

4. Internet – For everyone

”Creativity requires the courage to let go of certainties”

Erich Fromm, psychologist

CHECKLIST FACT SHEET 14 – VIDEOS, MUSIC AND IMAGES ON THE INTERNET

Check the licence of any content that you would like to reuse.

Use the Creative Commons classification on the content you create and post online.

Support fair online business models which enable you to pay for content from your favourite artist, musician or content creators.

CHECKLIST FACT SHEET 15 – CREATIVITY

One image can speak a thousand words, especially if we are not careful about our private information and that of others.

Do you understand how to ensure that your ownership of creative output is respected by others?

Plagiarism shows non-respect of creative ownership and can weigh heavily on multiple aspects of society. Are you aware of the multiple ways in which plagiarism can impact on society?

CHECKLIST FACT SHEET 16 – GAMES

Life balance is important: is the time you are spending online on games infringing on outdoor and face-to-face activities?

When the games you play online lead you to meet and communicate with strangers, remember that not everyone is who they say they are. Choose “human-moderated” games or games with “safe chat” through pre-selected phrases for very young children.

In-app purchases can be a trap for the unwary in certain games. Have you checked the tips in Fact sheet 13?

CHECKLIST FACT SHEET 17 – DIGITAL CITIZENSHIP

Do you know your online rights and responsibilities?

Have you checked your digital footprint lately? Put your name into a search engine and see what comes up.

What are the digital skills required to become a fully-fledged digital citizen?

CHECKLIST FACT SHEET 18 – DIGITAL PARENTING: POSITIVE AND PROACTIVE

Be positive when parenting in this new digital age and do your best to communicate with your child about what they are doing online, where they are going online and who they are talking to online.

Realise that even though technology has advanced in leaps and bounds, parenting remains much the same: staying active in your children’s life, encouraging them to be good (digital) citizens and emphasising kindness and empathy.

Whether you are the parent of a toddler or a teen, be aware of the challenges of your child’s development with respect to technology. Use technology in ways that help, not hinder, your child’s development.

Videos, music and images on the Internet



The Internet, as a multimedia platform, offers a large number of modes of communication including exchange of audio files, video files and digital photographs. Applications and online platforms have largely facilitated the generation and dissemination of this kind of content, transcending linguistic, cultural and national barriers and raising important issues, related not only to the disclosure of personal information (see Fact sheet 9 on privacy) but also to copyright infringement and illegal or harmful content.

COPYRIGHT



- A number of international laws and agreements are in place. In 1996 more than 100 countries signed two World Intellectual Property Organization (WIPO) treaties, aiming to address digital content¹.
- A creator of audio-visual material automatically has copyright unless he or she waives it.

1. <http://www.wipo.int/treaties/en/>

- Most countries' laws maintain copyright for 50-70 years after the creator's death.
- There is usually more than one copyright holder of a piece of music. Author, performing artist, record company and publisher may all own rights or "related rights".
- Aside from the economic aspect, a creator of audio-visual content has "moral rights"². This relates to the right to be recognised as the creator and the right for the work not to be altered or edited without permission.
- Music and films can be bought online (see Fact sheet 13 on online shopping). There are many sites for purchasing music online, for example iTunes³ and Amazon⁴. But there are also many other online stores for buying music, images or videos, so feel free to make a search to find them.
- Buying music or films online usually gives limited or no right to copy or distribute them. For example, Apple's online music store iTunes allows a purchased track of music to be authorised on up to five computers within a household⁵.
- As the consumption of multimedia content changes, new business models arise. Instead of buying a song, you can also pay a monthly subscription fee to an online streaming platform and listen to any song or watch any movie available on that platform. Examples of such services are Netflix⁶ for movies and Spotify⁷ for music. Again, many other platforms exist so feel free to do a search.
- The music industry has brought legal proceedings against both peer-to-peer software companies and individual file sharers. An uploader – someone who makes files available – is more likely to be prosecuted than a downloader.
- Creative Commons⁸ is a non-profit organisation offering an alternative to full copyright.



ETHICAL CONSIDERATIONS AND RISKS

- At present, digital music sales account for 46% of the record industry's total sales with an increase of 6.9% in 2014. This is due to the multiplication of legal outlets for the sale or streaming of digital music (see <http://www.ifpi.org/facts-and-stats.php>).
- The music industry has also responded to piracy by filing a number of lawsuits against websites and individual users.
- Using peer-to-peer software⁹ can be a security risk to your computer, as malware are often distributed by attaching them to music and image files.
- Consumption of multimedia content has considerably changed with the Internet. Instead of listening over and over to the same favourite CD, Internet users like to listen to a wide variety of songs and tunes, given the massive choice that the Internet offers. Each day, the average American listens to three and a half hours of music¹⁰. Ironically, piracy has contributed to forcing the industry to revise the "traditional" business model of purchasing a full album and opt for subscription based, unlimited streaming platforms. Remember that the decisions you make in choosing a streaming platform helps support its business model.



EDUCATION

— Educational establishments are, in certain cases, allowed to reproduce works and communicate them to the public. Refer to your national legislation or to the European Union Directive 2001/29/EC of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society. The following conditions must be met:

2. https://en.wikipedia.org/wiki/Moral_rights

3. <http://www.apple.com/itunes/>

4. <http://www.amazon.com/>

5. <http://www.apple.com/itunes/overview/>

6. <https://www.netflix.com>

7. <https://www.spotify.com>

8. <http://creativecommons.org/>

9. <https://en.wikipedia.org/wiki/Peer-to-peer>

10. http://www.digitalstrategyconsulting.com/intelligence/2014/10/us_media_consumption_trends_music_tops_the_charts.php

- ▶ Works used must be solely for teaching or scientific research purposes.
- ▶ Source, including the author's name should be indicated – except where this is impossible.
- ▶ No direct or indirect economic or commercial advantage must be gained from the use of this content.

■ Get written permission from a parent or guardian before publishing photos of children or young people online.

■ In the case of content published on the school's website, all content, including content originating from children and young people, is under the authority and responsibility of the school.



IN THE CLASSROOM

- Have a discussion on moral aspects. Is piracy of audio-visual material stealing?
- Inform children and young people about the risks of viruses and spyware from downloads.
- Inform children and young people about the possibility of fines for downloading copyrighted music and film.
- Make children and young people produce an artistic/creative work in teams. This can be writing a poem, drawing a picture, writing a story, producing a video or composing a song. Ask them to look at the Creative Commons licence and choose the type of licence they want to apply to their content. When they are done, ask them to share their decision for the licence they chose and why: for instance, they chose to have a very restrictive licence because they intend to sell their creation or they chose to leave it open to modification and reuse and they fully understand that their work might be reused or transformed by someone else.



ILLEGAL CONTENT

- The definition of illegal content varies from country to country, but it most commonly refers to child pornography or child abuse material, extreme violence, political extremism, defamation or incitement to hatred against minority groups.
- Many countries have a hotline for reporting illegal content. INHOPE¹¹ is a network of national hotlines.
- Taking action against illegal content may be difficult or slow depending on the nature of the content and where it is hosted. Hotlines work together with Internet service providers (ISPs) and the police, and are best placed to tackle illegal content.
- Most online platforms use a variety of methods to identify and take down illegal content, for instance by using human and/or automated moderation, photo/video DNA technology and reporting mechanisms.



ETHICAL CONSIDERATIONS AND RISKS

- Illegal content is arguably a much more serious criminal offence than copyright. While there are notions such as "fair use" in copyright and exceptions for not-for-profit or educational purposes, illegal content will always be treated as a serious criminal offence, especially for cases such as child sexual abuse material or terrorism. While testing the limits to the various freedoms, such as the freedom of expression, is a natural trait of human beings, especially for children and young people, there are certain lines that should never be crossed.
- Illegal content is often linked with other illegal activities, such as selling illegal weapons or drugs. Much of this activity is taking place in the so-called "dark net", a part of the Internet

11. <http://www.inhope.org/gns/home.aspx>

which is not accessible via traditional search engines. Publishing, sharing or looking for illegal content might therefore easily snowball into very serious crimes.

- Your school or company should have an acceptable use policy (AUP), or alternatively a responsible use policy (RUP) that includes issues on copyright and illegal material.
- Whenever you find any content online that you would like to use, be sure to check the licence. There are many different licences. Content produced by regular Internet users comes with a variety of licences. The most “open” licence authorises you to reuse and modify the content without needing to notify the owner, even in commercial projects. Other licences ask for due credit to be given, limiting the use to not-for-profit, or forbidding any modifications. Search engines such as Google or Bing propose the filtering of image and video searches by licence. There are also many platforms where you can buy content to use inside your projects.
- Be sure to apply a copyright licence to your material. You can choose from a more traditional copyright, such as a record company, or use Creative Commons¹² classifications for material you create to clarify how others may use it.
- Although it may be tempting to look for music, images or videos for “free” online, remember that you always end up paying for it one way or another: by being subject to endless advertising, by infecting your computer with malware that may steal your data or even by getting a lawsuit from rights holders. Supporting platforms that provide good service and value for money contribute to shaping the Internet in a better way, avoiding filling it with time-wasting advertising, low quality or harmful content, and rewarding artists fairly for their work.
- Nowadays, content is being produced massively every day by users all over the world. Be it short videos posted on a video streaming platform, such as YouTube or Dailymotion, pictures and images posted on social networks, or music uploaded to music streaming platforms. But regardless of whether the user that uploaded it specified a licence or not, bear in mind that any content uploaded is protected. Only if the author has explicitly mentioned that he/she waives any rights on the content he/she has produced, does copyright law not apply.
- A further limit to the use of content is data protection. Re-posting an embarrassing video or picture, for instance, is a violation of someone else’s data privacy and could be cyberbullying. As a general rule, always ask the user who originally posted content if you can reuse it, modify it, repost it or similar. Asking for permission and giving due credit is more than a legal obligation, it helps create a more positive and enticing environment for creativity and participation online. For more detailed information about data protection, visit the EU Justice site on the “Reform of EU data protection rules”¹³.



GOOD PRACTICE

- Software filters can help block some illegal websites but are never a real solution. No filter can protect you if you proactively seek illegal content.
- As a parent, teacher or older sibling, be sure to trigger family and classroom discussions about online experiences. Illegal content is not just a matter of copyright, it is also often surrounded with harmful or shocking content, malware, spam and similar.
- Report illegal content to a hotline (see INHOPE below) or use the reporting mechanisms provided by the platform you use.
- Make sure that your school has a strict policy with regard to illegal content and that children and young people are properly informed about the potential consequences of publishing, sharing or viewing illegal content.
- Discuss harmful and illegal content. Surveys show many children and young people deliberately or accidentally find this type of content on the Internet, but few tell an adult.

12. <http://creativecommons.org/>

13. http://ec.europa.eu/justice/data-protection/reform/index_en.htm



FURTHER INFORMATION

- Visit the World Intellectual Property Organisation (WIPO) website for more information on copyright and related issues: <http://www.wipo.int>.
- Learn what your favourite musical group has to say about musical piracy at "Artists speak out on music piracy": <https://www.upvenue.com/article/1590-musician-stances-on-music-piracy.html>.
- INHOPE is the network of hotlines for reporting illegal content on the Internet: <http://www.inhope.org/gns/home.aspx>.
- The Council of Europe media page has information on its work in the field of copyright: <http://www.coe.int/media>.
- The European Commission website offers information on intellectual property rights: http://europa.eu/youreurope/business/start-grow/intellectual-property-rights/index_en.htm.
- The IFPI, who represent the recording industry worldwide, offer a guide for parents and teachers to help explore music on Internet safely and legally: <http://www.ifpi.org/music-and-the-internet-guide.php>.
- The European Commission's Digital Agenda for Europe gives further advice on copyright: <https://ec.europa.eu/digital-agenda/en/copyright>.
- See the Wikipedia page for more information about the dark net: <https://en.wikipedia.org/wiki/Darknet>.
- Relevant UN Convention on the Rights of the Child articles:

Article 13 – Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 17 – Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 33 – The government should provide ways of protecting children from dangerous drugs.

Article 34 – The government should protect children from sexual abuse.

Article 36 – Children should be protected from any activities that could harm their development.

Article 37 – No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 40 – Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.