing?



- Circulating key public service health messages in concert with WHO
- Enhancing public awareness about disinformation through media and information literacy
- Preparing policy briefs and handbooks
- Organizing webinars and trainings including MOOCs on disinformation
- Working with fact-checking networks to identify & debunk misinformation
- Using AI and other technologies to help find and counter disinformation



Beware the Disinfodemic



Futures Literacy:
Preparing for the post-COVID-19 world



- > \$42 billion in income losses
- > 1.7 million job losses across all sectors.
- Shrinking middle class, 8.3 million more people pushed into poverty
- Aid cuts will increase pressure on the 26 million forcibly displaced persons who depend on humanitarian aid for their survival.



- Frustrated youths confined to their homes are spending even more time exposed to rabid content that makes them vulnerable to recruitment (Brookings Institution, 2020).
- Youth (15 -24 years) are three (3) times more likely to be unemployed (ILO, ECOSOC, 2020).
- Post-COVID-19 recession likely to increase human trafficking (UNODC, 2020)
- Aid for preventing violent extremism is shifting to COVID-19 responses at a time when extremist organizations are ramping up their recruiting efforts (Brookings Institution, 2020).

What is UNESCO doing?

Futures Literacy: A Skill for the 21st Century



- Imagining the World After COVID-19 – inspiring online discussions series with global experts and thinkers
- Preparing Future Literacy Labs
- Support Governments in the development of plans and policies to create conditions for realizing desired futures.
- Addressing the ethical and social implications of COVID-19

Some emerging learnings

Some emerging learnings

- The COVID-19 has demonstrated the value of investing in KM
- KM, digital infrastructure, training of staff etc. has enabled the Organization to operate, effectively collaborate and innovate during the COVID-19 pandemic.
- The new working environment, contributed to decentralization, a flatter more collaborative structure and a strong action bias. Important to explore how to preserve such aspects post-COVID-19
- Research on the governance of information platforms given the potential harm of disinformation and the implication for human rights such as freedom expression, the freedom to share and hold opinions and privacy is needed to inform policy.
- Important to capture and disseminate the global experiences and learning from COVID-19 through case studies, after action reviews, post mortems etc. for the future.

Thank you for your attention! 😊

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Image credits

- UNESCO's Five Functions – Image: UNESCO / Guillermo LeMarchand <https://pt.slideshare.net/UNESCOVENICE/mr-guillermo-a-lemarchand-science-policy-consultant-division-of-science-policy-and-capacity-building-natural-sciences-sector-unesco-paris-gospin-for-science-policy-a-global-observatory-for-science-technology-and-innovation-policy-instruments?nomobile=true>
- Antonio Guterres - United Nations Secretary-General Antonio Guterres pictured on August 3, 2012, when he was UN High Commissioner for Refugees. Image: US Mission to the UN/Eric Bridiers (<https://www.thedefensepost.com/2019/09/03/un-guterres-africa-terrorism/>)
- Julie Possetti – Image: UNESCO <https://en.unesco.org/world-press-freedom-day-2016/julie-posetti>
- Sinan Aral – Image: MIT DIGITAL <http://ide.mit.edu/about-us/people/sinan-aral>
- L'Oreal-UNESCO Sub-Saharan Africa Young Talent Program 2020 <https://greatyop.com/oreal-unesco-sub-saharan-africa-young-talent/>

Resources mentioned in the presentation

- Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training. <https://unesdoc.unesco.org/ark:/48223/pf0000265552>
- UNODC Research Brief: How COVID-19 restrictions and the economic consequences are likely to impact migrant smuggling and cross-border trafficking in persons to Europe and North America <https://www.unodc.org/documents/data-and-analysis/covid/Covid-related-impact-on-SoM-TiP-web3.pdf>
- Preventing violent extremism during and after the COVID-19 pandemic <https://www.brookings.edu/blog/order-from-chaos/2020/04/28/preventing-violent-extremism-during-and-after-the-covid-19-pandemic/>
- Impact of the COVID-19 pandemic on trafficking in persons https://www.unodc.org/documents/Advocacy-Section/HTMSS_Thematic_Brief_on_COVID-19.pdf
- Protecting and mobilizing youth in COVID-19 responses <https://www.un.org/development/desa/youth/news/2020/05/covid-19/>