1. What can be done to reinforce the right to seek and receive information in the online environment?

2. What mechanisms can develop policies and common standards for open-licensed educational resources and scientific repositories, and for the long-term preservation of digital heritage?

3. How can greater progress be made as regards inclusive strategies for women and girls as well as marginalized and disabled people?

4. How can accessibility be facilitated through increases in locally produced and relevant content in different languages?

5. What can be done to institutionalize Media and Information Literacy (MIL) effectively in national educational systems?

6. What are the current and emerging challenges relevant to freedom of expression online?

7. How can legislation in a diverse range of fields which impacts on the Internet respect freedom of expression in line with international standards?

8. Is there a need for specific protections for freedom of expression for the Internet?

9. To what extent do laws protect digitally interfaced journalism and journalistic sources?

10. What are the optimum ways to deal with online hate speech? How can Media and Information Literacy empower users to understand and exercise freedom of expression on the Internet?

11. What are the optimum systems for independent self-regulation by journalistic actors and intermediaries in cyberspace?

12. What principles should ensure respect for the right to privacy?
13. What is the relationship between privacy, anonymity and encryption?

14. What is the importance of transparency around limitations of privacy?

15. What kinds of arrangements can help to safeguard the exercise of privacy in relation to other rights?

16. How can openness and transparency of data be reconciled with privacy?

17. What may be the impact of issues relating to big data on respect for privacy?

18. How can security of personal data be enhanced?

Much of the ongoing debate on privacy and the internet concerns the power of commercial online social networks to collect masses of personal data on their users and mine them for commercial, mainly advertising purposes, for the sake of monetary gain. Since users must accept the terms and conditions of use of the commercial online social network, it has open slather on how to mine the data, including constructing in detail the private personal networks of users. There is no room provided for users to carry on private exchanges with friends, and hence a massive intrusion into privacy for the sake of gain. A remedy for this would be the 'privacy capsule' which would be legally prescribed for every commercial online social network. Each user would have out there in the cyberworld an inviolable private space, i.e. a kind of CyberLivingRoom — Montaigne would call it an "arrière boutique" —, that would be excluded altogether from surveillance by the online social network provider, who would not be allowed to surveil, store or analyze private personal data declared to be such by the user. These private data would be successively deleted every couple of days. Exceptions would be made only in the case of the authorities pursuing criminals and only after having been issued a warrant by a judge, just as in the case of other invasions of privacy for law-enforcement, such as phone-tapping.

A complementary proposal is that of the CyberPublicSquare or CyberAgora which would be a non-commercial, public online social network funded by taxes or a public levy, say, on an EU or UNESCO level, that would serve as a universal meeting-place for citizens and denizens to have both public and private exchanges with each other. Only those exchanges would be deemed public that are declared to be so by the particular participating citizens themselves. Otherwise they would be automatically private by default, as in the case of the privacy capsule, with a legal prohibition of gathering, storing and mining data. The idea of the CyberAgora is analogous to that of public broadcasting as an alternative to commercial broadcasters, whose business models are invariably based on generating advertising revenues. Cyber-publicness in the sense of a free exchange among citizens demands a CyberPublicSquare fitting to the needs of a free civil society. It is a demand that can be asserted only from below, from civil society itself struggling to establish its freedom of speech in the cyberworld.

Further details: http://www.arte-fact.org/untpltlc/dgtlpblc.html

19. How can Media and Information Literacy be developed to assist individuals to protect their privacy?
20. How can ethical principles based on international human rights advance accessibility, openness, and multi-stakeholder participation on the Internet?

21. What conceptual frameworks or processes of inquiry could serve to analyse, assess, and thereby inform the choices that confront stakeholders in the new social uses and applications of information and knowledge?

22. How does ethical consideration relate to gender dimensions of the Internet?

23. How can ethics, - i.e. the simultaneous affirmation of human rights, peace, equity, and justice - inform law and regulation about the Internet?

24. What international, regional and national frameworks, normative guidelines and accountability mechanisms exist of relevance to one or more fields of the study?

25. How do cross-jurisdictional issues operate with regard to freedom of expression and privacy?

26. What are the intersections between the fields of study: for example, between access and freedom of expression; ethics and privacy; privacy and freedom of expression; and between all four elements?

27. What pertinent information materials exist that cut across or which are relevant to the four fields of the study?

28. What might be the options for role of UNESCO within the wider UN system in regard to the distinct issues of online Access to information and knowledge, Freedom of Expression, Privacy and Ethical dimensions of the information society?

29. What might be options for the role of UNESCO in relation to stakeholders outside the UN system?

30. For each study field, what specific options might UNESCO Member States consider?