

INTELLECTUAL PROPERTY EDUCATION IN THE FINNISH EDUCATION SYSTEM - CASE STUDY

Kari Kivinen, 2017

INTRODUCTION

Finnish education system has gone through an important reform during the last two years. Finnish Ministry of Education has launched new national core curriculum frameworks in 2014 and 2015 and all the basic and upper secondary education providers have adapted the curriculum into the local context.

In the new core curriculum, the IP-related issues have been taken into account much more carefully than before. This case study gives an overview of the situation starting from 1 August 2016.

The Finnish Ministry of Education (and since 1 January 2017 Finnish National Agency for Education) actively and successfully negotiated with appropriate stakeholders a digital education licence for the schools and universities. Thanks to this very special licence, teachers and students have an opportunity to use a wide set of copyright protected materials, texts, pictures, films etc. in teaching, learning and research without the fear of violating any copyright rules.

KOPIRAITTILA.FI – the spearhead co-operation project of the Ministry of Education and the Finnish copyright society Kopiosto – has proven to be a very successful way to spread adapted and correct information about Intellectual Property issues for the pupils and teachers.

The *Center for Cultural Policy Research* (CUPORE) has made an outstanding amount of research to provide a methodology for a systematic assessment of the functioning of national copyright systems between 2009 and 2016.

The objective of the project was to establish a set of guidelines for the assessment of national copyright systems' operation to support the development of copyright and related rights policies and strategies. Altogether 37 reports presenting the results of the pilot phase were published in the web publication series of Cupore.

This study does not cover the field of vocational education.

IP-RELATED ISSUES IN THE NEW FINNISH NATIONAL CURRICULUM

BACKGROUND

In 2014 Finnish National Board of Education published the Finnish Core Curriculum¹ for Basic Education and a year later Finnish Core Curriculum for General Upper Secondary Schools².

Finnish education providers – mainly communes – were invited to design local curriculums within the given Core Curriculum framework.

The new local curriculum was implemented starting from the school year 2016-2017.

This study explores how the new Finnish National Core Curriculum has taken Intellectual Property issues into account. The key words have been:

- Copyright
- Confidentiality/Privacy, trade secrets
- Plagiarism
- Trademarks
- Design
- Patent

OBLIGATIONS

In the chapter "obligations that direct the organisation of education" the following overall remark has been noted:

- Provisions on the number and eligibility of teaching staff, safety and occupational health and safety, **use of personal data, openness, protection of privacy and copyrights**, and the regulations that apply to the checking of criminal backgrounds of persons working with children are also taken into account in the provision of education.

DISTANCE LEARNING

In the distance learning chapter, it has been noted:

- The safety of the learning environment and the supervision and guidance of the pupils is ensured

NATIONAL CORE CURRICULUM FOR BASIC EDUCATION 2014, Finnish National Board of Education Publications 2016:5, Helsinki 2016.

² NATIONAL CORE CURRICULUM FOR GENERAL UPPER SECONDARY SCHOOL 2015, Finnish National Board of Education Publications 2016:8, Helsinki 2016

following the same principles as in other types of instruction. The teaching group must have a teacher responsible for its safety and well-being, and the pupils' possibilities for interaction that promotes learning must be safeguarded. High-quality delivery of the instruction is ensured by means of pedagogical planning that takes into account the pupils' needs and utilises the possibilities of teaching technology. **Particular attention is paid to compliance with copyright legislation.**

PRIMARY YEARS 3 – 6

The National Core Curriculum is divided into transversal and subject competences.

TRANSVERSAL COMPETENCES

For the Primary years 3-6 the IP-related transversal competences are best underlined in the ICT Competences.

- Responsible and safe use of ICT: **The pupils are guided in responsible and safe use of ICT, good manners, and knowing basic copyright principles.**

MOTHER TONGUE

In the subject area IP-related issues are mentioned in Mother Tongue (also Swedish, Roma-language and sign language).

The objectives in the Mother tongue are as follows:

- To encourage the pupil to develop text production processes and skills in assessing his or her own texts, to offer opportunities for producing texts together and giving and receiving constructive feedback, as well as **to guide the pupil to take the recipient of the text into account and to act ethically in online environments, respecting privacy and copyrights.**

In the content area it is noted:

- The pupils improve their skills in producing texts needed in their studies, including notes and summaries. **They also practise using and citing sources and understand the importance of acting ethically in online environments and respecting privacy and copyrights.**

The Core Curriculum also sets an assessment criterion e.g. in following areas:

Constructing texts and ethical communication

- The pupil knows and is able to describe the basic stages of producing texts, is able to assess his or her own texts, produces texts in stages independently and together with others and gives and receives feedback
- **The pupil is able to cite the sources at the end of the text, understands that he or she must not pass a quotation as his or her own text, and is familiar with the ethical principles of acting online.**

In the "Language use as support for all learning" part it is noted:

- Digital tools are used in teaching and learning to guide the pupils to search for information within the field of knowledge and assess their learning in relation to the objectives of instruction. **The pupils are guided acting ethically, respecting copyrights and integrity.**

BASIC EDUCATION – YEARS 7 – 9

TRANSVERSAL COMPETENCES

Responsible and safe use of ICT:

The pupils are guided to use ICT in a way that is safe and ethically sustainable. They learn how to protect themselves from possible information security risks and how to avoid losing data.

They are guided towards responsible activities by reflecting on, for example, the meaning of the concepts of information protection and copyrights and the potential repercussions of irresponsible and illegal activities.”

MOTHER TONGUE

Mother tongue objective concerning IP education for grades 7-9 are as follows:

- **To develop the pupil' s competence in strengthening his or her skills in managing and using information, diversifying the use of sources, and the command of citation techniques in his or her texts, and to instruct the pupil to act ethically online, respecting privacy and copyrights**

Understanding language, literature, and culture:

- The pupils improve their skills in producing texts needed in their studies, including summaries, notes, and citations. **They familiarise themselves with copyrights and comply with them when producing their own texts.**

Assessment criteria:

Knowledge and skills for the grade 8 (scale from 4 to 10):

- The pupil is able to use information acquired from different sources in his or her texts. The pupil knows how to make notes, summarise the information he or she has acquired, and use sources in his or her own texts.
- **The pupil complies with copyright laws and knows how to cite his or her sources.**

MUSIC

Pupils have the opportunity to express themselves creatively through music and to produce music both independently and together with others. This is supported by creating connections to other forms of expression. **When using information and communication technology, the pupils familiarise themselves with copyrights and different possibilities for using music and digital media and possible ethical issues connected to them.**

CRAFTS

In the crafts one of the objectives is as follows:

- to guide the pupil to use the possibilities of information and communication technology in designing, producing, and documenting the craft process as well as in producing and sharing communal information.

In the content area IP-related issues are mentioned in several places:

Producing ideas:

- The pupils complete different product design assignments creatively and innovatively using the concepts, signs, and symbols of crafts. They implement their designs, strengthening their self-expression. The pupils conduct self and peer assessment in different stages of the crafts process.

Design:

- The pupils familiarise themselves with the societal, cultural, and technological development of housing, transport, and clothing. The pupils utilise local traditions and opportunities as well as past and present traditions of different cultures in the planning, designing, and implementing of projects.

Documentation and assessment:

- In the product design and production process, the pupils familiarise themselves with the possibilities provided by different techniques. They analyse the design and user-friendliness of products. The entire crafts process is documented using information and communication technology.

Production:

- The pupils produce different high-quality and functional products or pieces that are ecologically and ethically sustainable. They use craft tools, machines, and equipment diversely and appropriately.

Entrepreneurial learning:

- The pupils familiarise themselves with entrepreneurial learning, entrepreneurship, and cooperation with organisations illustratively, virtually, or through study visits or visits to businesses. The significance of craft skills for working life is also taken into account. The offerings of cultural institutions are also utilised as a source of ideas.

Awareness and participation:

- The pupils examine the different meanings of crafts and products from the viewpoints of the individual, the society, and the environment. They reflect on crafts as a means of promoting well-being and sustainable development in daily life. They practise participation, involvement, and communication through crafts.

In the assessment area, it is evaluated that

- The pupil is able to use information and communication technology independently and together with others when designing, producing and documenting his or her own or group's crafts process.

GENERAL UPPER SECONDARY

CROSS-CURRICULA THEMES

In the Upper Secondary curricula, the cross-curricular IP-related issues are present in the active citizenship, entrepreneurship, technology and society and multiliteracy and media skills areas.

Active citizenship, entrepreneurship, and the world of work

The goal of this cross-curricular theme is to strengthen the students' willingness and ability to be active citizens and to increase their knowledge of the world of work and entrepreneurship.

One of the objectives is that the student understands the operating principles of the civic society, enterprises, and public authority, analyses societal questions and expands his or her knowledge of working life.

Technology and society

The goal of this cross-curricular theme is to enhance the student's understanding of the interaction between technological and societal development. Technology allows people to shape the world based on their needs, seeking and creating new solutions.

The objectives are e.g. that student

- learns cooperation and entrepreneurial skills, and gets to know companies and innovating actors in the world of work who utilise interesting technological solutions
- is able to make sensible choices on technology as a citizen and a consumer
- is able to reflect on the interaction between technology, economy, and politics as well as the impact of technological alternatives on the development of workplaces, the contents of work, and employment.

Multiliteracy and the media

The cross-curricular theme advances the student's understanding of multiliteracy and the media as well as their central position and importance for growth as a human being and of culture. Multiliteracy refers to the skills of interpreting, producing, and assessing texts in different forms and contexts. Media literacy is part of multiliteracy. Multiliteracy refers to the skills of **interpreting, producing, and assessing texts in different forms and contexts.**

The objectives are e.g. that student

- enhances and develops his or her multiliteracy, particularly the interpretation, production and assessment of diverse texts
- develops skills in seeking, selecting, using and sharing diverse texts materials in information acquisition and studies
- enhances his or her interaction and involvement skills by developing his or her shared media production competence together with others in different communication environments using various tools
- develops critical media literacy skills by familiarisation with the societal, economic, and cultural factors influencing the media
- **is familiar with key norms related to copyrights and freedom of speech, and is able to analyse ethical and aesthetic questions related to media**
- is able to use multiliteracy and the media in self-expression and interaction, and acts responsibly in producing, using and sharing contents.

SYLLABUS OF FINNISH LANGUAGE AND LITERATURE

Objectives of instruction

The IP related objectives of the teaching and learning in Finnish language and literature are that the student:

...

- is able to critically evaluate different sources of information, the reliability, usefulness, and intentions of information and search for and select a source that is appropriate for the situation
- **understands and complies with copyright laws and correctly cites his or her sources**
- is able to utilise information and communication technology diversely in all areas of the syllabus and understands the effects of digitalisation on language, texts and interaction

- enjoys language and culture and values their diversity as well as understands the significance of their historical origins and visibility in modern culture.

Text and context course

Core contents

...

- **freedom of speech, censorship, source criticism, media criticism, copyright laws and plagiarism**

SYLLABUS OF SWEDISH LANGUAGE AND LITERATURE

Objectives of instruction

The IP related objectives of the teaching and learning in Swedish language and literature are that the student:

...

- is able to critically evaluate different sources of information, the reliability, usefulness, and intentions of information and search for and select a source that is appropriate for the situation
- **understands and complies with copyright laws and correctly cites his or her sources**
- is able to utilise information and communication technology diversely in all areas of the syllabus and understands the effects of digitalisation on language, texts and interaction
- enjoys language and culture and values their diversity as well as understands the significance of their historical origins and visibility in modern culture.

Core contents

...

- **freedom of speech, censorship, source criticism, media criticism, copyright laws and plagiarism**

SYLLABUS IN SAMI LANGUAGE AND LITERATURE

Objectives of instruction

The IP related objectives of the teaching and learning in Sami language and literature are that the student:

...

- is able to critically evaluate different sources of information, the reliability, usefulness, and intentions of information and search for and select a source that is appropriate for the situation
- **understands and complies with copyright laws correctly cites his or her sources, and masters the use of references**
- is able to utilise information and communication technology diversely in all areas of the syllabus
- knows Sámi history and improves his or her knowledge of material and immaterial cultural heritage of the Sámi people
- enjoys language and culture and values their diversity

Text and context course

Core contents

...

- **freedom of speech, censorship, source criticism, copyright laws, media criticism**

Texts and involvement course

Core contents

...

- **The communicator's responsibility; media choices and online ethics, freedom of speech, censorship, protection of privacy, netiquette**

CITIZENS AND LAW COURSE

The students familiarise themselves with the basic concepts of the legal order and exercise of legal authority in Finland. They learn about the most important legal contracts and sources of information as well as focus on taking care of common legal matters.

Objectives

The objective of the course is that the student

- masters the basic facts of the legal order in Finland and its key principles
- is familiar with the Finland's court system and the courts of law relevant to the citizen.
- **is able to assess his/her rights, benefits, and responsibilities as a citizen, employee, and consumer, and is able to take care of the most common legal matters independently**
- is be able to search for and use key sources of legal information
- is able to act correctly and legally as well as apply the knowledge and skills acquired from law

Core contents

The basics of law

- **basic concepts and acquisition of legal information.**

The most common legal transactions of citizens

- Family law
- Labour law
- Consumer protection
- Depts, collateral, and insolvency
- Housing
- Appeals against the authorities' decisions
- **Copyright laws**
- Environmental law

VISUAL ARTS

Visual arts education is based on a culturally diverse reality, which is explored by producing and interpreting images. The student's experiences, imagination, creative thinking, and goal-oriented work lay the foundation for multi-sensory learning of visual arts. The key objective of visual arts education is that the student

understands the phenomena of visual arts and other forms of visual culture both in his or her own life and in society.

Visual images and cultures course

Objectives

The objective of the course is that the student

- explores the contents, phenomena, processes, and practises of the visual arts and other forms of visual culture
- examines his or her own and other people's visual cultures as well as topical phenomena of visual arts, media and other forms of visual culture.
- explores visual arts and other forms of visual culture from the perspectives of the individual, the community and society independently and as a group member
- explores different images from the perspectives of the work, the maker, and the received using methods of image interpretation
- understands the meaning of visual arts and other forms of visual culture in his or her own life, society, and the global world.

Formed and built environments course

Objectives

The objective of the course is that the student

- explores the connections between the visual cultures in the environment and his or her personal images, visual arts, and cultural heritage, while advancing his or her skills in visual expression.
- examines built and natural environments from the perspective of cultural diversity and sustainable development
- uses the contents, processes, and practises of architecture, design and productisation as a starting point for visual production
- participates in and influences different environments using methods of visual means and other modes of producing information
- examines the personal, communal, societal, and global meanings of nature, architecture, and design
- understands the significance of visual arts for different environments and their design as well as for topical societal issues

Core contents

- the role of surrounding visual cultures in the building of identities and renewing cultural heritage
- nature, built environment, design, productisation, services, media, environments, and virtual worlds as the basis of visual production
- concepts and imaginary of environmental planning and design
- means of interpreting surrounding visual cultures
- topical phenomena of nature, architecture, and design

Participation in the media course

Objectives

The objective of the course is that the student

- explores the connections between the media and other environments, his or her personal images, visual arts, and cultural heritage, while advancing his or her skills in visual communication and the use of information and communication technology.
- examines the personal, communal, societal and global meanings of the media culture

- understands the significance of visual presentation in media communication, media environments, and media presentations as well as in their planning and production.

DIGITAL LICENCE FOR EDUCATIONAL USE

Since the 80' the Finnish Ministry of Education has negotiated licences for educational use with Tuotos³ ry and with Kopiosto⁴ ry. These licences⁵ cover the everyday needs of all the Finnish comprehensive and upper secondary schools, vocational institutions and partly Universities and Universities of applied sciences. The licence also covers materials for Finnish matriculation exams. The value of the licence has been estimated to approximately 14 million euros annually.

With the Kopiosto Digital Licence, the staff and students of educational institutions have the permission to scan printed publications and can copy text and images from open websites. In this context, scanning means saving printed publications as digital files. Printed publications include books, newspapers, magazines, research reports, and user manuals, among other things.

The licence applies to both domestic and foreign materials. These materials can be used in education, research, diploma theses and practical works.

The Kopiosto Digital Licence does not discriminate between technologies and applies to converting material into a digital format, for instance with a scanner, digital copy machine, digital camera or document camera.

The licence allows to distribute the scanned or copied material to the students or pupils via secure networks such as closed learning environments or course platforms (Moodle, Pedanet etc).

Since 1 January 2017 the Ministry of Education has delegated the negotiation process to the Finnish National Agency for Education.

³ Tuotos ry - <http://www.tuotos.fi/>

⁴ Kopiosto - http://www.kopiosto.fi/kopiosto/kopiosto_in_brief/en_GB/kopiosto_in_brief/

⁵ Digital licence for education - http://www.kopiosto.fi/kopiosto/digital_licence/en_GB/digital_licence/

KOPIRAITTILA.FI - Teaching copyrights to children



The most appreciated of all the Finnish IP-education projects is the kopiraittila.fi-site⁶. It has been created with the co-operation of Finnish Ministry of Education and the Finnish copyright society Kopiosto.

Kopiraittila is an animated copyright guide aimed at teachers and pupils. Pupils can easily find answers to questions emerging about the legal issues of intellectual property rights. In addition, students can find practical information on how to use copyright protected works in their own projects and information about acquired copyright licenses for educational institutions.

The site contains numerous IP-related games and activities for the basic education, upper secondary and vocational students and for the teacher education. It has an active newsroom department as well as very comprehensive IP-glossary. In addition, teachers can find informative pedagogical material to support their teaching.

CUPORE RESEARCH

The Foundation for Cultural Policy Research was founded in 2002 on the initiative of the University of Jyväskylä and the Finnish Cultural Foundation. The Ministry of Education and Culture was one of the initiators behind the establishment of the Foundation and is responsible for the financing of its research projects.

The purpose of the Foundation is to monitor developments in both Finnish and international cultural policy and to promote research in the field.

To implement its mandate the Foundation maintains a research centre called the *Center for Cultural Policy Research*, better known by the acronym CUPORE. CUPORE's mandate includes the production and

⁶ www.kopiraittila.fi , see <https://www.youtube.com/watch?v=tI2e0Oe8v3M&feature=youtu.be>

dissemination of reliable information applicable to cultural policy decision making and the promotion of important research and expert opinion by way of research projects and training in the field.

*"A project aiming at providing a methodology for a systematic assessment of the functioning, performance and balanced operation of national copyright and related rights systems was initiated by the Finnish Ministry of Education and Culture in 2009 and conducted by The Foundation for Cultural Policy Research Cupore between 2009 and 2016."*⁷

The objective of the project was to establish a set of guidelines for the assessment of national copyright systems' operation to support the development of copyright and related rights policies and strategies. The intention of this very ambitious project has been since beginning to enable the research outcomes and results to be used in different countries and the research groups have been in contact with the secretariat of the World Intellectual Property Organization (WIPO). The research project organization has followed the work carried out in the context of the WIPO ESCIA (Economic, Social and Cultural Impact Assessment) project¹ - which is closely linked to the assessment of the functioning, performance and operational balance of the copyright system."

The pilot phase of the project was carried out in 2013-2015. During the piloting process, the indicators specified in the methodology framework were put into practice in Finland.

Altogether 37 reports presenting the results of the pilot phase were published in the web publication series of Cupore. Here are some links:

Assessing the operation of copyright and related rights systems:

Copyright-related Information Activities:

http://www.cupore.fi/documents/PilotreportDS13_Copyright-relatedinformationactivities.pdf

Copyright-related Education for the Public in General:

http://www.cupore.fi/documents/PilotreportDS14_Copyright-relatededucationforthepublicingeneral.pdf

Public Awareness of the Rights:

http://www.cupore.fi/documents/Pilotreport_MC10_Publicawarenessoftherights.pdf

Copyright-related Education as Part of the Education of Professionals for Creative Industries:

http://www.cupore.fi/documents/PilotreportMC11_Copyright-relatededucationaspartoftheeducationofprofessionalsforcreativeindu.pdf

Research on Copyright-related Topics:

http://www.cupore.fi/documents/PilotreportDS15_Researchoncopyright-relatedtopics.pdf

Copyright-related Research and Study Programs in Universities and Research Institutes:

http://www.cupore.fi/documents/PilotreportMC12_Copyright-relatedresearchandstudyprogramsinuniversitiesandresearchinstitutes.pdf

According to these studies, it seems that on a general level the public at large is well aware of the concept of copyright and the limitations concerning the use of copyright protected content since end-users are able to distinguish between what is allowed by copyright law and what is not allowed. The high level of awareness can be explained by the inclusion of copyright in the general education and by past campaigns for public awareness.

⁷ See, Kautio, Lefever and Määttä, 2016, Assessing the Operation of Copyright and Related Rights Systems, Foundation for Cultural Policy Research, Cupore webpublications 37

CIAPC'S COPYRIGHT EDUCATION PROJECTS IN FINLAND

Copyright Information and Anti-Piracy Centre⁸ (CIAPC) is a non-profit association originally established in 1979 to fight phonogram piracy. They represent a wide range of copyright holders. The Ministry of Culture and Education funds 70% of the educational projects and awareness raising campaigns, while 30% needs to come from the organizations applying for the grant. All educational projects have remained 100% free-of-charge to schools.

Here are some examples of the CIAPC's educational projects:

- There are annually about 40 school visits with someone working in the creative industries telling about their work and copyrights. Artists and other creative professionals (musicians, filmmakers, cartoonists, writers etc.) are helpful at demonstrating the practical effects of copyright.
- During the "Copyright Day" 4.000 – 5.000 school children are annually invited to a film screening followed by a short copyright lecture about the importance of copyright to creative professions.
- The copyright web site ("Tekijanoikeus.fi" + social media) is the most frequented copyright site in Finland distributing copyright information, answers to the most frequently asked questions, educational materials, and interviews of artists. The webpage was designed in co-operation with all six copyright organizations in Finland.
- CIAPC has also launched several social media-campaigns targeted to youngsters such as "design a slogan for T-shirt", "fill in the speech bubble in a comic" etc.

Finns, including youngsters, have a positive attitude towards copyright issues. According to the Swedish MediaVision questionnaire made in 2016, the Finns consume/download less AV pirate materials than other Nordic countries. CIAPC is convinced, that a long-term active copyright education has had a positive outcome to these results.

⁸ <http://antipiracy.fi/inenglish/>