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?

Defamation laws sometimes are used (or rather abused) by powerful groups (businesses or political parties) or by governments to intimidate critics or stop them from expressing concerns or call for improvements.

I have witnessed the abuse of defamation law by private businesses to silence those who want to expose corruptions or want to encourage the public to investigate wrong doings in these
organizations .. the Shia opposition party also uses defamation laws to silence its critics. Unfortunately, these powerful groups can get away with it in curbing speech because in Arab countries there is not much understanding of the value of freedom of speech or what forms of speech should/should not be allowed.

Organizations, political groups and individuals that are powerful (i.e. have money and connections) are capable of paying for lawyers and chasing legal cases .. but those who are not will be forced to keep silent.

Another challenge to freedom of expression is media propaganda. Some powerful groups (governments, political parties, etc) are capable of creating media propaganda that can create a bias in the understanding of a given issue. Other groups (individuals, less powerful political parties, or less powerful governments) will have difficulty making their points of views heard and accepted. Their freedom to express is being curbed because their points of views are shunned and considered 'wrong' due to the bias that the media propaganda have created.

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?

Dignity is a principals that is very much related to privacy .. if you are not giving privacy considerations to a certain individual, then you are treating him/her as 'nothing'. This person has lost his/her dignity. Freedom is a principal very much related to privacy. These two principals are precursors 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?

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?

The teaching of human rights and ethical principals and ethical analysis can help a lot in advancing or pushing for principals of freedom of expression on the internet but certain ethical principals are not universal therefore some gaps need to be bridged in order to be able to teach a 'universal' or an 'international' human rights principals.

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?