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Information professionals and copyright literacy: a multinational study

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Abstract

Purpose – The purpose of this paper is to present findings from a multinational survey on copyright literacy of specialists from libraries and other cultural institutions.

Design/methodology/approach – This paper is based on a multinational survey of copyright literacy competencies of Library and Information Science (LIS) professionals and those who work in the cultural heritage sector (archives and museums), conducted in 13 countries, namely Bulgaria (BG), Croatia (CR), Finland (FI), France (FR), Hungary (HU), Lithuania (LT), Mexico (MX), Norway (NO), Portugal (PT), Romania (RO), Turkey (TR), UK and USA in the period July 2013-March 2015. An online survey instrument was developed in order to collect data from professionals regarding their familiarity with, knowledge and awareness of, and opinions on copyright-related issues.

Findings – Findings of this study highlight gaps in existing knowledge of copyright, and information about the level of copyright literacy of LIS and cultural sector professionals. Also attitudes toward copyright learning content in academic education and continuing professional development training programs are investigated.

Originality/value – This study aimed to address a gap in the literature by encompassing specialists from the cultural institutions in an international comparative context. The paper offers guidance for further understanding of copyright in a wider framework of digital and information literacy; and for the implementation of copyright policy, and the establishment of copyright advisor positions in cultural institutions. The recommendations support a revision of academic and continuing education programs learning curriculum and methods.

Keywords LIS education, Librarianship, Information literacy, Comparative study, Copyright literacy, Cultural institutions

Paper type Research paper

1. Introduction

Libraries and other cultural institutions play an important role as a balance point between two major components in copyright equation: respecting the rights of information owners alongside those of information users. Developing high levels of copyright literacy (knowledge and skills) and the ability to implement institutional copyright policy is essential for library and information science (LIS) and cultural professionals.

This paper is based on a multinational survey of copyright literacy competencies of LIS professionals and those who work in the cultural heritage sector (archives and museums), conducted in 13 countries, namely Bulgaria (BG), Croatia (CR), Finland (FI), France (FR),

Hungary (HU), Lithuania (LT), Mexico (MX), Norway (NO), Portugal (PT), Romania (RO), Turkey (TR), UK and USA. The survey was implemented in two stages: the survey was first conducted in Bulgaria, Croatia, France and Turkey during July 2013 – March 2014 and then the same survey was replicated in the other countries from June 2014 – March 2015. Comparative results for the four countries (BG, CR, FR, TR) that participated in the first stage have been previously published (Todorova *et al.*, 2014) as were national survey results for Bulgaria, Finland, France, UK and USA (Boustany, 2014; Estell and Saunders, 2016; Kortelainen, 2015; Morrison and Secker, 2015; Todorova and Trencheva, 2014).

The aim of this paper is to present summarized and cross-country comparative results and conclusions from the 13 surveyed countries and to contribute to ongoing discussions about copyright issues in libraries and other cultural institutions, including necessary updates in LIS academic education curricula and in lifelong training programs.

This study is carried out as part of a scientific project with international participation from the "Copyright Policy of Libraries and Other Cultural Institutions" funded by the National Science Fund of the Bulgarian Ministry of Education and Science.

2. Literature review

The body of literature on copyright-related issues within the LIS and cultural sector is substantial and will not be reviewed in depth here. Indeed an extensive literature review was carried out during the first phase of this project. From that review, a thematic bibliography of about 3,200 records, entitled as "Copyright Publications" (2003-2013), was published (Vasileva, 2013; Yankova *et al.*, 2013). Also, two books about copyright and libraries were published from the researchers in Croatia and Bulgaria (Horvat and Zivković, 2009; Todorova, 2010).

This review will highlight some of the latest documents, initiatives and publications in the field, including: Electronic Information for Libraries (eIFL) "Core library exceptions checklist: Does your library law support library activities and services?" (Core, 2016); the updated and revised "Study on copyright limitations and exceptions for libraries and archives" (Crews, 2015) and "eIFL-IP draft law on copyright including model exceptions and limitations for libraries and consumers" (eIFL-IP, 2016) as well as International Federation of Library Associations and Institutions (IFLA) and its international partners 'Advocacy campaign for a single global copyright framework for libraries and archives' (Hacket, 2015).

L. Frederiksen's practical handbook *The Copyright Librarian* offers guidance for librarians, managers and administrators creating or filling a copyright specialist position. It focuses on copyright specialization as it is being practiced in different library environments around the world and is a valuable contribution to the literature (Frederiksen, 2016).

The importance of understanding copyright issues for libraries has long been discussed, and is acknowledged in the literature. However, the copyright literacy level of information professionals and adequacy of copyright/IP instruction in LIS programs and continuing professional training are serious issues and require further attention.

As far back as 2006, Dames (2006) suggested there was a "copyright gap" in the education of new library professionals. Nilsson (2016) discusses the role of academic librarians in handling copyright-related issues and notes that academic librarians often do not feel confident in their knowledge about copyright and are therefore hesitant to take on new roles as copyright advisors.

Prior to the Bulgarian study (Todorova *et al.*, 2014) there had been little previous research examining copyright knowledge either in the wider education community or in the library and information profession (Morrison and Secker, 2015). The few studies addressing these topics include a study of the copyright knowledge of academic librarians, undertaken in Kenya (Olaka and Adkins, 2012); a study of archivists' knowledge of copyright, carried out in Canada (Dryden, 2010); a study which explored the copyright knowledge of academic

staff in the health sciences (Smith *et al.*, 2006); a study in the UK, which investigated copyright advice and guidance services offered by UK libraries (Oppenheim and Woodward, 2004) and another relevant study in the UK higher education sector by the National Union of Students and the Government's Intellectual Property Office, which explored students' attitudes toward copyright and intellectual property (NUS, 2013). The 2012 study, "Analysis of the common practices in the use of products of intellectual property in university information environment" surveyed students in nine Bulgarian universities accredited in the field of Public Communication and Information Science (Trencheva and Denchev, 2013).

In 2013/2014 Schmidt and English investigated the copyright/IP instruction in ALA-accredited LIS programs in the USA against practitioner needs of copyright/IP knowledge by comparing LIS course descriptions with survey data from practitioners. They concluded that although recent graduates of LIS programs in the USA are more likely to have had instruction on copyright/IP issues, this instruction is not widespread enough, nor in depth enough to prepare LIS program graduates for the current demands of the workplace (Schmidt and English, 2015).

Frederiksen (2016) examined the variety of job titles, requirements, roles, and responsibilities of a copyright librarian in relation to a content analysis of job descriptions for copyright positions in academic libraries in the USA and stated "despite a growing need and demand for copyright specialization positions in libraries, LIS education has not kept pace."

The literature review shows that until now research related to copyright issues has mostly focused on academic libraries or specialized libraries and is carried out mainly in the USA and the UK. This study aimed to address a gap in the literature by encompassing specialists from all information and cultural institutions – libraries, archives and museums – in an international comparative context.

3. Terminology

Copyright literacy can be defined as the ability to identify copyright protected materials, navigate the waters of fair use and fair dealing, obtain permissions or negotiate licenses when necessary, recognize infringement of copyright law when it occurs, and ethically use copyrighted materials. A copyright-literate person has the knowledge to manage copyright protected materials ethically, effectively, and efficiently and also knows how to locate, use, and recommend alternate sources of information (Harris, 2015; Frederiksen, 2016). Morrison and Secker define it as the "increasing range of knowledge, skills and behaviors that individuals require when working with copyright content in the digital age." Arguably, a copyright-literate person also understands the wider policy debate around copyright, and whilst not necessarily engaging directly in copyright advocacy is able to relate their own approach to the history and development of copyright laws. This involves an awareness of the inherent tensions between the various stakeholders (Morrison and Secker, 2015).

In recent years, other terms and phrases have emerged along with the term "copyright literacy" (Boustany, 2014; Estell and Saunders, 2016; Frederiksen, 2016; Harris, 2015; Kortelainen, 2015; Morrison and Secker, 2015; Todorova and Trencheva, 2014; Todorova *et al.*, 2014; Yankova *et al.*, 2013) including: "copyright for librarians" (Copyright, 2012); "copyright law for librarians" (Crews, 2012, 2015), "copyright policy" (Core, 2016; Developing, 2012; Todorova and Trencheva, 2014; Todorova *et al.*, 2014; Yankova *et al.*, 2013), "copyright librarianship" (Frederiksen, 2016); "copyright librarian/copyright advisor/copyright library expert" (Frederiksen, 2016; Nilsson, 2016); and "copyright equation" in a library environment (Frederiksen, 2016).

The term "copyright literacy" was used in this survey as part of a wider recognition that there is an increasing range of knowledge, skills and behaviors required of the copyright-literate professional in libraries and other cultural institutions when working with copyright

content in the digital age. The multinational survey on copyright literacy of LIS specialists attempts to place an understanding of copyright into a wider framework of digital and information literacy.

4. The aim and methodology

4.1 The aim

The main goal of the survey "Copyright literacy of specialists from libraries and other cultural institutions" is to investigate copyright literacy levels of professionals in different countries.

In this paper, the following research questions are explored:

- to what extent are professionals familiar with copyright-related issues;

- to what extent are they aware of copyright policies and practices within the country and institutions for which they work;

- what are their opinions with regard to the inclusion of copyright-related issues in academic education and training; and

- to what extent are there differences in self-reported literacy levels of professionals across countries.

This paper attempts to answer the question of whether or not professionals are equipped with these essential competencies. The findings from the study can be used to highlight gaps in existing knowledge and information about the level of copyright literacy competencies of LIS and cultural sector professionals and attitudes towards copyright content in academic education and continuing professional development training programs.

Furthermore, our goal is to contribute to the process of translating copyright literacy to a life skill, as Harris (2015) suggests, and to address the gap in the literature.

4.2 Methods adopted

An online survey instrument was developed in order to collect data from professionals who work in cultural institutions such as libraries, archives and museums, regarding their familiarity with, knowledge and awareness of, and opinions on copyright-related issues. Because of the multinational scope, eIFL, IFLA and World Intellectual Property Organization (WIPO) guidelines were primarily used as the basis for the questionnaire, while specific conditions of participant countries and their national copyright legislation were not taken into account. The full survey is available in the Appendix.

The questionnaire consisted of four main parts and included mainly closed-ended questions (some based on a five-point Likert Scale) along with a few open-ended questions. The first part of the questionnaire aimed to find out about the knowledge and awareness of the respondents regarding copyright-related issues in a LIS context. The second part covered questions regarding the opinions of respondents towards institutional level copyright policy. The third part was about LIS education (tertiary education and in-service training). The last part gathered demographic information including age, gender, educational background and the professional experience of the respondents.

As mentioned earlier, the survey was conducted in 13 countries, namely Bulgaria, Croatia, Finland, France, Hungary, Lithuania, Mexico, Norway, Portugal, Romania, Turkey, the UK and the USA. Each author translated the original survey (which was prepared in English, the common language among researchers) into their own languages with an effort to keep the meaning and the intent of the original survey. Methods of sampling varied in each country with convenience sampling most commonly used. Researchers tried to reach as many professionals from different cultural institutions as possible, through professional discussion lists and personal contacts, to be able to draw meaningful conclusions out of the data collected.

LimeSurvey was used for online data collection. Survey data were processed by the statistical package IBM SPSS (v.21). Descriptive statistics were mainly used for data analysis. χ^2 test was run to test correlations between certain variables.

5. Findings
The survey garnered 1,926 fully complete responses. Table I presented the survey response rate by country as the proportion of total responses received.

5.1 Demographics
Out of 1,926 respondents, 71.1 percent ($n = 1,370$) were female and 28.9 percent ($n = 556$) were male. The majority of the respondents from all surveyed countries were female, while Turkey had almost equal rates by gender ($n = 38$; 47 percent female and $n = 43$; 53 percent male).

Most of the participants were ages 40-60 (between 50-60 – $n = 563$; 29.2 percent and between 40-49 – $n = 541$; 28.1 percent). This was followed by those in the age range of 30-39 ($n = 478$; 24.8 percent) and those younger than 30 ($n = 175$; 9.1 percent). 8.8 percent ($n = 169$) of respondents were over 60 years old.

More than half of the respondents ($n = 1,099$; 57.1 percent) held a Master's degree. This was followed by the Bachelor's degree ($n = 518$; 26.9 percent), and PhD ($n = 128$; 6.6 percent). Only 9.4 percent ($n = 181$) indicated "other" option.

The majority of respondents ($n = 1,395$; 72.4 percent) specialized in LIS while the rest specialized in history science ($n = 178$; 9.2 percent), archive science ($n = 83$; 4.3 percent), cultural heritage science ($n = 59$; 3.1 percent) and museology ($n = 37$; 1.9 percent).

Table II presents the work experience of the respondents.

Country	Total number of respondents	Response rate (%)
Bulgaria (BG)	148	7.7
Croatia (CR)	82	4.2
Finland (FI)	156	8.1
France (FR)	310	16.1
Hungary (HU)	145	7.5
Lithuania (LT)	121	6.3
Mexico (MX)	32	1.7
Norway (NO)	136	7.1
Portugal (PT)	127	6.6
Romania (RO)	28	1.4
Turkey (TR)	81	4.2
UK	414	21.5
USA	146	7.6
Total	1,926	100.0

Table I.
Survey response
rate by country

Work experience	Total number of respondents	Response rate (%)
Less than 5 years	538	27.9
5-9 years	362	18.8
10-14 years	330	17.2
15-19 years	237	12.3
20 and more years	459	23.8
Total	1,926	100.0

Table II.
Work experience of
the respondents

The length of work experience was significantly different by country ($\chi^2(48) = 246.231$; $p < 0.001$). Almost half of the respondents from Bulgaria, Lithuania and Mexico (47 percent, respectively – BG $n = 70$; LT $n = 56$; MX $n = 15$) were more experienced with 20 or more years of work experience. Almost 30 percent of the respondents from France, Hungary, Turkey and UK had less than 5 years of work experience, with: FR ($n = 124$; 40 percent), HU ($n = 46$; 32 percent), TR ($n = 36$; 45 percent) and UK ($n = 151$; 36 percent).

As for institutional affiliation, the majority worked in libraries ($n = 1,479$; 76.9 percent). The rest were specialists from museums ($n = 110$; 5.7 percent), and archives ($n = 51$; 2.6 percent). Some of the respondents ($n = 286$; 14.8 percent) chose the "other" option to indicate their institution type. However, their written answers predominantly represented different categories of libraries. The biggest number of the librarians worked at university libraries ($n = 787$; 40.9 percent). This was followed by those in public libraries ($n = 387$; 20.1 percent), special libraries ($n = 107$; 5.6 percent), school libraries ($n = 99$; 5.2 percent) and national libraries ($n = 27$; 1.4 percent).

This survey tried to encompass specialists from all cultural institutions – libraries, archives and museums. Nevertheless, the majority of responses were received from libraries, while the museums and archive professionals are under-represented (5.7 percent and 2.6 percent respectively). Given these figures, it must be noted that the initial goal to collect feedback from archive and museum professionals was not accomplished and the small numbers prevented analysis of variation in perceptions of knowledge by sector. A possible reason for the low response is insufficient level of knowledge and awareness of the issue and/or lack of understanding of its importance. It is also possible that the lower proportion of archives and museum professionals to library professionals reflects the numbers in the field, or that the researchers were simply more successful in reaching library professionals than professional from other cultural institutions.

5.2 General knowledge and awareness regarding copyright issues

The first part of the survey was designed to collect data about the knowledge and awareness of respondents on issues related to copyright. The first 18 questions ask about the respondent's level of familiarity with various aspects of copyright, such as national copyright legislation ($Q1$); international copyright legislation ($Q2$); national copyright institutions ($Q3$); international copyright institutions ($Q4$); collective rights management organizations in the country ($Q5$); clearing rights ($Q6$); licensing for information sources ($Q7$); licensing conditions in respondent's institutions ($Q8$); copyright issues regarding the development of institutional repositories ($Q9$); copyright issues regarding virtual services within e-learning practices ($Q10$); Creative Commons Licenses ($Q11$); copyleft ($Q12$); open access, open data, open educational resources ($Q13$); fair use ($Q14$); copyright issues regarding digitization ($Q15$); copyright issues regarding materials from public domain ($Q16$); copyright issues regarding out-of-print works ($Q17$); and copyright issues regarding orphan works ($Q18$). Responses to these questions were measured on a five-point Likert scale, in which 1 corresponds to not at all familiar and 5 corresponds to extremely familiar.

Because LIS specialists who work in cultural institutions are heavily involved in dissemination of information there is an expectation from managers, library users and practitioners themselves that they have high level competencies regarding copyright issues. Thus, the desired level of respondent's knowledge and awareness, as established in an earlier study, would be between 4 (moderately familiar) and 5 (extremely familiar) (Todorova *et al.*, 2014).

Given this desired level of knowledge, the moderately familiar and extremely familiar options were combined for the χ^2 test.

Differences by country of respondents' familiarity with copyright and related national/international laws (national: $\chi^2(36) = 311.661$; $p < 0.001$, international: $\chi^2(36) = 223.876$;

$p < 0.001$), copyright-related national/international institutions (national: $\chi^2(36) = 157.522$; $p < 0.001$, international: $\chi^2(36) = 233.390$; $p < 0.001$), collective rights management organizations in their home country ($\chi^2(36) = 224.786$; $p < 0.001$), and clearing rights ($\chi^2(36) = 321.009$; $p < 0.001$) were statistically significant. In the radial graphs below, countries are listed clockwise, and their results are graphed along the concentric circles which represent a percentage range from 0-100. Comparisons among country results for the same responses can be gleaned by following the circumferences. On Figure 1, the radials illustrate country responses by percentage of Q1-Q6.

The survey recorded that familiarity is highest for national level copyright-related laws and institutions with around a 40-50 percent familiarity rate. While Hungary and Croatia are least familiar, Portugal reports the highest levels of familiarity followed by Mexico, UK,
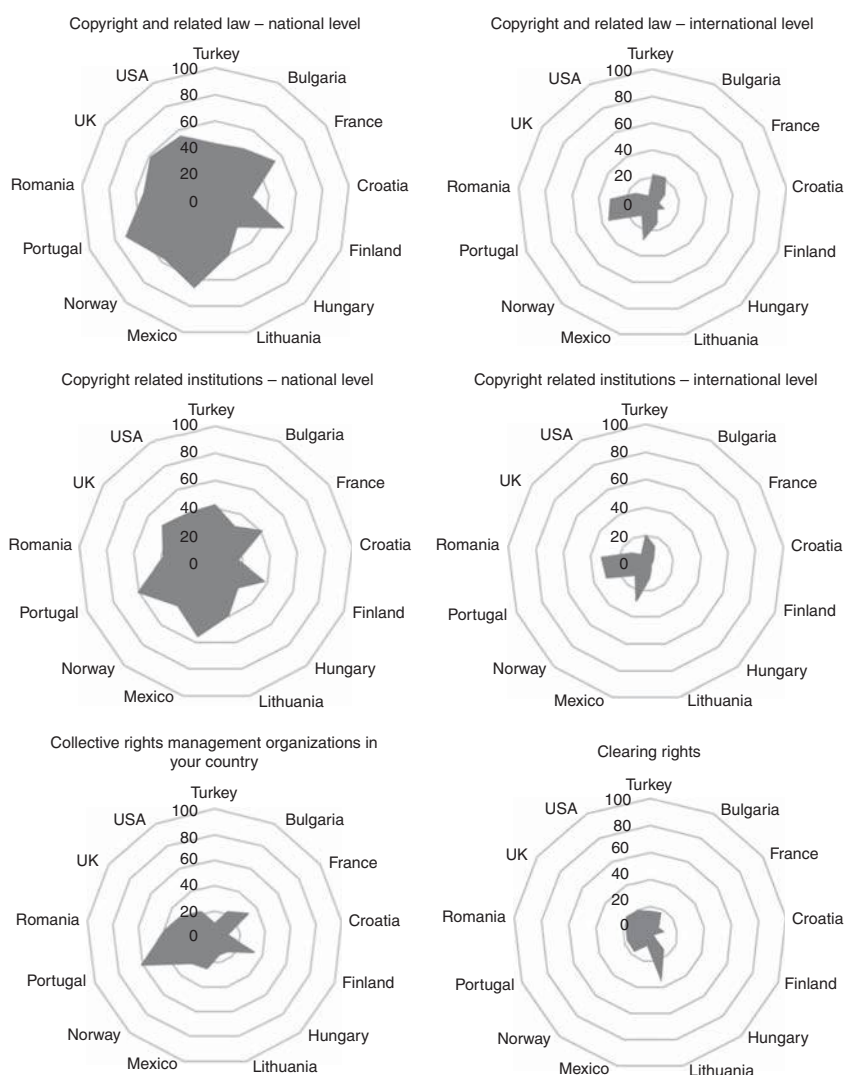

Figure 1.
Familiarity with copyright and related national/international laws, copyright-related national/international institutions, collective rights management organizations in respondent's country and clearing rights

USA, Finland and France with copyright and related national/international laws, copyright-related national/international institutions and collective rights management organizations.

Familiarity with copyright issues regarding digitization ($\chi^2(48) = 177.893$; $p < 0.001$), materials from the public domain ($\chi^2(48) = 341.267$; $p < 0.001$), out-of-print works ($\chi^2(48) = 355.227$; $p < 0.001$) and orphan works ($\chi^2(48) = 268.103$; $p < 0.001$) also showed statistically significant differences by country. The radials on Figure 2 show the country responses by percentage for Q15-Q18.

Findings indicate that France, USA, UK, Lithuania, Turkey and Portugal are more familiar than other countries on these copyright issues and solutions. On the other hand, Finland reports the least familiarity with these issues. While the familiarity on almost all these issues is below 50 percent, it is lowest for copyright issues/solutions regarding out-of-print and orphan works. Given the high volume of out-of-print and orphan works in collections, increasing the level of respondent's competence regarding these types of materials is likely to be critical for some, while recognizing that not all LIS professionals deal with these types of materials (see Figure 2).

Familiarity with licensing, especially for digital information sources ($\chi^2(48) = 320.817$; $p < 0.001$), licensing conditions in institutions ($\chi^2(48) = 248.772$; $p < 0.001$), copyright issues regarding institutional repositories ($\chi^2(48) = 192.691$; $p < 0.001$) and virtual services within e-learning practices ($\chi^2(48) = 256.313$; $p < 0.001$), creative common licenses ($\chi^2(48) = 380.966$; $p < 0.001$), copyleft ($\chi^2(48) = 392.722$; $p < 0.001$), open access, open data, open educational resources ($\chi^2(48) = 275.878$; $p < 0.001$) and fair use/fair dealing ($\chi^2(48) = 518.236$; $p < 0.001$) (Q7-Q14) all revealed statistically significant differences by country (see Figure 3).
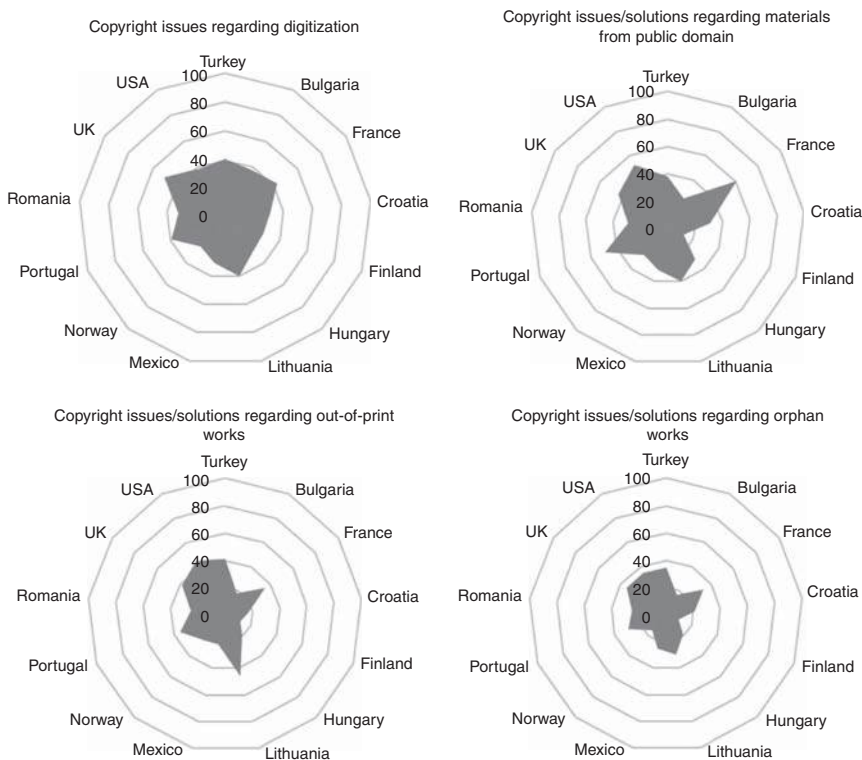
Figure 2.
Familiarity with copyright issues regarding digitization, materials from public domain, out-of-print works and orphan works
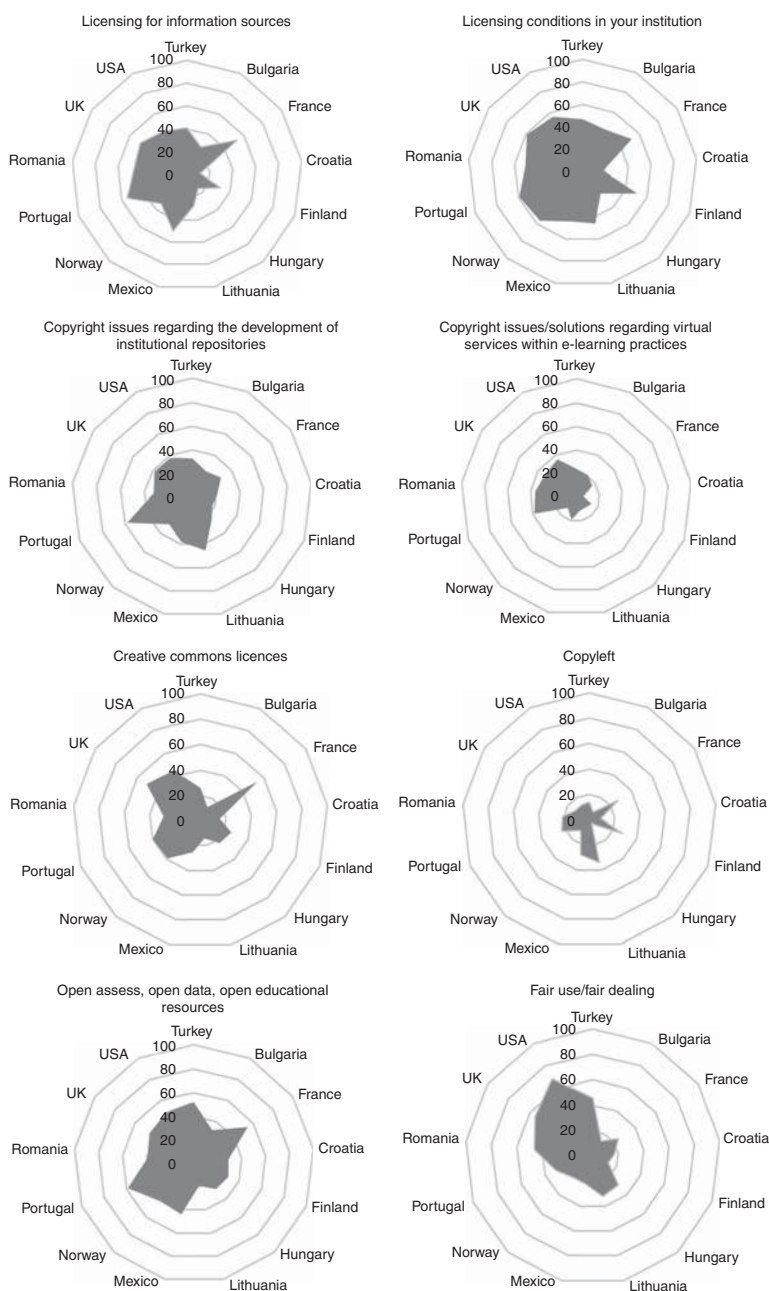
Figure 3.
Familiarity with
licensing, copyright
issues regarding
e-learning practices,
creative common
licenses, copyleft, open
access and fair
use/fair dealing

While Croatia and Hungary are least familiar with these issues, Portugal reports the highest
levels of familiarity followed by UK and France. Familiarity is lowest for copyleft and copyright
issues regarding virtual services within e-learning practices. Respondents are slightly more
knowledgeable and aware of licensing conditions in the institution and open access issues.

Respondents were required to answer several additional questions. When asked to rate their level of awareness regarding intellectual property and copyright issues, only 9.1 percent ($n = 175$) indicated they are extremely aware. In all, 30.3 percent ($n = 583$) rated their level as moderately aware, 30.1 percent ($n = 579$) somewhat aware, 23.8 percent ($n = 458$) slightly aware and 6.8 percent ($n = 131$) not at all aware. Differences by country on self-rated awareness levels of respondents are statistically significant ($\chi^2(48) = 481.163$; $p < 0.001$). Lithuania has the lowest awareness with 4 percent and is the only country with an awareness level below 10 percent. The UK and Portugal are the only two countries with awareness levels above 50 percent (UK ($n = 236$; 57 percent); PT ($n = 65$; 52 percent)).

Almost half of the respondents ($n = 961$; 49.8 percent) claimed either a moderate or extreme level of interest (31.0 percent and 18.8 percent, respectively) in copyright-related initiatives of professional organizations. Differences in response by country are statistically significant ($\chi^2(48) = 329.160$; $p < 0.001$). Countries expressing the highest levels of interest are Mexico (76 percent), Portugal (65 percent), France (65 percent) and Norway (63 percent). Lithuania reported the least interested with only 11 percent.

Asked if they are aware of a national copyright strategy, 46 percent ($n = 885$) of respondents' indicated awareness, 43.2 percent ($n = 832$) indicated they were not aware of such a strategy, and 10.9 percent ($n = 209$) are unsure. Differences in respondents' awareness of a national strategy by country are statistically significant ($\chi^2(24) = 285.236$; $p < 0.001$). Data analysis by country indicates contradictory answers from the same country. For instance although there is a national copyright strategy in Croatia, only 34 percent ($n = 28$) of respondents gave a positive answer to this question; 28 percent ($n = 23$) of answers were negative and the rest were unsure. Respondents from Finland expressed the least certainty (21 percent) about a national copyright strategy, while respondents from Mexico were the most certain with 72 percent ($n = 23$) answering that their country does have a national copyright strategy.

Results from the questions regarding knowledge of limitations and exceptions in national copyright laws are presented on Figure 4. The specialists of library and cultural institutions in most countries surveyed show a high level of knowledge and awareness of the limitations and exceptions to copyright. They are aware of: duration of copyright
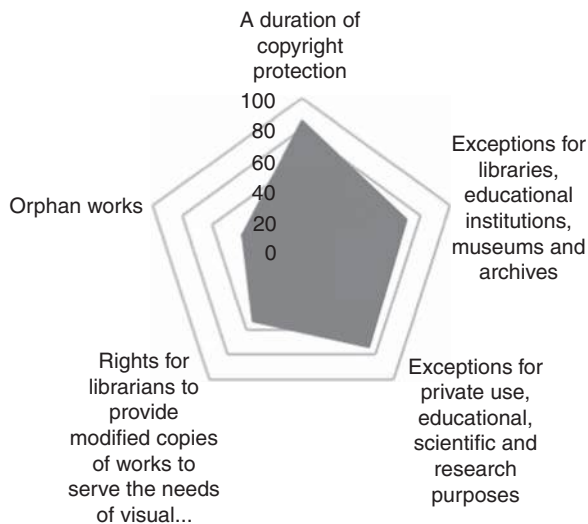

Figure 4.
Knowledge of limitations and exceptions in national copyright laws (all countries)

protection (84.7 percent; $n = 1,632$); exceptions for libraries, educational institutions, museums and archives (69.5 percent; $n = 1,339$); exceptions for private use, educational, scientific and research purposes (72.8; $n = 1,403$); and rights for librarians to provide modified copies of works to serve the needs of visual impaired patrons (52.9 percent; $n = 1,019$). They are least familiar (38.9 percent, $n = 749$) with issues around orphan works (e.g. compulsory license or limitation of liability). The UK reported the highest rate of awareness on issues of orphan works (64 percent; $n = 263$). This is likely to be because of recent provisions in UK law to facilitate the use of orphan works by cultural institutions, most notably a government-run licensing scheme.

Differences in reported knowledge of limitations and exceptions in national copyright laws by country is statistically significant (a duration of copyright protection: $\chi^2(12) = 212.487$; $p < 0.001$, exceptions for libraries, educational institutions, museums and archives: $\chi^2(12) = 171.375$; $p < 0.001$, exceptions for private use, educational, scientific, and research purposes: $\chi^2(12) = 229.704$; $p < 0.001$, rights for librarians to provide modified copies of works to serve the needs of visual impaired patrons: $\chi^2(12) = 281.872$; $p < 0.001$, Orphan works: $\chi^2(12) = 228.868$; $p < 0.001$). For example, most countries expressed a high rate of awareness with regard to the duration of copyright protection. The countries with the highest levels of familiarity are France (96 percent, $n = 298$), the UK (92 percent, $n = 397$), Mexico (91 percent; $n = 29$), Croatia (90 percent, $n = 74$) and Finland (90 percent; $n = 140$). The countries with the lowest rates of awareness are Bulgaria (52 percent, $n = 77$), Romania (64 percent; $n = 18$) and Lithuania (69 percent; $n = 84$). With regard to awareness about: exceptions for libraries, educational institutions, museums and archives; exceptions for private use, educational, scientific and research purposes; and rights for librarians to provide modified copies of works to serve the needs of visual impaired patrons – the countries with the highest rates of awareness are the UK and USA, while the lowest rates are from Mexico and Bulgaria.

The variance in self-reported knowledge indicates an unsatisfactory level of knowledge and awareness of copyright law and implementation policies in some of the surveyed countries such as Bulgaria, Croatia, Lithuania, Mexico, and Romania.

Awareness of the initiatives of international organizations such as IFLA and eIFL regarding a new set of exceptions and limitations to copyright for cultural institutions worldwide differs by country and the difference is statistically significant ($\chi^2(12) = 95.726$; $p < 0.001$). Awareness levels in these areas are generally low (lower than 24.2 percent; $n = 466$ with positive answer). The Lithuanian respondents' self-reported levels of awareness is lowest (9 percent; $n = 11$) while the Turkish respondents' had the highest levels of awareness (52 percent; $n = 42$).

Respondents also were asked to indicate their opinions regarding certain copyright-related statements. In total, 81.8 percent ($n = 1,575$) of respondents agree that services offered by libraries and other cultural institutions should comply with copyright legislation; 69.6 percent ($n = 1,341$) agree that worldwide harmonization of copyright exceptions and limitations for cultural institutions is necessary; 71.8 percent ($n = 1,383$) agree that WIPO should better define copyright exceptions and limitations regarding digital content and the digital environment; and 81.6 percent ($n = 1,571$) agree that WIPO's "Treaty to facilitate access to published works for persons who are blind, visually impaired, or otherwise print disabled" is an important achievement.

When respondents were asked whether they agreed that services offered by libraries and other cultural institutions should comply with copyright legislation, responses differed by country and were statistically significant ($\chi^2(24) = 130.838$; $p < 0.001$) with respondents agreeing that compliance should be required at rates between 72 percent (Hungary) and 91 percent (UK). Similarly, agreement on the necessity of worldwide harmonization of exceptions and limitations to copyright for libraries and archives differed by country and

was statistically significant ($\chi^2(24) = 132.432$; $p < 0.001$). Turkey (90 percent), Bulgaria (89 percent), Romania (89 percent) and Portugal (87 percent) had the highest levels of agreement that such harmonization is necessary.

5.3 Knowledge and opinions on institutional copyright policy

It is common for cultural institutions to possess resources protected by copyright and related rights and the majority of respondents think an institutional copyright policy is necessary for libraries and other cultural institutions. The majority of respondents (80.3 percent, $n = 1,547$) declared the need for an institutional copyright policy for libraries, archives and other cultural institutions.

About 81.7 percent ($n = 1,574$) indicated that their institution possesses resources protected by copyright and related rights. While 11.7 percent ($n = 225$) were uncertain, 6.6 percent ($n = 127$) report that their institutions does not possess resources under copyright protection. These percentages indicate that, regardless of how they evaluate their awareness level, nearly one-fifth of respondents (18.3 percent; $n = 352$) are not aware of the scope of copyright issues in cultural institutions. The percentage (51.8 percent; $n = 998$) of those who are uncertain or not informed about whether their institution has an institutional copyright policy also verifies this finding. It is not common yet for institutions to employ a person in charge of dealing with copyright issues in particular, and perhaps that lack of expertise within the staff helps to explain this larger lack of awareness.

The extent to which respondents indicate that their institutions possess resources protected by copyright and related rights differ by country and is statistically significant ($\chi^2(24) = 214.946$; $p < 0.001$); the UK reported the highest percentage (94 percent), followed by the USA (93 percent). The lowest rates were reported for Bulgaria (60 percent). Similarly, the rates at which respondents indicate that their institutions have a copyright policy or internal regulations differ by country and is statistically significant ($\chi^2(24) = 254.591$; $p < 0.001$). The highest rates were reported in Lithuania (73 percent) and USA (69 percent), and the lowest in Romania (29 percent) and Bulgaria (30 percent). Whether an institution employs a dedicated person in charge of dealing with copyright issues also differs by country and is statistically significant ($\chi^2(24) = 483.941$; $p < 0.001$). Institutions in the UK were most likely to report a copyright professional on staff (65 percent), followed by the USA (53 percent), while Bulgaria was least likely (7 percent).

It is important to find out the actual reason for the low number of employees in charge of copyright issues despite its increasing importance. If it is because of the lack of knowledge and expertise, an active collaboration with LIS schools and professional associations for training could be suggested. However, if it is because institutions believe it is unnecessary, this could be an important indicator for the lack of awareness of the importance and impact of copyright regulations at the institutional level (Todorova *et al.*, 2014).

5.4 Opinions on inclusion of copyright as a subject in LIS Education

A high majority of respondents (92.9 percent; $n = 1,790$) agree that intellectual property and copyright subjects should be included in the curriculum of LIS and Cultural Heritage Science Education as well as in continuing education programs (92.7 percent; $n = 1,786$).

As shown in Figure 5, more than 71 percent of respondents across countries indicated that the undergraduate level is the most appropriate place for LIS and Cultural Heritage Science copyright education. The exception is Croatia, at 49 percent. Respondents in Croatia (93 percent; $n = 76$) and the USA (79 percent; $n = 115$) believe copyright education is more appropriate for master level. This could be because USA and Croatia typically does not grant Bachelor's degrees in LIS.

The preferred forms – preferred by more than half of the respondents – for continuing education on intellectual property and copyright are as follows: training courses
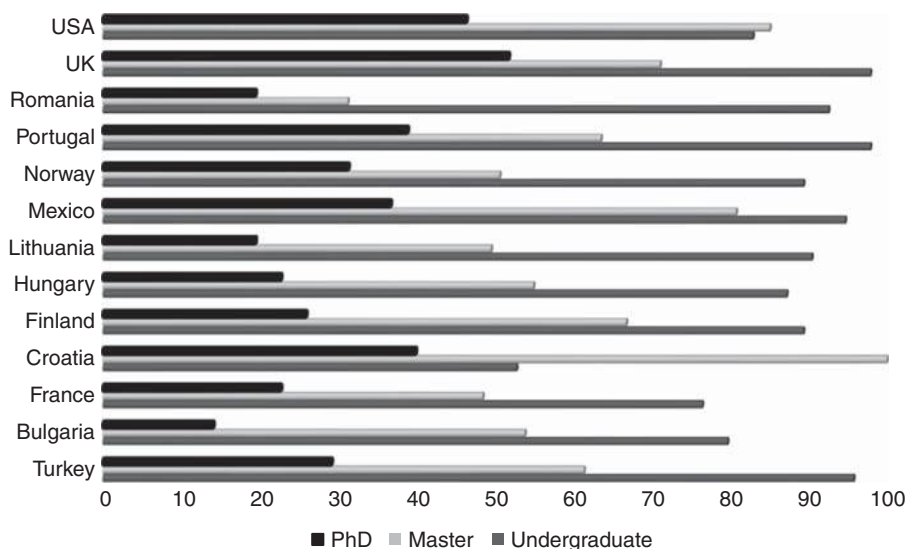
USA
UK
Romania
Portugal
Norway
Mexico
Lithuania
Hungary
Finland
Croatia
France
Bulgaria
Turkey

0 10 20 30 40 50 60 70 80 90 100

■ PhD ■ Master ■ Undergraduate

(67.9 percent, $n = 1{,}308$), thematic workshops and web sites/blogs and wikis (60.9 percent; $n = 1{,}173$ each), and distance learning including online courses, videos, etc. (59.7 percent; $n = 1{,}149$). Preferred formats for continuing education on intellectual property differ by country and these differences are statistically significant (training courses: $\chi^2(12) = 163.824$; $p < 0.001$, thematic workshops: $\chi^2(12) = 93.165$; $p < 0.001$, distance learning: $\chi^2(12) = 253.289$; $p < 0.001$, consultations on request: $\chi^2(12) = 84.271$; $p < 0.001$, round tables discussions: $\chi^2(12) = 64.707$; $p < 0.001$, panels, conferences etc.: $\chi^2(12) = 68.430$, $p < 0.001$; websites, blogs, wikis, etc.: $\chi^2(12) = 193.010$; $p < 0.001$. In general, round tables discussions are considered least appropriate for continuing education on intellectual property, with Croatia having the highest level of preference for this format, at 44 percent ($n = 36$).

Respondents' preferred sources when searching for information about intellectual property and copyright and its relation to activities of their cultural institution differ by country (colleagues: $\chi^2(12) = 106.075$; $p < 0.001$, lawyers: $\chi^2(12) = 286.849$; $p < 0.001$, books, articles, etc.: $\chi^2(12) = 69.279$; $p < 0.001$, websites: $\chi^2(12) = 81.544$; $p < 0.001$, blogs/wikis: $\chi^2(12) = 207.534$; $p < 0.001$, professional discussion lists: $\chi^2(12) = 142.720$; $p < 0.001$, WIPO: $\chi^2(12) = 121.398$; $p < 0.001$, eIFL: $\chi^2(12) = 233.080$; $p < 0.001$, IFLA: $\chi^2(12) = 123.480$; $p < 0.001$, International Council of Archives (ICA): not available, International Council of Museums (ICOM): $\chi^2(12) = 76.711$; $p < 0.001$, National library and other professional associations: $\chi^2(12) = 104.687$; $p < 0.001$, experts from academic and scientific community: $\chi^2(12) = 108.262$; $p < 0.001$). The most preferred information sources for Turkey and Bulgaria are books and articles (respectively, 78 percent, 68 percent). Second most preferred information source for Turkey is colleagues (70 percent), for Bulgaria websites (58 percent) and professional discussion lists (56 percent). The most preferred information sources for France and Romania are websites (respectively 81 percent, 75 percent) and books, articles, etc. (respectively, 75 percent, 71 percent); for Finland and UK – websites (respectively, 82 percent, 78 percent) and colleagues (respectively, 78 percent, 71 percent); for Lithuania and Norway – websites (respectively, 72 percent, 78 percent); and for the USA – books, articles, etc. (75 percent), websites (75 percent) and colleagues (70 percent). Across countries then, the most preferred sources

are websites, colleagues, and books, articles, etc. In general, less than 10 percent of respondents report using ICA (3.8 percent), ICOM (3.9 percent), and eIFL Network) (8.5 percent) as an information source for intellectual property/copyright.

6. Conclusions

The main findings of this multinational survey can be summarized as follows: the level of knowledge and the awareness of respondents (managers and specialists responsible for information services in cultural institutions – libraries, archives and museums) regarding copyright issues is far from satisfactory. It is important to note that the initial goal to collect professional contributions in the area of archives and museum services was not accomplished, because the large portion of the sample were librarians.

As noted at the beginning of this paper – the desired level of respondents' knowledge and awareness is between 4 (moderately familiar) and 5 (extremely familiar) (Todorova *et al.*, 2014). As the findings of the study show, respondents' answers hardly reach level 4 (moderately familiar). There are significant differences in the awareness and knowledge level of specialists in the area of copyright literacy across the surveyed countries. The countries with the highest rates of knowledge are the UK, USA, France, Finland, Norway and Portugal, while the lowest rates are from Bulgaria, Croatia, Lithuania, Romania and Mexico. The UK and the USA could stand as leaders, where there are good examples of institutional copyright policies and training programs in academic and continuing education. Academic community and professional associations in countries with unsatisfactory levels could use these best practices as models to implement and improve the situation in their countries. However, there is still room to develop even greater levels of awareness of copyright matters in the UK and the USA, as confidence outside the academic sector is considerably lower and there is still a high demand for copyright training across the profession.

For the whole surveyed sample, the familiarity is highest for national level copyright-related laws and institutions (around 50 percent familiarity rate), and for the knowledge of limitations and exceptions in national copyright laws. Issues which indicate the lowest awareness level, such as knowledge of the international copyright institutions, clearing rights and concepts of copyleft and fair use/fair dealing, solutions about digitization of orphan and out-of-print works, and virtual services with e-learning practices should be addressed in the LIS learning content. The finding that familiarity with copyright issues regarding digitization is below 50 percent demands particular attention.

The comparative results indicate a need for improvement in copyright literacy. Measures should be taken to increase both awareness and the knowledge level of information professionals regarding copyright issues and for further understanding of copyright in a wider framework of digital and information literacy.

Both the LIS curricula and continuing education programs should be revised to include intellectual property learning content that provides in-depth information along with case studies. An ongoing discussion is who should be teaching the copyright content and how it should be addressed for successful preparation of graduates to assist people in the process of translating copyright literacy to a life skill and to a career as a copyright librarian.

Findings of this study highlight the recommendation that copyright policies must be implemented in cultural institutions as a tool to provide clarity on copyright issues, and that a copyright librarian/copyright advisor position must be established. In competence leading countries – UK and USA, it is more likely to have librarian with copyright specialization, especially in the academic libraries.

Survey findings may be useful in the ongoing revisions of the Guidelines for Professional Library/Information Educational Programs, developed by experts from IFLA's Education and Training Section in 2012. Our proposal is in the updating of the core

elements of the LIS curriculum – the 1st element "The Information Environment, Societal impacts of the information society, Information Policy and Ethics, the History of the Field," to be separated in two parts: 1st "The Information Environment, Societal impacts of the information society, the History of the Field" and 2nd, "Information policy, Copyright policy and Ethics" (Guidelines, 2012). Results may be useful in ongoing discussions between WIPO and global library community, represented by IFLA, eIFL and partners, about establishment of a single global copyright framework for libraries and archives (Hacket, 2015). There is also an opportunity to explore the reasons for the differences observed between countries, through further research. Plans for an international symposium on theme "Copyright Literacy and the role of librarians as educators" at ECIL 2017 (European Conference on Information Literacy) and IFLA Congress 2017, Offsite Session "Models for Copyright Education in Information Literacy Programs" are currently being formulated from the research team.

Further developments can be followed on the project website: https://copyrightlib.unibit. bg/ and on a Multinational Copyright Literacy Survey Subpage: https://copyrightliteracy. org/about-2/international-copyright-literacy/, part of the UK Copyright Literacy website.

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Appendix. The survey instrument

<div align="center">COPYRIGHT LITERACY SURVEY</div>

PART 1: General Knowledge and Awareness

1. **Are you familiar with the following?** *(Please tick all that apply)*
    - ☐ Copyright and related law – national level
    - ☐ Copyright and related law – international level
    - ☐ Copyright related institutions – national level
    - ☐ Copyright related institutions – international level
    - ☐ Creative Commons Licences
    - ☐ Copyleft
    - ☐ Fair Use/Fair Dealing
    - ☐ Open Access, Open Data, Open Educational Resources
    - ☐ Licensing for information sources (e.g. for digital resources – data bases etc.)
    - ☐ Licensing conditions in your institution
    - ☐ Copyright issues regarding the development of institutional repositories
    - ☐ Copyright issues regarding digitization
    - ☐ Copyright issues/solutions regarding materials from public domain
    - ☐ Copyright issues/solutions regarding out-of-print works
    - ☐ Copyright issues/solutions regarding orphan works (works whose owner/s cannot be identified or located)
    - ☐ Copyright issues/solutions regarding virtual services within e-learning practices
    - ☐ Clarification of copyright status of materials
    - ☐ Collective Rights Management Organizations in your country
    - ☐ Clearing rights

2. **How would you rate your level of awareness on issues related to intellectual property/copyright?**
    - ☐ Extremely aware
    - ☐ Moderately aware
    - ☐ Somewhat aware
    - ☐ Slightly aware
    - ☐ Not at all aware

3. **If you want to learn more about intellectual property/copyright and its relation with the activities of the cultural institution which you represent, where will you search for information? (Please, tick all that apply)**
    - ☐ Colleagues
    - ☐ Lawyers
    - ☐ Books, articles, etc. (e.g. copyright for librarians)
    - ☐ Websites
    - ☐ Blogs / Wikis
    - ☐ Professional discussion lists
    - ☐ World Intellectual Property Organization (WIPO)
    - ☐ Electronic Information for Libraries Network (eIFL)
    - ☐ International Federation of Library Associations and Institutions (IFLA)
    - ☐ International Council of Archives (ICA)
    - ☐ International Council of Museums (ICOM)
    - ☐ National Library and other professional associations
    - ☐ Experts from academic and scientific community
    - ☐ Other (Please specify:..)

4. **Are you interested in the initiatives of international and national library and other professional associations on issues related to copyright?**
    - ☐ Not at all
    - ☐ Very little
    - ☐ Not so much
    - ☐ Much
    - ☐ Very much

5. **In your country is there a national strategy for copyright?**
    - ☐ Yes
    - ☐ No.
    - ☐ I am not aware.

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6. **Which of the following is included in your national copyright legislation? (Please tick all that apply)**
   ☐ A duration of copyright protection (Please specify…………………………………………………)
   ☐ Exceptions for libraries, educational institutions, museums and archives
   ☐ Exceptions for private use, educational, scientific and research purposes
   ☐ Rights for librarians to provide modified copies of works to serve the needs of visual impaired patrons
   ☐ Orphan works (e.g. compulsory license or limitation of liability)?

7. **Are you aware of the initiatives of international organizations such as IFLA and eIFL regarding a new set of exceptions and limitations to copyright for cultural institutions?**
   *Legend: IFLA - The International Federation of Library Association and Institutions; **eIFL** – Electronic Information for libraries.*
   ☐ Yes
   ☐ No.
   ☐ I am not aware.

We like to hear your opinion about the following statements

8. **Services offered by libraries and other cultural heritage institutions require compliance with the copyright legislation.**
   ☐ Agree
   ☐ Neither agree nor disagree
   ☐ Disagree

9. **Worldwide harmonization of exceptions and limitations to copyright for libraries and archives is necessary.**
   ☐ Agree
   ☐ Neither agree nor disagree
   ☐ Disagree

10. **World Intellectual Property Organization (WIPO) should define better exceptions and limitations to copyright in the digital environment.**
    ☐ Agree
    ☐ Neither agree nor disagree
    ☐ Disagree

11. **WIPO Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or otherwise Print Disabled is an important achievement.**
    ☐ Agree
    ☐ Neither agree nor disagree
    ☐ Disagree

PART 2: Copyright Policy in Institutional Level

12. **Does your institution (library, archive, museum etc.) possess resources protected by copyright and related rights?**
    ☐ Yes
    ☐ No.
    ☐ I am not aware.

13. **Do you think institutional copyright policy is necessary for libraries and other cultural institutions?**
    ☐ Yes
    ☐ No.
    ☐ I have never thought about that.

14. **Do you have a copyright policy or internal regulations in your institution?**
    ☐ Yes
    ☐ No.
    ☐ I am not aware.

15. Is there a person in your institution in charge of dealing with copyright issues in particular?
☐ Yes
☐ No.
☐ I am not aware.

PART 3: LIS Education and LLL

We like to hear your opinion about the following statements

16. It is necessary to include Intellectual Property/Copyright issues in the curriculum of Library and Information Science (LIS) and Cultural Heritage Science education.
☐ Agree
☐ Neither agree nor disagree
☐ Disagree

17. It is necessary to include Intellectual Property/Copyright issues in continuing education of LIS and Cultural Heritage professionals.
☐ Agree
☐ Neither agree nor disagree
☐ Disagree

18. In your opinion within LIS and Cultural Heritage Science education which of the following level is appropriate for introducing Intellectual Property issues.
☐ Undergraduate
☐ Master
☐ PhD
☐ All
☐ None

19. Please specify the topics/issues you think should be covered in a LIS programme regarding Intellectual Property.
....

20. Please specify the topics/issues you think should be covered in a continuing education programme regarding Intellectual Property.
....

21. In your opinion, which of the followings are appropriate for continuing education on Intellectual Property? (Please tick all that apply)
☐ Training courses
☐ Thematic workshops
☐ Distance learning - online courses, consulting, video resources, etc.
☐ Consultations on request
☐ Round table discussions
☐ Panels, conferences, etc.
☐ Thematic electronic resources - website, blog, wikis, etc.
☐ Other (Please specify:………………………………………………………….)

PART 4: Demographic Information

22. Your gender
☐ Male
☐ Female

23. Your age
☐ younger than 30
☐ 30-39
☐ 40-49
☐ 50-60
☐ Over 60

24. Highest degree you possess
□ Bachelor
□ Master
□ PhD
□ Other (Please specify: ……………………………………………………….)

25. Specialty you studied (Please tick all that apply)
□ Library science
□ Archive science
□ History science
□ Museology
□ Cultural Heritage science
□ Other: (Please specify: ....)

26. Institution you work for
□ National Library
□ University library
□ Scientific Library
□ Public library
□ School Library
□ Special Library
□ Museum
□ Archive
□ Other: (Please specify:...)

27. Duration you worked in this institution?
□ Less than 5 years
□ 5-9 years
□ 10-14 years
□ 15-19 years
□ 20 and more

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