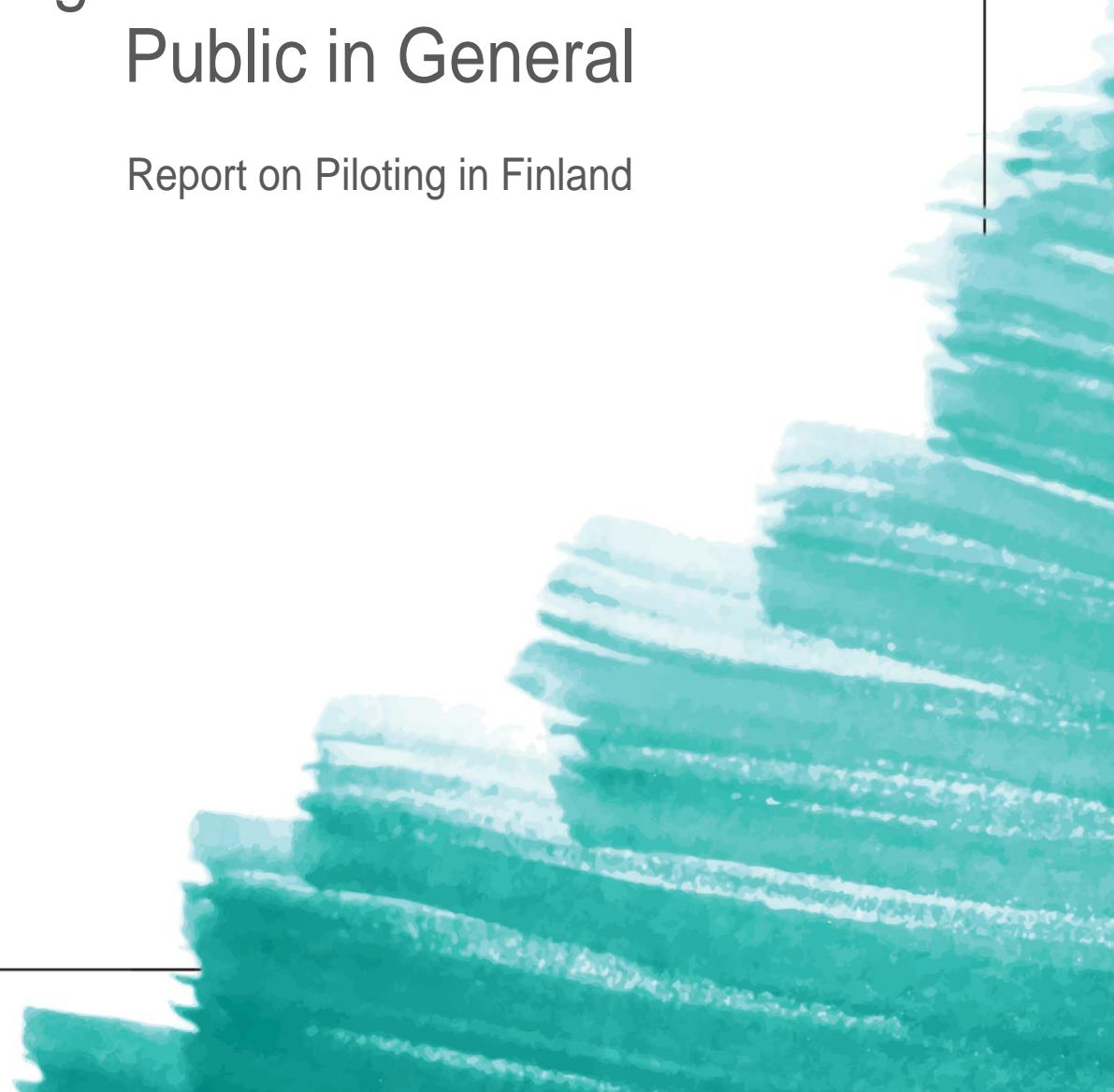


Assessing Copyright and Related Rights Systems

Copyright-related Education for the Public in General

Report on Piloting in Finland





Assessing Copyright and Related Rights Systems: Copyright-related Education for the Public in General. Report on Piloting in Finland.

This report is the result of the first pilot study implementing Description Sheet 14 – *Copyright-related Education for the Public in General*, one of the 37 indicators constituting a methodology framework for assessing the operation of national copyright and related rights systems. The methodology framework has been developed at the Foundation for cultural policy research (Cupore) in Finland as part of a project financed by the Finnish Ministry of Education and Culture. The pilot study was conducted by Jukka Kortelainen, student at the Faculty of Social sciences at the University of Jyväskylä, as part of an internship at the Foundation for Cultural Policy Research between February and July 2013. The work was supervised by Professor Anita Kangas (University of Jyväskylä), the steering group of the project, as well as the core project team. The results were first published in December 2013 on the website of Cupore.

A handbook presenting the methodology framework is available on the website of Cupore at www.cupore.fi.

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Executive summary

This document presents data collected in application of a methodology framework to assess the operation of copyright and related rights systems. More precisely, the information and analysis below correspond to Description Sheet 14 presented in the methodology handbook, titled “Copyright-related Education for the Public in General”. The goal of this report is to provide an overview of copyright-related education provided in Finnish elementary, secondary, and upper secondary schools. Another goal is to provide an overview of general and teaching-related copyright education offered by educational enterprises and professional organizations.

Data has been collected concerning the following issues presented in Description Sheet 14 of the methodology framework: copyright-related education in elementary school, copyright-related education in secondary school, upper secondary school, educational enterprises and professional organizations offering education. The national core curricula drawn by the National Board of Education were used as an indication of inclusion of copyright-related education in elementary, secondary, and upper secondary schools. Data concerning education offered by educational enterprises and professional organizations was collected through desktop research and an interview with the Communication Officer of Copyright Information and Anti-piracy Centre.

Copyright is not mentioned in the national core curriculum for basic education (elementary and secondary schools). Citation and referencing skills are part of the core contents in education of Mother Tongue and Literature to 6-9 grade students. The cross-curricular themes “*Media Skills and Communication*” and “*Technology and Individual*”, as integrated into numerous subjects, provide framework for inclusion of copyright-related themes in basic education.

In the national core curriculum for upper secondary education, copyright is mentioned in the objectives of the cross-curricular theme “*Communication and Media Competence*”. Therefore the core curriculum requires copyright-related topics to be integrated into the education of numerous subjects. Copyright is also mentioned in the learning objectives of the Geography course “*Regional Studies*”. Citation and referencing skills are involved in the learning objectives and core contents in courses of Mother Tongue and Literature.

At the moment, two organizations are providing regular education for students and teachers at different levels of the education system. The Copyright Information and Anti-piracy Centre visits approximately 30 schools and educates 5000-6000 students per year. The IPR University Center’s “*Operight*” project has been active since 2010 and the project’s education has reached about 300 teachers per year. The “*KOTEK*” project, carried out in 2011-2012, was another significant education project for teachers. There are several online guidebooks available for teachers as well. In addition to education focusing specifically on copyright, copyright-related topics are part of media education provided by several organizations in Finland.

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Introduction

A. CONTEXT OF THE PILOT STUDY

A methodology framework for assessing the operation of national copyright and related rights systems has been developed at the Foundation for cultural policy research (Cupore) in Finland. It is a collection of tools for achieving a systematic assessment of the functioning, performance and balanced operation of national copyright and related rights systems.

In the methodology, the assessment of the copyright and related rights system is determined through a framework consisting of so-called description sheets and methodology cards. The description sheets constitute guidelines to produce a comprehensive presentation and description of a country's copyright and related rights system and its operating environment. The methodology cards propose the collection of specific sets of data, either quantitative, descriptive or qualitative, that will be used as indicators of the functioning, performance and balanced operation of the system. Description sheets and methodology cards are accompanied by detailed information on the data to be collected, as well as analysis guidelines that will help connect them to each other.

The methodology framework is meant to be continuously improved through application feedbacks. For more information, see the Cupore website, www.cupore.fi/copyright.php.

This report presents data collected in application of Description Sheet 14 of the methodology framework, titled "Copyright-related Education for the Public in General". It is the result of the first pilot study applying this indicator in Finland.¹

This study was conducted by Jukka Kortelainen, student at the Faculty of Social sciences at the University of Jyväskylä, as part of an internship at the Foundation for Cultural Policy Research between February and July 2013. The work was supervised by Professor Anita Kangas, University of Jyväskylä, the steering group of the project, as well as the core project team.

B. PRESENTATION OF THE INDICATOR

The indicator implemented here is intended to present one of the copyright system's elements. It is part of the second pillar of the methodology framework, "Functioning and performance of the elements of the copyright system", and its fourth area, "Dissemination of knowledge". It is a description sheet which presents organized education on copyright and related rights, in order to support the analysis of the operation of the national copyright and related rights system.

As explained in the methodology handbook, a crucial prerequisite for the functioning of copyright law is the access of citizens to information on their rights and obligations. Copyright law should be coherent and its main functions understood by most people.

The results of the indicators of the area *Dissemination of knowledge* tell about the effectiveness of the measures aimed at enhancing the awareness and understanding of the law and the use of rights. It is critical for the functioning of the copyright system as a whole that the authors, performers and other professionals in the field of copyright have the necessary information and knowledge to use their rights and respect those of others. Therefore the elements concerning information activities on copyright and

¹ The study was conducted based on the draft version of the Methodology Handbook, dated 19.7.2012. This report is modified from the original report to better correspond to the version of the Methodology Handbook dated 20.12.2013.

related rights, copyright-related education, and research on copyright-related issues are included in the methodology framework as an area of its own.

Education is included in the methodology under the topics of citizens' education (Description Sheet 14 – *Copyright-related Education for the Public in General*) and education of artists and other professionals in copyright-based industries (Methodology Card 11 – *Copyright-related Education as Part of the Education of Professionals for Creative Industries*). Copyright education in elementary, secondary, upper secondary and vocational schools, polytechnics and universities, as well as education offered by educational enterprises and professional organizations are included in this description sheet. The indicators on education might signal fragmentation of teaching or the lack of uniform principles for curricula. The knowledge base of teachers is essential for teaching and informing students of all ages.

Please note that the applicability of the indicators in this section will depend on the general level of education and the availability of higher level education in the country. The necessary background information is presented in Description Sheet 1 – *National Context*.

The following data will give an overview of copyright-related education as part of the citizens' education in Finland. In addition, the data will give an overview of general and teaching-related copyright education provided by educational enterprises and professional organizations.

- Copyright-related issues in national core curriculum for elementary, secondary and upper secondary schools
- Copyright-related education offered by educational enterprises and professional organizations

A description sheet presenting the indicator can be found in Appendix A of this report.

C. METHODS

The information collected for this indicator was found through official information sources and the Internet. The method chosen therefore was desktop studies. The data was complemented by expert interviews.

Lists of national and international information sources used for this report can be found in the Appendices.

Results

A. COPYRIGHT-RELATED EDUCATION IN ELEMENTARY, SECONDARY AND UPPER SECONDARY SCHOOLS

The national core curricula² for basic education (grades 1-9 in elementary and secondary schools) and for education in upper secondary schools are drawn up by the National Board of Education³. The core curricula includes general and subject-specific goals and assessment criteria for education. At the regional level, schools and municipalities draw up their own curricula according to these goals and assessment criteria.

▪ COPYRIGHT-RELATED ISSUES IN NATIONAL CORE CURRICULUM FOR ELEMENTARY AND SECONDARY SCHOOLS

The current national core curriculum for basic education was approved by the National Board of Education on 16.1.2004. Schools providing basic education had to adopt the national curriculum at the latest on 1.8.2006. The National Board of Education is currently reforming the national core curriculum for basic education and it will be adopted in schools at the latest on 1.8.2016⁴.

“Compulsory core subjects in basic education are the mother tongue (i. e. Finnish or Swedish) and literature, the other national language, foreign languages, environmental studies, civics, religion or ethics, history, social studies, mathematics, physics, chemistry, biology, geography, physical education, music, visual arts, craft, home economics and pupil counselling.”⁵

Copyright or intellectual property rights are not mentioned in the national core curriculum for basic education. However, the curriculum includes seven cross-curricular themes⁶, which are integrated in the teaching of numerous subjects: *“In formulating the curriculum, cross-curricular themes are to be included in the core and optional subjects and in joint events such as assemblies, and are to be manifest in the school’s operational culture”⁷*. Copyright-related issues can be part of two particular themes: (1) *“Media Skills and Communication”⁸* including in its core contents *“tools of communication technology,*

² National core curriculum for basic education, available in English at http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/basic_education. Visited on 02.05.2013.

³ The Finnish National Board of Education has drawn up a separate curricula for basic and upper secondary education intended for adults. Copyright-related issues are similarly featured in curricula for both young people and adults. See the National core curriculum for basic and upper secondary education intended for adults, available in Finnish at http://www.oph.fi/saadokset_ja_ohjeet/opetusuunnitelmien_ja_tutkintojen_perusteet/perusopetus. Visited on 10.6.2013.

⁴ Source: Bulletin on preparation work of new core curriculum for basic education, available in Finnish at http://www.oph.fi/download/142894_tiedote_62_2012.pdf. Visited on 10.6.2013. See the website of the preparation work in Finnish, <http://www.oph.fi/ops2016>. Visited on 10.6.2013.

⁵ Source: Pilot report of Description Sheet 1. National Context.

⁶ “Cross-curricular themes represent central emphases of the educational and teaching work. Their objectives and contents are incorporated into numerous subjects; they integrate the education and instruction. Through them, the educational challenges of the time are also met”. Cross-curricular themes (“Aihekokonaisuudet” in Finnish): “Growth as a person”, “Cultural Identity and Internationalism”, “Media Skills and Communication”, “Participatory Citizenship and Entrepreneurship”, “Responsibility for the Environment, well-being, and a Sustainable Future”, “Safety and Traffic”, “Technology and the Individual”. For more information, see pages 36-41 of the national core curriculum.

⁷ Source: Page 36 of the national core curriculum.

⁸ “Viestintä ja mediataito” in Finnish. The goals of the theme are to “improve skills in expression and interaction, to advance understanding of media’s position and importance, and to improve skills in using media” (Page 37 of the national core curriculum).

their diversified use, and internet ethics” (2) “Technology and individual”⁹ - including in its core contents “technology-related issues of ethics, morality, well-being, and equality”.

One of the general objectives in teaching of mother tongue and literature in grades 6-9 is that *“the pupils will become practiced in functioning purposefully and ethically as speakers, readers and writers, building interactive relationships in various communication environments at schools and elsewhere.”¹⁰* Citation and referencing skills are introduced as one of the core contents in the teaching of mother tongue and literature: *“learning to take notes and use simple source notations; selecting and grouping materials and assembling them into a presentation.”¹¹* The skills are part of the final assessment criteria for a grade of 8 as well: *“The pupils’ skills in producing texts and utilizing them for different purposes will have developed so that (...) they will know how to choose and state their sources.”¹²*

▪ COPYRIGHT-RELATED ISSUES IN NATIONAL CORE CURRICULUM FOR UPPER SECONDARY SCHOOLS

The current national core curriculum¹³ for general upper secondary education intended for young people¹⁴ was approved on 15.8.2003. Schools providing upper secondary education had to adopt the national curriculum at the latest on 1.8.2005. Subjects in the upper secondary education are for the most part the same as in basic education.

The national curriculum for upper secondary education includes six cross-curricular themes¹⁵, which are integrated in the teaching of numerous subjects. One of the *“Communication and Media Competence”¹⁶* theme’s objectives is students to *“obtain information on the media and communications sector, media production and copyrights.”¹⁷* Copyright is mentioned in geography’s specialization course *“Regional Studies”¹⁸* as well. One of the course’s objectives is to *“command the principles of scientific writing, such as critical use of sources and referencing techniques and be familiar with copyrights”¹⁹*. Citation and referencing skills are featured in the core contents in teaching of mother tongue and literature²⁰.

⁹ “Ihminen ja teknologia” in Finnish. The goals of the theme are to “help the pupil both to understand the individual’s relationship to technology, and to see the importance of technology in our daily lives. Basic education has to offer a fundamental knowledge of technology, its development and its impacts, guide the pupils towards sensible choices, and lead them to consider the ethical, moral and equality issues associated with technology” Pages 40-41 of the national core curriculum.

¹⁰ Source: Page 51 of the national core curriculum.

¹¹ Source: Page 53 of the national core curriculum.

¹² Source: Page 55 of the national core curriculum.

¹³ National core curriculum for Upper Secondary Schools, available in English at http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/general_upper_secondary_education. Visited on 10.5.2013.

¹⁴ The Finnish National Board of Education has drawn up a separate curricula for basic and upper secondary education intended for adults. Copyright-related issues are similarly featured in curricula for both, young people and adults. See National core curriculum for basic and upper secondary education intended for adults, available in Finnish at http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus. Visited on 10.6.2013

¹⁵ Active citizenship and Entrepreneurship, Safety and well being, Sustainable Development, Cultural identity and Knowledge of Cultures, Technology and Society, Communication and Media competence. Page 27 of the national core curriculum.

¹⁶ “Viestintä ja Mediaosaaminen” in Finnish.

¹⁷ Source: Page 31 of the national core curriculum.

¹⁸ “Aluetutkimus” in Finnish.

¹⁹ Source: Page 146 of the national core curriculum.

²⁰ In courses such as “The Writing and Interpretation of Texts” (page 72 of the national core curriculum: “Tekstien tulkinta ja tuottaminen”) “Structures and meanings of texts” (pages 36, 51: “Tekstien rakenteita ja merkityksiä” in Finnish), “Textual Skills” (page 77: “Tekstitaitoa” in Finnish) “The Art and Skill of Writing” (page 80: “Kirjoittamisen taitoa ja taidetta”). These courses are for different language and cultural groups: Finnish as mother tongue, Swedish as second language, Sami as mother tongue, and Finnish for Sami-speaking students.

Responsibility of communicator and netiquette is involved as one of the core contents in the course “Text and Influence”^{21 22}

B. COPYRIGHT-RELATED EDUCATION OFFERED BY EDUCATIONAL ENTERPRISES AND PROFESSIONAL ORGANIZATIONS

▪ THE COPYRIGHT INFORMATION AND ANTI-PIRACY CENTRE (TEKIJÄNOIKEUDEN TIEDOTUS- JA VALVONTAKESKUS R.Y.)

The Copyright Information and Anti-piracy Centre (CIAPC) has arranged school visits in elementary, secondary, upper secondary and vocational schools since 2008. School visits are organized approximately in 30 schools per year and they reach 5 000-6 000 pupils per year. On these visits, a lecturer from CIAPC and representatives from creative industries²³ have held lectures on copyright and on its importance for authors and performers.²⁴ CIAPC has, in cooperation with LYHTY²⁵, produced and sent copyright-related teaching material packages to all elementary and secondary schools in Finland. The package for elementary schools²⁶ contains a copyright-related poster, a picture book, a board game, an exercise book, a template for self-made comic strip and instructions for teachers. Teaching material packages for secondary schools²⁷ consists of comic magazines, presentation sheets and instructions for teachers. CIAPC has also held lectures in universities and polytechnics now and then. During these visits, the education has focused more on legal aspects of copyright²⁸.

▪ IPR UNIVERSITY CENTER (OPERIGHT PROJECT)

The “Operight” project²⁹ is a copyright education project targeted at teachers at different levels of the education system³⁰. The project has been running since 2010 and education has been provided in several cities around Finland. The education has consisted in lectures and online courses covering topics

²¹ “Teksti ja vaikuttaminen” in Finnish. One of the core contents: “responsibility of communicator; media choices and netiquette” Source: Pages 37-38 of the curriculum.

²² Copyright-related issues can be featured in the following courses as well:

“Citizen and Law” in social studies, one of the course’s objectives is students to “know their rights, benefits and duties as citizens, employees and consumers” and “be capable of finding and learn to use the main sources of legal information” Pages 190-191 of the curriculum.

“Contemporary art workshops” in visual arts, one of the core contents is: “visual professions in society and organizations operating in the field of arts”. Page 207 of the curriculum.

²³ Artist or performer such as author, musician or film director.

²⁴ Information was provided by Juha Rislakki, CIAPC’s Communication Officer (interview on 9.5.2013).

²⁵ A joint project of creative sector artists, employees and entrepreneurs in Finland.

²⁶ The material package was sent in 2008 and it was targeted to fourth grade students (Rislakki, interview on 9.5.2013). The Finnish Ministry of Education and Culture supported the production of the package. See the package on the website hosted by CIAPC, text in Finnish, <http://www.tekijanoikeus.fi/aineistopaketti-alakoululaisille>. Visited on 9.5.2013.

²⁷ “The Mystery of Pirate Factory” (Translation by the researcher, original title in Finnish “Piraattitehtaan arvoitus”) – teaching material package was produced in 2006 and sent later to all secondary schools in Finland (Rislakki, interview on 9.5.2013). “Adventure on the night train” (translation by the researcher, original title in Finnish “Seikkailu yöjunassa”) – teaching material package was sent to all secondary schools in 2011. The teaching material packages were produced by CIAPC, Lyhty, The Finnish National Board of Education and The Finnish Ministry of Education and Culture. See the website including information on secondary school teaching materials, text in Finnish, <http://www.piraattitehdas.fi/index.php?mid=41>. Visited on 30.5.2013.

²⁸ Information was provided by Juha Rislakki, CIAPC’s Communication Officer (interview on 6.5.2013).

²⁹ “Operight” project in Finnish, http://www.iprinfo.com/koulutus/opettajien-koulutus/fi_FI/opettajien-koulutus/. Visited on 6.5.2013.

³⁰ The IPR University Center provides education to authors, performers as well as other professionals in creative industries too. For more information on the education, see Pilot Report of Methodology Card 11. *Copyright-related education as part of the education of professionals for creative industries.*

related to physical and digital use of materials in teaching. The education has reached about 300 teachers per year³¹. In addition, the project has produced a copyright online guidebook for teachers³². In the guidebook, copyright issues in teaching are covered in the following areas: works created by teachers and students, free uses of works, licensing, copying, public performance, e-teaching, music, and audio-visual works. The guidebook includes a questions-answers area, opinions published by the Copyright Council, copyright vocabulary, a quiz and links to copyright-related websites. The project's social media page is used to spread information about the project and copyright-related issues in teaching.

▪ ASSOCIATION OF FINNISH ELEARNING CENTRE (SUOMEN EOPPIMISKESKUS R.Y.) (KOTEK PROJECT)

The "KOTEK" project³³ was carried out by the Association of Finnish eLearning Centre³⁴ in 2011-2012. The project's main goal was to disseminate correct and up-to-date knowledge on copyright-related issues to teachers and staff at different levels of the education system. Another goal of the project was to spread information regarding open licenses and resources as well as to encourage teachers to use them. In 2011, the project consisted in day long workshops held in cities around Finland, as well as 12 webinars streamed through the Internet³⁵. The workshops and the webinars were held by Tarmo Toikkanen and Ville Oksanen³⁶. The education on the workshops and webinars was based on their copyright guidebook for teachers³⁷. The topics of education covered among other things the basics of copyright, the rights of teachers, perspectives of openness, open contents and licenses as well as the possibilities and limits of e-learning. In 2012, the project offered customized services for education institutions. The offered services included lectures, 2-6 hour intensive workshops, a phone helpline for individual teachers or schools, and workshops or webinars held as part of a larger education day. The project produced a guidebook on preparing copyright instructions and rules for educational institutions³⁸. The project's social media page was used to spread information about the project and copyright-related issues in teaching.

▪ OPETTAJANTEKIJANOIKEUS.FI

Opettajantekijanoikeus.fi is a website³⁹ focused on copyright-related issues in teaching. The website is hosted by Tarmo Toikkanen and is based on the copyright guidebook for teachers mentioned above in connection with the "KOTEK" project. The website includes updates for the book, a frequently updated blog including copyright-related guidebooks and other materials, news, example cases, interviews and articles. In addition, the website includes a comprehensive list of links to copyright-related pages. A copyright-related comic strip "Kopiokissa" ("Copycat")⁴⁰ is also available on the website.⁴¹

³¹ Pilot year 2010 as an exception (20 participants). Source: Annual reports 2010-2012 of IPR University Center, annual reports available in Finnish at http://www.iprinfo.com/ipr-university-center/toimintakertomukset/fi_FI/toimintakertomukset/. Visited on 24.7.2013.

³² Online guidebook for teachers, available in Finnish at <http://www.operight.fi/>. Visited on 6.5.2013.

³³ Information presented in this section is based on website of KOTEK-project, available in Finnish at <http://wiki.eoppimiskeskus.fi/pages/viewpage.action?pageId=4882614>. Visited on 6.5.2013.

³⁴ Website of the Association of Finnish eLearning Centre in English, <http://www.eoppimiskeskus.fi/en/>. Visited on 6.5.2013.

³⁵ Later on the webinars were uploaded on the website of the project and into Youtube.

³⁶ Tarmo Toikkanen is expert in application of open contents in education and Ville Oksanen is lawyer specialized in copyright-issues.

³⁷ Toikkanen, Tarmo & Oksanen, Ville, "Opettajan tekijänoikeusopas", Oy Finn Lectura ab, 2011.

³⁸ Guidebook available in Finnish at <http://wiki.eoppimiskeskus.fi/display/ktk/Koulutusmateriaalit>. Visited on 20.6.2013.

³⁹ Hosting of the website is funded by the Aalto University, the AVO-project, the European Social Fund, European Union as well as the Centre for Economic Development, Transport and the Environment.

⁴⁰ "Kopiokissa" is published in the member magazine of Trade Union of Education in Finland.

⁴¹ Source: opettajantekijanoikeus.fi, www.opettajantekijanoikeus.fi. Visited on 6.5.2013.

▪ KOPIRAITTI

“*Kopiraitti*” is a copyright-related online guidebook for teachers produced by the collective management organization Kopiosto and financed from the remunerations under the licensing agreement between the Finnish Ministry of Education and Culture and Kopiosto. The guidebook includes information regarding copyright-related issues in topics such as copying, audio-visual works, information networks, music, visual works, as well as works produced by teachers and students.⁴²

▪ MEDIA EDUCATION

The Media Skills Week⁴³, coordinated by the Finnish Centre for Media Education and Audiovisual Media MEKU⁴⁴ was arranged on 4-10.2.2013. The main theme for the week was rights and obligations of Internet users. During the week, the Copyright Information and Anti-piracy Centre disseminated information on copyright issues⁴⁵. The Media Education Centre Metka r.y⁴⁶ and The Finnish Society on Media Education⁴⁷ are organizations focused on media education as well. The websites of these organizations include media education guidebooks and teaching materials⁴⁸ where copyright issues are covered as part of media ethics.

⁴² ”Kopiraitti”-guidebook, available in Finnish at <http://www.kopiraitti.fi/>. Visited on 9.6.2013.

⁴³ The Media Skills Week was organized for the first time. It is follow-up campaign for “Information Security Day”, celebrated in schools since 2004. The website of the Media Skills Week, <http://www.mediataitokoulu.fi/mediataitoviikko/>. Visited on 10.6.2013.

⁴⁴ Website of the Finnish Centre for Media Education and Audiovisual Media MEKU, available in English at <http://www.meku.fi/index.php?lang=en>. Visited on 18.6.2013.

⁴⁵ Information was provided by Juha Rislakki, the Communications Officer of Copyright Information and Anti-piracy Centre (interview on 6.5.2013).

⁴⁶ The website of the Media Education Centre Metka r.y, available in Finnish at <http://mediametka.fi/>. Visited on 9.6.2013.

⁴⁷ The website of The Finnish Society on Media Education, available in English at <http://en.mediakasvatus.fi/node/5568>. Visited on 10.6.2013.

⁴⁸ See copyright-related guidebooks and teaching materials provided by the Finnish Society on Media Education, available in Finnish at [http://www.mediakasvatus.fi/oppimateriaalia#filters=Tekijänoikeudet ja lainsäädäntö](http://www.mediakasvatus.fi/oppimateriaalia#filters=Tekijänoikeudet%20ja%20lainsäädäntö). Visited on 10.6.2013.

See teaching materials, texts in Finnish “About 10 steps to Ethical Media Culture” (translation by the researcher, original title in Finnish “Noin 10 askelta eettiseen mediakulttuuriin”), <http://mediametka.fi/uploads/Noin%20kymmenen%20askelta%20eettiseen%20mediakulttuuriin.pdf> and “Media Education, Ethics and religious phenomena” (translation by the researcher, original title in Finnish “Mediakasvatus, eettisyys ja uskonnolliset ilmiöt”), <http://mediametka.fi/uploads/Mediakasvatus%20Osa%203.pdf>. Visited on 9.6.2013.

Conclusions

A. ANALYSIS AND SUMMARY OF THE RESULTS

▪ **COPYRIGHT-RELATED EDUCATION IN ELEMENTARY, SECONDARY AND UPPER SECONDARY SCHOOLS**

The word “copyright” is not mentioned in the national core curriculum for basic education. However, copyright-related topics can be featured when integrating cross-curricular themes “Media Skills and Communication” and “Technology and Individual” into education. These themes can be integrated into teaching of compulsory and optional subjects. Citation and referencing skills are introduced as one of the core contents in the teaching of mother tongue and literature to 6-9 grade students.

In the national core curriculum for upper secondary schools, copyright is mentioned in the contents of the cross-curricular theme “*Communication and Media Competence*”. Copyright-related issues are therefore required to be integrated into the teaching of numerous subjects. Copyright is mentioned as a learning objective in the geography specialization course “*Regional Studies*” as well. Citation and referencing skills are mentioned in core contents of courses in mother tongue and literature.

▪ **COPYRIGHT-RELATED EDUCATION OFFERED BY EDUCATIONAL ENTERPRISES AND PROFESSIONAL ORGANIZATIONS**

At the moment, two organizations are providing regular education for pupils and teachers at different levels of the education system. The Copyright Information and Anti-piracy Centre visits approximately 30 schools per year and reaches 5 000-6 000 pupils per year. These visits have included lessons covering the basics of copyright as well as a discussion on its importance for authors and performers in the creative industries. The IPR University Center’s “*Operight*” project has been active since 2010 and the project’s education has reached about 300 teachers per year. The education has focused on teaching-related copyright issues, such as the use of physical and digital materials in teaching. The “*KOTEK*” project, carried out in 2011-2012, was another significant education project targeted at teachers at different levels of the education system. The project aimed at disseminating up-to-date knowledge on copyright issues in teaching, as well as to spread information on open licenses and resources available for teachers. Several copyright-related online guidebooks, such as Operight.fi, Opettajantekijanoikeus.fi, and Kopiraitti.fi, are available for teachers. In addition to copyright-focused education, copyright-related topics are part of media education provided by several organizations in Finland.

B. METHODOLOGICAL FINDINGS

▪ **LIMITATIONS**

Copyright-related education in elementary, secondary, and upper secondary schools was studied by examining the national core curricula drawn by the Finnish National Board of Education. The curricula form a basis for the education provided at the regional level. As this study shows, in Finland copyright-related issues are not significantly featured in the objectives and contents of the national core curriculum for basic education. However, the national core curriculum includes two cross-curricular themes which leave the possibility for regional education authorities to include copyright-related teaching. For accurate information on copyright-related teaching in basic education, the study should involve an analysis of the curricula drawn by schools or municipalities at the regional level.

The study of education by educational enterprises and professional organizations was conducted primarily through Internet research. Interviewing the organizers of education would have provided more accurate information on education details.

▪ **GUIDELINES FOR FUTURE RESEARCH**

Copyright-related education in elementary, secondary, and upper secondary schools should be examined through national and regional-level curricula. Survey or interview research targeted to schools can provide information regarding the contents of education in countries where the curricula objectives and contents are too general for analysis.

Information on the education provided by educational organizations or professional organizations can be found from national or international financing sources. Search words on the Internet, such as “teachers and copyright” or “schools visits and copyright” can be useful as well, when identifying organizations and projects.

The time needed for this pilot study will depend for each country on the structure of the education system (for example, existence of upper secondary schools) and on the research methods selected. The workload for collecting data and drafting this report could be evaluated at 3-4 weeks of full-time work. If the study is conducted with survey methods or if curricula are analyzed at the regional level, additional time will be needed.

Appendices

A. DESCRIPTION SHEET

Description sheet as presented in the Methodology Handbook, version 20.12.2013.

| Description sheet 14. Copyright-related education for the public in general | | |
|---|--|--|
| Information on the existence and, when available, on the amount of: <ul style="list-style-type: none"> - Copyright-related teaching at different education levels: <ul style="list-style-type: none"> - elementary school - secondary school - upper secondary schools - vocational schools - polytechnics - universities - Copyright-related education in teacher training - Public bodies, educational organizations, enterprises and projects, professional organizations and adult education centers offering copyright-related education | | |
| Guidelines for data collection | The research can be done by desktop study complemented with interviews of experts. The information can be collected through the principles of curricula (made at national or regional level), or the curricula of the schools studied. Compulsory and non-compulsory education, as well as general and other curricula could be considered separately. Information on the education provided by educational and professional organizations can be searched for through national and international financing sources. | |
| Definitions | Copyright-related education/teaching | <i>Education on copyright issues, including teaching-related copyright issues. This type of education can be offered during courses, for example on method studies, as well as part of the education provided by libraries or other units.</i> |
| | General curricula | <i>General education provided to all students of the school or university, by opposition to education provided as part of vocational modules or major subject studies</i> |
| Limitations of the indicator | Copyright-related education might not be apparent from the course descriptions in curricula. | |

B. INFORMATION SOURCES

Association of Finnish eLearning Centre (Suomen eOppimiskeskus RY):

- Association of Finnish eLearning centre, in English: <http://www.eoppimiskeskus.fi/en/>
- Guidebook for preparing copyright instructions and rules for educational institutions, text in Finnish: <http://wiki.eoppimiskeskus.fi/display/ktk/Koulutusmateriaalit>
- KOTEK-project, text in Finnish: <http://wiki.eoppimiskeskus.fi/pages/viewpage.action?pageId=4882614>

IPR University Center:

- IPR University Center's annual reports, texts in Finnish: http://www.iprinfo.com/ipr-university-center/toimintakertomukset/fi_FI/toimintakertomukset/.
- "Operight"-project, text in Finnish: http://www.iprinfo.com/koulutus/opettajien-koulutus/fi_FI/opettajien-koulutus/
- Copyright-related online guidebook for teachers, text in Finnish: <http://www.operight.fi/>

The Copyright Information and Anti-piracy Centre (TTVK RY):

- Copyright website, text In Finnish: <http://www.tekijanoikeus.fi/>
- Teaching materials for elementary school, text in Finnish: <http://www.tekijanoikeus.fi/aineistopaketti-alakoululaisille>
- Website for secondary school teaching materials, text in Finnish: <http://www.piraattitehdas.fi/index.php?mid=41>

The Finnish National Board of Education (Opetushallitus):

- Bulletin on preparation work of new core curriculum for basic education, text in Finnish: http://www.oph.fi/download/142894_tiedote_62_2012.pdf
- The national core curriculum for basic education 2004 as well as later amendments and additions to it, in English: http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/basic_education
- The national core curriculum for upper secondary schools 2003, text in English: http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/general_upper_secondary_education
- The national core curriculum for basic and upper secondary education intended for adults, text in Finnish: http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus
- The website of preparation work of the new core curriculum for basic education, text in Finnish: <http://www.oph.fi/ops2016>

The Finnish Society in Media Education (Mediakasvatusseura RY):

- The Finnish Society in Media Education, text in English: <http://en.mediakasvatus.fi/node/5568>
- Media Education guidebooks and teaching materials, text in Finnish: [http://www.mediakasvatus.fi/oppimateriaalia#filters=Tekijänoikeudet ja lainsäädäntö](http://www.mediakasvatus.fi/oppimateriaalia#filters=Tekijänoikeudet%20ja%20lainsäädäntö).

Media Education Centre Metka (Mediakasvatuskeskus Metka RY):

- Media Education Centre Metka, text in Finnish: <http://mediametka.fi/>
- "About 10 steps to Ethical Media Culture" - teaching material, text in Finnish: <http://mediametka.fi/uploads/Noin%20kymmenen%20askelta%20eettiseen%20mediakulttuuriin.pdf>
- "Media Education, Ethics and religious phenomena" -teaching material, text in Finnish: <http://mediametka.fi/uploads/Mediametkaa%20Osa%203.pdf>

Other:

- Finnish Centre for Media Education and Audiovisual Media MEKU, text in English: <http://www.meku.fi/index.php?lang=en>
- "Kopiraitti", copyright-related online guidebook for teachers, text in Finnish: <http://www.kopiraitti.fi/>
- Opettajantekijanoikeus.fi, text in Finnish: www.opettajantekijanoikeus.fi.
- Toikkanen, Tarmo & Oksanen, Ville, "Opettajan tekijänoikeusopas", Oy Finn Lectura ab, 2011.

C. CONSULTED PARTIES

Juha Rislakki, The Communication Officer of Finnish Copyright Information and Anti-Piracy Centre
(consulted on 9.5.2013)

Assessing Copyright and Related Rights Systems: Piloting of the methodology framework in Finland

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|------------------------------|--|
| Cupore webpublications 39:1 | <i>National Context. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:2 | <i>International and Regional Context. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:3 | <i>Technological Development. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:4 | <i>Macroeconomic Importance of Copyright Industries. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:5 | <i>Markets for Copyrighted Products and Services – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:6 | <i>Volume of Domestic Production of Copyrighted Products and Services. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:7 | <i>Volume of Exported and Imported Copyrighted Products and Services. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:8 | <i>Development of Digital Business Models and Income Based on Digital Distribution. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:9 | <i>Copyright Law. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:10 | <i>Copyright Policy. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:11 | <i>Public Consultation on Law Proposals. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:12 | <i>Use of Impact Assessment and Research in Policy Development. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:13 | <i>Public Administration of Copyright. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:14 | <i>Enforcement by Public and Private Actors – Focus: Public Authorities. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:15 | <i>Enforcement by Public and Private Actors – Focus: Private Actors. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:16 | <i>Sanctions and Remedies for Copyright Infringement. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:17 | <i>Application of Sanctions and Remedies for Copyright Infringement. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:18 | <i>Availability of Alternative Dispute Resolution Mechanisms. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:19 | <i>Use of Alternative Resolution Mechanisms for Solving Copyright Disputes. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:20 | <i>Individual Exercise of Rights – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:21 | <i>Collective Management of Rights. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:22 | <i>Efficiency of Collective Management Organizations. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:23 | <i>Copyright-related Information Activities. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:24 | <i>Copyright-related Education for the Public in General. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:25 | <i>Public Awareness of the Rights. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:26 | <i>Copyright-related Education as Part of the Education of Professionals for Creative Industries. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:27 | <i>Research on Copyright-related Topics. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:28 | <i>Copyright-related Research and Study Programs in Universities and Research Institutes. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:29 | <i>Efficiency of Copyright as an Incentive to Create and Invest in Creative Works – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:30 | <i>Access to Copyrighted Works by the Public. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:31 | <i>Access to Copyrighted Works for Follow-on Creation.</i> |
| Cupore webpublications 39:32 | <i>Transaction Costs in Transfer and Licensing of Rights – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:33 | <i>Terms for Transfer and Licensing of Rights – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:34 | <i>Unauthorized Use of Copyrighted Works in Physical Form. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:35 | <i>Unauthorized Use of Copyrighted Works in Digital Form. Report on Piloting in Finland.</i> |
| Cupore webpublications 39:36 | <i>Analysis of Stakeholders' Opinions on the Copyright System – Focus: Literature (Book Publishing Industry). Report on Piloting in Finland.</i> |
| Cupore webpublications 39:37 | <i>Analysis of Stakeholders' Opinions on the Copyright System – Focus: End-users. Report on Piloting in Finland.</i> |