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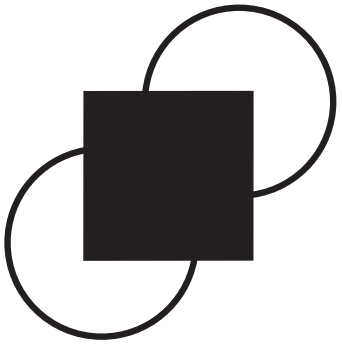

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CONTEMPORARY TENDENCIES IN EDUCATIONAL AND INSTITUTIONAL ASPECTS OF INTELLECTUAL PROPERTY TRAINING: A SHORT OVERVIEW

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Abstract

Introduction: The increasingly rapid development of information technology and the Internet is seriously challenging intellectual property rights (IP). It is a set of legal norms for regulating public relations in connection with the creation, recognition, legal protection and use of intellectual results and other intangible assets. Today, the one who creates, stores, uses information has an advantage, and this advantage is to a much higher degree than the holder of real rights. As a result, IP education at the university level is increasingly used in educational programs.

The paper aims: to discuss the contemporary tendencies in educational and institutional aspects of intellectual property training.

Goal, Objectives and Methodology: Any development of an IP program should begin with the identification of its purpose and audience. The range of students who would benefit from IP training is extremely wide, including students from different scientific fields. Despite the great variety of IP programs, it is important to highlight three main aspects that should be included in intellectual property classes: first, almost all programs should include a basic overview of the conceptual apparatus of IP; secondly, students need to gain general knowledge of the philosophy and application of the legislative framework in the field of IP; thirdly, students need to be made aware of the fundamental rights that are protected by IP law. These three main aspects need to be embedded in programs designed for non-specialist lawyers, often complementing the fragmentary knowledge that a specialist in the above areas acquires in the course of his practice, covering all issues relevant to the protection of intellectual property. Education in the field of intellectual property at the university level could not be fully effective without the opportunity for teachers to carry out independent research and intercultural dialogue with their colleagues from abroad. Placed in a real work environment, with a highly specialized character and interaction with international working groups, they lead to both unique creative results and comparative research internationally. It is therefore easy to explain the growing trend over the last decade towards the creation of specialized research centers, networks and non-governmental organizations in various fields of knowledge, such as research in the field of IP legislation, as well as centers combining research and formal and non-formal learning are no exception to this trend.

Conclusion: IP training has become more widespread and influential in the last two decades. However, these studies have failed to attract scientific attention from researchers committed to policy development on IP issues, both in theory and in practice. Despite this gap, international organizations, networks and consortia are developing a large number of training programs, which raises a relentless debate on IP reform, namely the development of IP training programs for non-specialist lawyers who do not have specialized legal knowledge, but want to be informed about IP issues. Another important feature in the acquisition of knowledge in IP is the transition from accredited knowledge to certified skills, which are acquired in specialized research centers, networks and non-governmental organizations in various fields of knowledge, including centers combining research and formal and informal training.

Keywords: intellectual property, education, training, innovation, information, curriculum.

1 INTRODUCTION

The protection of intellectual property is becoming increasingly important for promoting creative and research activities, supporting the dissemination of ideas to a wider audience and ensuring the protection of human intellectual creativity. Intellectual property (IP) is a key factor in a successful European economy, and thanks to the digital and technological revolution of the last two decades, it has become an increasingly important part of the daily lives of modern citizens. Universities, on the

other hand, face situations related to intellectual property cases every day, especially in terms of research, technology transfer and management of their own intellectual property portfolios.

The theoretical literature in the field of intellectual property in the educational process is extremely rich and will not be discussed in depth here. This review will highlight some of the key documents, initiatives and publications in this area, including: "A brief overview of the relevance of intellectual property issues" [1]; "University Intellectual Property Policy: Perception and Practice. How students and staff understand intellectual property policy in their higher education" [2].

2 ROLE, SIGNIFICANCE AND SPECIES DIVERSITY OF INTELLECTUAL PROPERTY TRAINING PROGRAMS

The importance of IP in the modern world goes far beyond the protection of the creations of the mind, as it affects all aspects of the economic and cultural life of modern society. Today, the one who creates, stores, uses information has an advantage, and this advantage is to a much higher degree than the holder of real rights - even the right to own real estate. As a result, IP education at the university level is increasingly used in educational programs.

IP training has become more widespread and influential in the last two decades. Although IP training programs have become more widespread and important, so far they have not attracted much scientific attention from researchers in this field who are interested in global policy and practice in the study area. Despite this gap, the activities of some organizations working in this field, especially the World Intellectual Property Organization (WIPO), the European Patent Academy (EPA), the IP Awareness Network (IPAN), have attracted considerable criticism, justified or not. The actual or perceived deviations and shortcomings in IP training programs, along with many other things, have contributed to the incentives for reform of IP training for non-specialist lawyers.

Despite the great variety of intellectual property programs, it is important to highlight **three main aspects** that must be included in intellectual property classes: **firstly,** almost all programs must include a basic overview of the conceptual apparatus of intellectual property; **secondly,** it is necessary for students to gain general knowledge of the philosophy and application of the legislative framework in the field of intellectual property; **thirdly,** students need to be made aware of the fundamental rights that are protected by intellectual property law. These three main aspects need to be embedded in programs designed for non-specialist lawyers, often complementing the fragmentary knowledge that a specialist in the above areas acquires in the course of his practice, covering all issues relevant to the protection of intellectual property.

According to World Intellectual Property Organization (WIPO), there are **four main types of intellectual property courses** that are taught at university, faculty and institute levels. These are: **basic courses, specialized courses, seminars for advanced and practical courses.**

- **The basic courses** are basic and have a broad focus, as their goal is to intrigue students with sufficiently specific facts and motivate them to specialize in issues related to intellectual property.
- **The specialized courses** are aimed at acquiring more specialized knowledge and in-depth consideration of a certain area of intellectual property. These courses should present a law in depth, reviewing all sub-normative documents, as well as analyzes of case law.
- **Advanced seminars** are suitable for students in a specialized course in a particular field, and are prepared to learn details on one or more aspects in this field. The purpose of these seminars is to complement formal training with specialized courses in the form of non-formal learning. Seminars are also one of the main approaches to conducting independent research, as they give students the opportunity to explore a particular problem, having the opportunity to prepare a research report to present to their colleagues.
- **The practical courses** focus on the actual steps that a representative takes in practice to obtain and enforce intellectual property rights. These courses are most often conducted by practicing representatives or the so-called. practitions who make the connection between theory and practice.

3 INSTITUTIONALIZATION OF TRAINING IN THE FIELD OF INTELLECTUAL PROPERTY IN EUROPE - INSTITUTIONS, NETWORKS AND NON-GOVERNMENTAL ORGANIZATIONS

Education in the field of intellectual property at the university level could not be fully effective without the opportunity for teachers to conduct independent research and intercultural dialogue with their colleagues from abroad. Placed in a real work environment, with a highly specialized character and interaction with internati onal working groups, they lead to both unique creative results and comparative research internationally. It is therefore easy to explain the growing trend over the last decade towards the establishment of specialized research centers, networks and non-governmental organizations in various fields of knowledge, such as research in the field of intellectual property law, as well as centers combining research and development. formal and non-formal learning are no exception to this trend.

For the purposes of the present study, an overview of the leading institutes and centers in the field of IP will be made, and only the leading ones will be marked without claims for comprehensiveness and exhaustiveness.

3.1 Educational and research institutes

In Europe, the undisputed leader in the centers in various fields is Germany with **the Max Planck Research Society** or Max Planck for short, also known as the Max Planck Institutes (in German Max-Planck-Gesellschaft, abbreviated MPG). The company is a German independent non-profit organization, founded in 1948, and so far unites 18 Nobel laureates, 84 research institutes funded by the federal and state government in Germany with a total value of 1.8 billion euro for 2018. The organization is headquartered in Munich. In addition, the company has five institutes abroad and 20 centers with partners such as Princeton University, the University of Political Science in Paris, the University College of London and the University of Tokyo.

One of the institutes of the Company is in the field of intellectual property, known as the Max Planck Institute for Innovation and Competition [3]. The Institute was founded in Munich in 1966 as the Institute for International Patent Law, Copyright and Competition in Germany. In the following decades, the Institute was a leader in the development of the areas of law in which it dealt. In 2002, related with the new conditions faced by intellectual property and the opening of new departments at the institute, its scope of research was expanded to cover additional areas such as tax law, unfair competition, entrepreneurship and others. Following the establishment of an additional department of financial economics in 2008, this institute was replaced on 1 January 2011 by the Max Planck Institute for Intellectual Property and Competition Law and the Max Plans Institute for Tax Law and Public Finance. Together with the Max Planck Institute for Foreign and International Social Law, these institutes form the Munich-based Max Planck Campus for Legal and Economic Research. In 2013, the Max Planck Institute for Intellectual Property and Competition Law was expanded to include a new, economically oriented department (Innovation and Entrepreneurship); in 2014, the Institute changed its name to the Max Planck Institute for Innovation and Competition. The directors as well as some researchers of the Institute also teach as professors and honorary professors at the University of Munich. It is in this capacity that they lead their doctoral students at these universities. The institute also accepts external doctoral students as scholarship holders and visiting researchers.

In Belgium, a center has been set up at the Faculty of Law of the University of Leuven (KU Leuven) - **Center for Information Technology & Intellectual Property Law** - CiTiP, which specializes in the legal and ethical aspects of information technology and intellectual property innovation. The Center maintains a CiTiP blog, which is a collection of short texts on a wide range of topics related to ICT law and Intellectual Property Law, which are grouped in the following areas: Data protection and privacy; Intellectual Property and Open Data; Media and telecommunications; Security and crime; Competition and innovation. In Sweden, there is a Center for Intellectual Property and Media Legislation at the Stockholm University of Economics [4].

In the United Kingdom there is the **Queen Mary Intellectual Property Research Institute** - QMIPRI [5]. The Institute is an internationally renowned and recognized research institution in the field of intellectual property law and related areas of commercial law. QMIPRI is part of the Queen Mary University of London's Center for Commercial Law Studies and is based at the Postgraduate Law Center at Lincoln's Inn Fields, London. Research at the Center is carried out in all areas of intellectual property rights, taking international and comparative perspectives.

Researchers from QMIPRI cover a wide range of topics in the field of intellectual property rights such as: copyright and related rights; patents, inventions and innovations; trademarks and unfair competition; agricultural and medical biotechnology; technology transfer and economic development; multimedia and Internet; intellectual property theory; applied university research and cultural rights. The members of the Institute teach in a number of postgraduate qualification programs in intellectual property law at the Queen Mary University School of Law. The programs are a mixture of academic and practical skills and are taught by leading scholars and practitioners who bring cutting-edge practical experience to the classroom.

QMIPRI is the founder of the **European Intellectual Property Institutes Network (EIPIN),** which was established in 1999 to facilitate and strengthen cooperation between intellectual property institutions and students in Europe. Members of the Network are: the Queen Mary Institute for Intellectual Property Research at the University of London; Magister Lvcentinvs at the University of Alicante; Center for Intellectual Property Law and Knowledge Management at the University of Maastricht; Center for International Intellectual Property Studies at the University of Strasbourg; Intellectual Property Center in Munich.

In France, there is a **Center for International Intellectual Property Studies** (CEIPI). CEIPI is a body unique in its structure in French universities. It has an Administrative Council, whose members represent all professional circles for industrial property in Europe, universities and representatives of national services and other bodies. The main goal of the Center is to establish its position as a European and international pole of excellence in the field of intellectual property through education and research. Since its inception, CEIPI has been committed to training intellectual property professionals (including engineers from prestigious universities, degrees holders, lawyers, and practitioners who wish to expand their own knowledge) for the full range of professions in the field of intellectual property (French or European patent lawyers, IP experts for companies or clients, specialized lawyers, etc.). There is also the Henri Dubois Institute for Industrial Property Research in Paris.

In Bulgaria at the University of National and World Economy (UNWE) with a decision of the Academic Council № 4/3 - 05.11.2016 and Decree № 54 / 23.03.2017 of the Council of Ministers the **Institute of Creative Industries and Business** (ICIB) was established [7]. ICIB is the main unit of UNWE for research, training and professional training of business personnel in intellectual property in Bachelor's degree, Master's degree and Doctor's degree. ICIB is a recognizable research unit at national and international level. Organizes and conducts research in the field of intellectual property, innovation industries, cultural industries, digitalization and cultural heritage. In partnership with the competent state institutions participates in the development of national legislation and strategic documents in the field of intellectual property. ICIB works in close research and expert cooperation with the World Intellectual Property Organization, the European Patent Office, the Regional Center for the Safeguarding of the Intangible Cultural Heritage in Southeast Europe under the auspices of UNESCO and other organizations. The academic staff of ITIB is recognizable by its expertise in the circles of state administration and business, as well as by international organizations in the field of intellectual property. ICIB conducts trainings in intellectual property, suitable for graduates of art schools, language high schools, those with technical and economic profile, with profile of information and telecommunication technologies, with social and legal orientation, as well as with administrative or managerial profile.

3.2 Networks and non-governmental organizations

Intellectual Property Awareness Network - IPAN is a unique, independent network of organizations and individuals committed to improving awareness and understanding of IP issues in the UK [8]. Originally established in 1993 at the initiative of Dr. John Reed, then chairman of the Chartered Institute of Patent Attorneys (CIPA), IPAN now focuses on three focus groups: 1) education; 2) finance and economics; 3) parliamentary sector. However, IPAN does not lobby for any specific sector or specific point of view in the field of IP. The network meets every three months at CIPA's London offices to hear the progress of IPAN focus group initiatives and to discuss a current IP topic after a guest expert presentation. Meetings are held with minimal formality and according to the rules of Chatham House to allow open discussion and expression. Usually about 20-25 representatives are present and end with a general discussion and informal dialogue. The online meetings are announced in the diary and are open to IPAN members, their guests and others who have an interest in becoming an IPAN member. There are currently 45 different business, finance, professional and academic organizations and individuals on the IPAN Network who share their enthusiasm for raising awareness

of IP issues and their key role in the emerging knowledge economy. The British Intellectual Property Office is a member of the Network, but as an observer. New members pay an initial membership fee and then an annual membership fee to help achieve IPAN's educational goals and cover operating costs. The members are largely represented by non-specialists and not by IP lawyers.

The European Intellectual Property Teachers' Network - EIPTN brings together people from all over Europe to exchange ideas on best practices and new approaches to intellectual property teaching and learning activities. The network has an interdisciplinary focus, reflecting the teaching of intellectual property in a number of disciplines, including law, politics, international relations, business research, economics, computer science, engineering and physics, social sciences and humanities. [9].

Network of IP Teachers in Bulgaria - NIPTB is a legal entity registered in 2015, according to the provisions of the Law on Non-Profit Legal Entities. The association has more than 26 teachers of intellectual property in universities in Bulgaria, who are represented by its chairman and board.

From the brief overview of the institutes, networks and non-governmental organizations that undertake training and research programs, it is clear that in addition to individual researchers, there are groups of researchers. Students attending university faculties may also be involved in the work of these structural units at the universities by obtaining a document certifying the recognition of the successful completion of their studies at the respective institute or network. The review of the existing institutes shows that the need for the establishment of centers for raising awareness in the field of intellectual property for non-specialist lawyers is timely and necessary, which determines the relevance of the study.

4 INSTITUTIONAL PROVISION OF INTELLECTUAL PROPERTY TRAINING IN BULGARIA - GOOD PRACTICES.

Knowledge of intellectual property in the age of the Internet, information technology, cybernetics, nanotechnology, art and design is extremely important for the modern information society. In response to the development, in the various fields of knowledge, the universities in Bulgaria offer quality and in line with the trends training in intellectual property in a real educational environment or in a separate structure. Bulgarian students in various scientific fields and specialties have courses in intellectual property included in the curricula [10].

4.1 Universities offering training in Intellectual Property

This analysis is based on data collected from a study of curricula by accredited universities in the country, which by 2020 are 52. As of January 2020, universities in Bulgaria that have a valid accreditation by the National Agency for Evaluation and Accreditation (NEAA) in professional fields: "Public Communications and Information Sciences", "National Security", "Law", "Fine Arts", "Administration and Management", "Architecture, Construction and Geodesy", "Informatics and Computer Science" , "Communication and computer equipment" are 34, including:

- Academy of Music, Dance and Fine Arts – Plovdiv.
- Academy of Ministry of Interior – Sofia.
- Academy of Economics "D.A. Tsenov" – Svishtov.
- Burgas Free University – Burgas.
- College of Tourism – Blagoevgrad.
- European Higher School of Economics and Management - Plovdiv.
- European Polytechnical University – Pernik.
- Higher School of Security and Economics – Plovdiv.
- International Business School – Botevgrad.
- University of Telecommunications and Post – Sofia.
- University of Shumen "Konstantin Preslavsky" – Shumen.
- National Academy for Theatre and Films Arts (NATFA) "Krastyo Sarafov" – Sofia.
- National Academy of Music "Professor Pancho Vladigerov" – Sofia.
- Plovdiv University "Paisii Hilendarski" – Plovdiv.

- New Bulgarian University – Sofia.
- Military Academy “Georgi Rakovski” – Sofia.
- Sofia University “St. Kliment Ohridski” – Sofia.
- South-West University “Neofit Rilski” – Blagoevgrad.
- University of Veliko Tarnovo “St. Cyril and St. Methodius” – Veliko Tarnovo.
- Technical University – Sofia.
- Technical University – Varna.
- Technical University – Gabrovo.
- Trakia University (TrU) – Stara Zagora.
- University of Architecture, Civil Engineering and Geodesy – Sofia.
- University of Chemical Technology and Metallurgy – Sofia.
- University of Economics – Varna.
- University of Forestry – Sofia.
- University of Library Studies and Information Technologies – Sofia.
- University of Mining and Geology “St. Ivan Rilski” – Sofia.
- University of National and World Economy – Sofia.
- University of Ruse "Angel Kanchev" – Ruse.
- National Military University “Vasil Levski” – Veliko Tarnovo.
- University of Agribusiness and Rural Development – Plovdiv.
- Varna Free University "Chernorizec Hrabar" – Varna.

Bulgarian universities strive to offer training in IP, taking it into account the needs of students in the field. The trends in IP training are related to the branches of business, creative industries, scientific activity, innovations in information and communication technologies, cybersecurity, know-how, the global network. IP education courses usually contain theoretical statements in which students most often study: the historical development of IP; the main types of IP - industrial property, copyright and related rights, know-how, scientific discoveries, new IP objects, etc.; basic concepts; IP-related organizations; the species diversity of contracts and licensing agreements; cultural heritage such as IP, copyright protection in the field of library and information sciences and creative industries; open access to scientific information, piracy and plagiarism with resources on the global network. Students are interested in the protection of: computer programs, stage works, audio-visual works, fine and applied arts, works of architecture, photographic works, works of graphic design, web design.

IP teachers take into account the development in economic, social and cultural aspects and therefore constantly update the content of training courses to meet the new needs of society. Depending on the nature of the specialties, profiled curricula are prepared, in which specific knowledge for the specific studied specialty is offered. Teachers are often members of IP-related organizations, attend scientific forums and exchange experiences with colleagues and professionals. In addition to formal education in a real environment, the focus is on non-formal education and certification of knowledge by creating an appropriate educational structure and environment in / or outside educational institutions.

4.2 Non-formal Education in Intellectual Property in a University Environment

Increasingly, universities are turning to non-formal IP education in the form of organizing scientific forums, which create a dialogue between professionals and teachers of intellectual property and students.

In 2003, the World Intellectual Property Organization (WIPO) focused its efforts on raising awareness of the intellectual property system in universities and research structures by setting up specialized "intellectual property coordinator units" in close cooperation with national patent offices, within the framework of the program called the WIPO University Initiative.

Studies show that there are already networks of information and consulting centers at all levels - international, European and in individual countries, which include PATLIB (Patent Library) - patent information centers and IPPoints (Intelectual Property Points) - centers on Intellectual Property. The

development of such centers in higher education is a well-thought-out initiative, as they are not only authoritative educational but also research structures.

As a result of the specific actions of the Regional Directorate of the Republic of Bulgaria in 2006, the construction of the Bulgarian Industrial Property Network was started as an integral part of the so-called European patent network. At the beginning of 2009 in the Republic of Bulgaria were created two new PATLIB and seven IPPoint`s - three in Sofia (in TU, MU and ULSIT), in Plovdiv, in RU in Ruse, in VVU and TU in Varna and in Burgas - on the basis of concluded contracts with the rectors of the universities.

In 2008, a Data Transfer Center was established at the University of Forestry, the purpose of which is to build and maintain a bridge between science, the bioindustry and structures dealing with the sustainable use of biological resources in Bulgaria. One of the tasks of this center is to support the protection of the intellectual property of the school. The main activities also envisage the development of a regulatory framework for intellectual property. Development of technical, financial, economic and intellectual property assessments of innovative products, processes or services; Providing consulting or legal services related to the protection of intellectual property rights of innovative products, processes or services. The mini-center is part of the PatLib network of the Regional Directorate of the Republic of Bulgaria. The existence of such a structure helps researchers, teachers and students to obtain information in various areas related to IP, provides access to databases and websites. The LTU, the Patent Office and OHIM are jointly organizing "Community Branding and Design Days" [11].

Another example of an educational structure offering non-formal and certified education is the International Academy "Knowledge and Innovation" established at the Burgas Free University, a consequence of the directives of the European program "Horizon 2020" (International Academy 2017, 2017). In 2012, a Master Class "Knowledge Management and Social Networking Tools of Business" was organized. The program includes a discussion related to Innovation and Intellectual Property [12].

In 2012, on the occasion of the World Intellectual Property Day, the University of Library Science and Information Technology (UniBIT) held the first seminar dedicated to April 26, which has become a tradition for the university and is held annually. In 2013, in accordance with the Knowledge Triangle and the Horizon 2020 program, UniBIT created the educational structure for non-formal and certified education - the University Youth Academy for Knowledge Management. Since its establishment, the Academy offers non-formal education in the field of "Public Communications and Information Sciences" in the field of intellectual property. Events are organized in which the head of the IP expert group prepares educational courses. The focus is not only on non-formal education outside the university environment, but also on the certification of students' skills by involving them in research projects, as a result of which they prepare their own publications on a given case [17], [18], [19].

In 2016, the Patent Office held Days of Intellectual Property at Sofia Universities - Technical University, University of Chemical Technology and Metallurgy, University of Mining and Geology, Universities of Forestry and the National Sports Academy (IP Day at Sofia University, 2017). The events are part of the so-called Information days in which the Patent Office and the European Patent Office hold in order to promote the IP protection system among the academic community [13]. Such an information day was held at the Technical University - Gabrovo, as well as at the Sofia University "St. Kliment Ohridski".

Since 2016, the National Sports Academy "Vasil Levski" has a Center for Innovation, Technology Transfer and Intellectual Property. In 2016, the first course for teachers and students on "Intellectual Property" was held [14].

Angel Kanchev University of Ruse maintains an Intellectual Property Center, working in cooperation with the Technology Transfer Center. The goals of the IP Center are to acquire knowledge and skills for the protection of IP of teachers, PhD students and students, through registration of patents for inventions, certificates of utility model, industrial design, trademark and more. The tasks are related to the training of staff in all faculties, conducting courses and seminars on IP, consulting, participation in projects in the field of IP [15].

The Center for Scientific and Patent Information and Protection of Intellectual Property operates at the University of Food Technology in Plovdiv. The activity of the center is consulting [16].

These examples show the existence of a culture of IP in educational institutions. The existence of centers and units serving the needs of teachers, students, scientists, etc., helps to create a culture for the protection of intellectual work, to increase copyright literacy. A strategy for social, cultural and economic development is the provision of quality and modern education and its connection with

business, including the creation of a virtual culture in relation to the objects of intellectual property. Based on the research on current trends in intellectual property education in Bulgarian universities, the following conclusions can be drawn: most universities offer disciplines related to IP and copyright protection in various scientific fields. Teachers update the content of curricula depending on innovations in various fields of knowledge and business. Bulgarian students receive modern training in IS through formal and non-formal education, as offered by University of Library Studies and Information Technologies (ULSIT) and Varna Free University. Access to information and consulting centers related to IP and its specifics is provided. In 2016, the Patent Office organized Information Days on IP in several universities, which shows the importance of awareness and knowledge in this area and especially because of the advantages and disadvantages of the global network over intellectual products [20], [25].

5 CONCLUSIONS

Intellectual property reaches the daily lives of each of us. Therefore, a basic awareness and understanding of intellectual property is essential for modern students, who are the future engineers, researchers, lawyers, politicians, managers and information professionals of tomorrow. It is important for students in a university information environment to become familiar with the basic aspects of intellectual property so that they can benefit from it in their future careers, which they ultimately pursue [21], [24]. Students and universities need to know how they can use the incomparable wealth of technical and commercial information contained in intellectual property documentation.

Universities need to focus their efforts on raising awareness of intellectual property issues among academia, researching intellectual property rights by committing to technology transfer to industrial partners, creating value and benefiting society as a whole. Last but not least, students and universities must be aware of the consequences of ignorance and inability to protect their intangible assets in the form of intellectual property, including the risk of misuse of foreign intangible assets, industrial espionage and others. The new information environment imposes new requirements on the competencies and knowledge of modern young professionals who have completed their higher education [27].

Basic knowledge in the field of intellectual property is of particular importance for the professional fields related to information and social sciences, as these sciences are currently one of the most dynamically developing. The main areas of realization of specialists in the field of information and social sciences are: regional and national media, governmental and non-governmental organizations and institutions, cultural, archival and educational institutions, and their work is related to the use of a wide range of information resources and products, which is the basis of their professional activity and a condition for their successful realization [22], [23]. Here, however, their awareness in the field of intellectual property is on the agenda. Their competence with regard to the main aspects of intellectual property, in particular copyright protection, is an essential part of their information literacy, especially with regard to the use of intellectual property on the Internet, as well as the lawful use of digital content.

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