

RESEARCH ARTICLE

Valorizing the Art and Culture of Copyrighting and Intellectual Property Rights in English Curriculum Design for Secondary School Education in Burundi

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Abstract

This study examined the choice and the artistic design of the contents of English textbooks for the Middle and Upper secondary Education in Burundi since the introduction of the new educational reform of 2006. Basically, the problem that this study addressed consisted in the problematic issues of the compilation of textbooks of English in terms of the techniques of referencing and citation used which, in some stages, cloud the authorship rights advocated by the Intellectual Property Rights (IPR). This study aimed at creating awareness about the Intellectual Property Rights; it also looked at how the Intellectual Property Rights promote creativity and innovation particularly in the field of Curriculum designing to address the contemporary challenges of today's world. The study collected data from English textbooks of Basic and Post-Basic schools in Burundi which can be understood as the Middle and Upper secondary schools. The collection targeted the reading texts and language structures present in the teacher's guides and pupil's manuals. Besides, views and considerations collected from some curriculum designers contributed significantly in the collection of relevant data for the study. Important elements such as the source of the textbooks contents and the techniques that were used by designers to compile the selected materials regarding

the prescripts of Intellectual Property constituted the analytical process of the identified data. In the end, data from Post-Basic schools (Upper Secondary) revealed that much of the textbooks contents were borrowed from various sources that are either published or unpublished. In some situations, the Intellectual Property ethics were not observed, thereby creating conflict with the principles of ownership rights.

Introduction

The Article 27 of the Universal Declaration of Human Rights (UDHR) holds that "everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author." This opening passage from the UDHR sets light to the content of this study. The province of the IPR covers an immense space that reflects various rights and obligations in relation with the nature of the creation or invention being presented. Writers, artists, inventors and entrepreneurs acquire numerous rights that make them autonomous and particularly protected to enjoy the output of the labour for which they have sweated.

However, the complexity that surrounds the knowledge, the usage and the abidance on legal rights in the field of Intellectual Property poses certain issues that need particular attention. The inappropriate cognizance of authorship rights in the field of literary, artistic, scientific, cinematic and industrial productions creates a void that stunts the human spirit of creativity. This situation jeopardises the advancements of scientific creativity and inventions as it impacts profoundly the encouragement for writers, scientists, inventors and traders.

Since 2006, the Government of Burundi has initiated a deep reform of the educational system from Primary school to higher education. This politics in education brought in a lot of changes that affected the organizational, pedagogical, theoretical and practical structures of classroom activities. Learners and teachers who are the first consumers and managers of the new innovations experienced difficulties with regard to the compliance with the new curricula to adapt themselves to the changes. The teaching materials especially textbooks knew a profound re-adaptation to recreate new contents that would respond to the contemporary needs and aspirations of learners, parents and the government to achieve the nation's goals of development in all sectors of life. The variability of the contents in the textbooks required a lot of professional skills since those contents originated from various sources to reflect richness, versatility and universality in knowledge and professional competences.

A careful reading of the English textbooks which are part and parcel of English curricula for different classes, from Basic (Middle Secondary School) to Post-Basic (Upper Secondary School) classes in various sections, indicates that much of the contents is made of texts and language structures. In some cases, the contents reflect variable forms of representation and referencing in the textbooks; this situation necessitates a technical investigation to insure that the rights granted by the Intellectual property have been observed in the design and compilation of the contents to promote scientific ownership and thereby to propel the spirit of innovation and creativity.

Research problem

The art of designing a subject's curriculum demands mixed efforts to come up with appropriate innovative contents to meet the learner and the society's needs. As a case in point, the textbooks of English curricula in different domains of learning in Burundi display a rich tapestry of themes that discuss numerous challenges of life; they also present important language structures whose roles serve to reinforce communicative competences in English language.

This study addressed the challenges of referencing and annotations that surround the contents of English textbooks used in Basic and Post-basic classes in Burundi. A lot of contents from the teachers' guides and pupils' manuals have been borrowed from other sources. Yet, the technical recognition of the sources has not been mentioned in many cases. The study looked at these procedural incoherence in connection with the compilation of the textbooks to examine the place and role that Intellectual Property Rights (IPR) play in the design of the textbooks contents to upgrade innovation in education. This study achieved the following objectives:

1. Diffuse awareness about the meaning, the role, the value and the function of Intellectual Property Rights in academia and in other professional environments
2. Assess the local board of curriculum designers' understanding of the concept of copyright and the world that surrounds it in the conception and design of textbooks
3. Assess the contribution of the Intellectual Property Rights in the reinforcement of creativity and innovation in the conception and designing of school curricula

This study evolved on the premise that the disregard of IPR in curriculum design leads to the lack of credibility of textbooks contents.

Literature review

Research on Intellectual Property Rights (IPR) indicates that ownership rights play a significant role in the advancement of cultural, scientific and artistic creativity through a dedicated encouragement and protection of authors, creators and inventors' efforts to profit of their labor.

The chief mission which prompted the establishment of IPR is first to encourage creativity and innovation in human activity. In its *Overview of Intellectual Property Rights* (2016), the Indian Centre for Intellectual Property Rights indicates that

Intellectual Property (IP) refers to any Intellectual creation of mind. Intellectual Property laws give people the right to own and profit from their artistic, scientific and technological creations for a designated period of time. Inventors are granted to a variety of intangible assets, such as ideas, business methods, inventions, musical piece, literary work, artistic works, discoveries, words, phrases, symbols, and designs. The primary objective of an Intellectual Property Rights is to encourage inventions by promoting their protection and utilization so as to contribute to the development of Industries, which in turn contributes to the promotion of technological innovation and to the transfer and dissemination of technology (p.1).

The IP covers many fields of human knowledge: works (books) of sciences, literature and social sciences; arts (music, theatre, painting, sculpture, ceramics, cinema, public discourses and presentations...); computer programs and applications; inventions and discoveries; industrial achievements, etc. This variability explicates the establishment of different forms of official acknowledgements guaranteed by the rights attached to the IP.

The project *Turkey in Horizon 2020* (2014) points out that "IPR should be understood as certain kinds of exclusive rights to intellectual capital and creations of the mind; such as inventions, designs, literary and artistic works, and symbols, names and images used in commerce" (p.4). The project's observations consider ownership rights as a capital that enables an individual to locate his personality into the community. IP rights grant a moral capital as well as an economic one for the creator of an intellectual achievement. In addition to the pecuniary advantages that he acquires, the creator enjoys immense recognition in the field and society that benefits his work.

In the documentation of Chinese politics of IP Rights, Lily Fang, Josh Lerner and Chaopeng Wu (2016) hold that

Innovation [in IPR] increases significantly after firms are privatized. On average, firms' patent stock increases by 200%-300% in the five years after privatization compared to the five years before. Second, the increase in innovation is significantly larger in cities with high IPR protection than in cities with low IPR protection. ..We confirm these findings not only in

privatizations, but also in a few hundred cases of the opposite type of ownership change: i.e., nationalizations... patents of private sector firms are cited more often and have a greater international presence – in other words, are of higher quality... [Sic] (P.5)

Fang and his collaborators confirm that the protection of ownership rights is very important to encourage and reinforce man's spirit of competitiveness. Examining the situation of IPR in China, a case that may be extended to many societies, the observation of IPR value increases generally in private sectors comparatively to governmental-owned offices and companies. This situation occurs because private sectors value highly the principle of competition to earn more professional credibility which shall birth considerable financial gains. This spirit of competitiveness found in the private realm is however important to advance research, business and human activity in terms of creativity, invention and innovation. A lot of companies, services and philosophies for development are born out of this principle thanks to this incentive to visualize the difference; IP rights give aperture to open the window for future and transform the existent to achieve excellence to uplift humanity.

Fang and his collaborators also mention that IPR are more observed in cities than in villages. Life in cities is far expensive all over the world in comparison to life in rural areas. That is the reason why townspeople generally develop more careful sensitivity toward life obligations than people in the village. IPR participate in the promotion of living conditions for the creators. The high cost of town life compels people living in town to idealise IPR as a source of income (p.5). The researchers indicate that the revalorization of ownership rights is an important step in scientific innovation but also in a creator's personal existence.

In her study *Sustainable Ashin* (Nobility Rites) Statement Cultural Dress of Tema Manhean, Ghana: Unravelling the Feminine Dress Conceptual Framework (2025), Damalie highlights the importance of colour in clothing design to portray the sociocultural identity of a community in its holistic existence. She indicates how

The garments formed in both portraits consist of a combination of layered bustle bustier top and skirt wraps, using wax print designs as shown and typically adopted by participants at this stage. Both cloths used on the maidens indicate characteristically bright red hue backgrounds. While the motifs or patterns in the surface designs appear relatively minor in this case, they do introduce other colours to the palette, and make the preferred symbolic red background colour more prominent (p. 425).

Such a kind of art that reflects the artist's genius should be to be protected by copyright. IP rights which have the power to protect researchers must have also the obligation to open doors to new willing researchers to pursue scientific activities that can propel science and technology to a higher stage of innovation. In this light, Correa (2016) appreciates the fact that

[...]a number of policies and legislative measures have been taken in some countries to counter the appropriation of science under intellectual property rights, including limitations to the scope of patent rights and legislation mandating public access to the outcomes of government funded research" (p.14).

A timeless monopoly of patents by creators and inventors would stunt the growth and expansion of research. Such absolute control shall make innovation quite unattainable; if attained, it would be quite ineffective. Knowledge rises important in a society when it is rationalized and disseminated to respond to the people's needs and transform the world. An easy access to new achievements would permit creativity and innovation to move further to explore the hidden areas and come up with solutions to the important challenges that humankind is experiencing in various fields of human existence. It is within this perspective that some IP rights must be limited in time. To reinforce scientific innovation, "most national laws incorporate exceptions allowing third parties to conduct research and/or experimentation on a patented invention, albeit with differences regarding their scope" as Correa maintains in his assessment of the patentability in scientific achievements (p.14).

Napodoo et al. (2025), in their study on pottery painting design, reveal the importance of art in decoration:

The constant application of red, white and black colours to contrast the earth colour of the pots makes the aesthetic appeal well projected, thereby making the leather pots pleasantly prominent from external looks. The square and triangular shape patterns created with the colours on [...] pots also introduce a sense of conformity with the aesthetic balance with the shapes and contours of the pots (p.471).

These artistic works result from the community's creative powers. They necessitate legal protection against conspirators that may imitate abusively their art. Discoursing on Copyright and Education in developing countries, a report commissioned by IP Rights Commission, UK (2001), it has been noticed that limitations created by copyrighted works pose many problems to get access to printed materials. This situation jeopardizes the quality of research and education and can, in some cases, affect directly people's living conditions. For instance, the report reveals that:

In Southern Africa, nursing teachers, public health nurses, and other medical personnel who wish to distribute copyrighted materials to students and patients about HIV/AIDS, how to avoid becoming infected, and how to deal with the symptoms are required to pay copyright royalty fees. As a result, circulation of such information is seriously restricted. (p.48)

This restriction to access needed information creates serious damage to human development. Education without documentation is lacunar and faulty. Even the sector of health is affected as

the reporter has indicated: the dissemination of information on how to prevent HIV/AIDS or on how to avoid the spread of the virus in the body for those already infected becomes difficult. The law on IP needs to guarantee some opportunities to permit new thinking and innovative approaches to emerge. Since creation, the world is a building site under permanent changes to reshape the present for a better future. Scientific and technological advancements cannot be fully achieved as long as IP laws are too restrictive.

Research Methodology

Sampling

This study on curriculum designing and copyrighting was a qualitative study. The sampling based on the three years of the Middle Secondary and the three years of the Upper Secondary in the sections of Languages, pedagogy and Sciences.

Data collection

In the beginning, the study examined the teachers' guides and pupils' manuals of English Grade per Grade in the Basic School. The study targeted the source of the materials, their usage and the techniques that were applied by the curriculum designers in the copying and writing of these materials made of language structures and texts. After the Basic School, the collection of data and subsequent analysis shifted to the contents of textbooks for the Post-Basic schools.

Likewise, the source of course contents, the usage and the techniques that had been deployed by the curriculum designers with regard to the copying and writing of the language structures and texts got a particular attention. An interview was also conducted with three curriculum designers to get light on the process adopted by designers while choosing, arranging, writing and compiling course materials.

Results and Discussion

Analysis of data collected from Basic and Post-Basic textbooks of English

Creativity and IP Rights in the design of English curriculum for Basic School

In the beginning of this paper, it has been mentioned that the Basic School in Burundi correspond to the Middle secondary while the Post-Basic School matches with the Upper

Secondary. The overriding question that guides this research and which makes the foundational hub of this study can be understood within this frame: What is *Intellectual Property* and what role does it play in the field of curriculum designing in education?

The concept *Intellectual Property* as the adjective "Intellectual" suggests refers to any human activity whether literary, artistic, scientific or technological that originates from human mind; it must be *new* and *original* in relation with what has been achieved in the field so far. Such an activity that results from human mind needs to be protected against unlawful copying, imitations, misuses, counterfeiting, plagiarism...to advance humanity through greater thinking, creativity and innovation. Nations across the globe have legislated technical laws that protect the rights of the scholars and inventors over the works they have produced. In addition to the protection of the intellectual work against any misuse, these laws confer particular *rights* to the creators and inventors to enjoy the fruit of their labor.

Culture and creativity in curriculum designing

The art of writing requires certain capacity that guides any type of writing. When it comes to professional writing that has to abide by the formal rules, the IPR finds its role to regulate the matter, to orient any creative production into the right way. The establishment of IPR has created a stronger impetus to engage efforts into hard work to produce independent and significant works to advance humanity in many fields. The existence of the Intellectual property laws contributes to a greater encouragement in terms of creativity and invention to satisfy people's needs in various sectors of life. In this perspective, Sikoyo, Nyukuri and Wakhungu (2006) argue that

IPR are essentially established to perform two functions namely to create incentives for innovative behaviour and to help diffuse knowledge. It is presupposed that the monopoly power created by competition, which improves the appropriability of knowledge through IPRs is what acts as incentive to invent and innovate. The tradeoff between the incentive to innovate and monopoly power lies in the non-rival nature of knowledge as an economic asset, and the cheap transmission costs of information as argued by Arrow...Intellectual property rights (IPR) enable the private appropriation of economically useful knowledge and thus are commonly viewed as stimuli for invention and innovation. IPRs exist in various different forms and serve to protect different aspects of knowledge. The most prevalent forms of IPRs include patents, trademarks, copyrights, trade secrets, utility models, designs and plant breeders' rights (pp.11-12).

Intellectual Property Rights develop the feeling of creative competitiveness. By the act of prohibition to imitate, the ownership laws invite people to think further and grow mentally to produce more. This individual obligation is at the center of creativity. Sikoyo and his

collaborators indicate that the creative drive to invention and innovation contributes also to the dissemination and sharing of knowledge. Dissemination here relates to the act of sharing the variability of fields of knowledge and actions that creators and inventors bring in through their works. As long as many scholars vie for excellence, so many kinds of inventions will result in. This state of thought shall end up in a wider vulgarization of knowledge to come up with various creations and inventions that respond to society's needs at a certain epoch.

Examining the power of creativity in arts, the choice and design of the contents of English textbooks in Basic Education in Burundi is very indicative. Since the contents do not demand advanced teaching materials for the beginning learners in English, the analysis found out that designers did not need to borrow materials from canonical works. They imagined ordinary themes and related texts that reflect the social, cultural, economic, geographical and historical realities of Burundians.

For instance, the reading text *At Mutima's* (7th Year, Pupil's Manual, Tome₁, p.98) demonstrates a presence of pure creation. The text is built with adapted Rundi names, Rundi places, Rundi culture and habits. Starting with the title character *Mutima*; a name which is very suggestive in Burundian culture, there are other three characters Mpuhwe, Muco and Ntore who also hold names that have greater powerful meaning within Burundian cultural background. Course designers did not want to attribute European names like Smith, Harold, Walter, Murphy, Quirk...to the characters since such names would be meaningless within the cultural reservoir of the past and the present of the nation. Rundi (family) names given to the characters are informative and impactful; they render the text alive and instill much interest in the reader with regard to the content that the text itself lays down. Such artistic creation stimulates the learner's drive to enjoy reading. It also shapes deeply the minds of learners to identify and know the world around them.

Furthermore, the imagination used in the creation of the texts has adapted the contents to the social realities of the everyday life. The last lines of the dialogic text *At Mutima's* are indicative:

Mpuhwe: By the way, what will you do in the afternoon?

Ntore: I'll do washing up.

Muco: I'll clean the dining room and tidy up my bedroom.

Mpuhwe: Very well. I'll do the ironing. (p.98)

Such names underlie the value of cultural identity within Burundian society. In this closing passage of the dialogue, there are key functions that are emphasized: *washing up, cleaning up dining room, tidying up bedroom* and *ironing*. All these works are ordinary activities done in

family and generally by children. The focus on these ordinary activities in the text stimulates the learning process because learners are familiar with them. The learning task intensifies.

Next to the artistic creation of text, course designers imagined a related painting (picture) to reflect the text content just before reading is engaged. Such a painting is associated with the meaning and details that are discovered in the text. Examining the associated picture, we have two pupils, a girl and a boy, in school uniform greeting a woman (probably their mother) who is sitting on a stool before a stove. Basically, the scene depicts what happens when children arrive home back from school. The picture is very insightful. It teaches learners the decency that would characterize the behavior of an educated child: in contact with an elder, they have to greet him with humility. The children's greeting with two hands is typically part of Burundian culture to show respect that one owes to the person they greet.

A systematic exploration of the contents of English textbooks in Basic school (from 7th to 9th Year) indicates that course materials have been selected and compiled upon free imagination. Designers did not need to borrow materials from edited books since the learning materials for beginners are less demanding. This observation results from a comprehensive analysis of the texts and language patterns that foreground the textbooks of English curricula in Basic school.

For instance, another text *The New School Year Day* from the same textbook (7th Year, Pupil's Manual, Tome₁, p.101) illustrates the similar features discussed above; the text is built upon Burundian social and cultural realities that reconnect the pupils to the societal values of the nation. Learners, again in school uniform, line up before classrooms to sing the national anthem "Burundi Bwacu." This is another instance of creativity that immerses learners into a patriotic spirit toward the love for the nation. The backdrop of the story, represented in the painting that precedes the text, is very telling; it offers an inspirational space that hints the reader about what the text's content shall be before its reading. Even an uneducated individual can figure out the meaning of the story.

In fact, the picture shows a long building in L-shape with a hoisted Burundi national flag in the playground. Before one door of the building, there is a lady dressed in red: this woman must be a teacher. In the ground, pupils, in school uniform with school bags sealed with Burundi national flag, are in a hurry to enter classes. It is morning; classes are going to start. These are vibrant features that indeed represent a school and the related activities.

An overall observation of the contents of the Basic School indicates that the texts as well as grammatical structures and other language patterns have not been referenced to indicate the source. There is no violation of Intellectual Property Rights since the contents are original in form and structure. Nothing was taken from other sources (books) to incorporate in the

textbooks. In fact, the absence of referencing is technically justified because all the contents of English curricula for the beginners originated from the designers' free imagination.

The law of ideas and the protection of mere thoughts

Besides the immense functions of IPR to guarantee ownership rights in terms of copyright, patent, trademark, franchise or trade secret, human activity needs to be recognized and protected for every work a person has strived for, be it great or minor in terms of public considerations. In many societies, there are certain cases of laws that are established to protect simple ideas that are however regarded as mere thoughts. Such laws have the power to grant rights that allow beneficiaries to get their "mere ideas" protected as personal property. These laws have been described technically as the *Law of Ideas* by Epstein (1993).

Examining the current state of these English textbooks under analysis, it has been noticed that these works are not protected by any law. There is a great risk that the works contents can be re-appropriated, misused or manipulated by any user so long as the textbooks are unprotected. This lack of protection causes deep fragility and brings in a debate on the credibility and confidence reserved for the produced works. The publication of a work entitles the author and confers them great esteem and much respectability in the community where their scholarship is acknowledged. Not only does a published work earn protective force against potential rustlers, but it also benefits much scientific consideration from the world it has been created for.

Hence, a question arises: what strategies should be adopted to revitalize education particularly in the field of English in Burundi to give it a necessary taste to achieve the nation's goals in education for sustainable development? There are possible alternatives to safeguard the scientific content of the English textbooks in use in Basic and Post-Basic School: the Ministry in charge of education which is the architect, the chief proprietor and the master of education in the nation has the primary duty to protect the holistic teaching curricula that have been homologated by educational experts to constitute the official learning and teaching materials in the different fields of education. This protection must come into effect through the official publication of these textbooks in recognized publishing houses to obtain certified copyrights and recognition for these materials.

It is important to note that a work is scientifically reexamined and thoroughly screened by experts in the field of the publishing house before it obtains official copyright. Such contributions from the expertise would reinforce the textbooks contents to meet the desired goals set by the Government's plans for development. In case some textbooks would not be received by publishing institutions due to lack of scientific consistency of the contents, the case of the *law of ideas* should apply. This means that the contents should be regarded as ideas to be

protected by the law of local copyright rather than a book until an effective edition is extracted to constitute a veritable textbook worth for world copyright.

The place of IP rights in the design of Post-Basic English textbooks

In Burundi, English taught and learnt as a subject runs across the different fields of knowledge that make up the Post-Basic (Upper secondary) education in Burundi. Hence, the contents of the English curricula designed for Post-Basic schools vary from one field to another in relation with the finality that every field intends to achieve in the end. This variety of fields explicates the variability of principles and parameters that have to be taken into account in the conception and design of the curricula contents. This study has taken a sample from the English contents taught in Languages Section, Pedagogical Section and Math-Statistics fields to examine how the materials that constitute the English curricula in these domains have been identified, selected, designed and finally compiled into textbooks to constitute the English programs worth teaching and learning. The analysis has essentially based on the textual passages and language (grammatical) structures which are the overriding constituents of the contents in all the sections under study.

The 3rd Year Languages Section

The *Teacher's Guide 3rd Year* in Languages Section (field), like its subsequent *Pupil's Manual 3rd Year*, presents a variety of texts and language structures that reflect many possibilities which contribute significantly to language learning. Regarding the contents of those textbooks, they have been meticulously selected to meet the expectations of learners of English in a country where English is learned as a foreign language. However, regarding the way the materials have been chosen, designed and compiled, there are facts that need attention regarding the province of IPR.

In this *Teacher's Guide 3rd Year*, on pages 98-99, there is a long text titled "Patriotism." Technically, the text has been introduced by telling and moving pictures of historically charismatic leaders of freedom and democracy in Burundi and South Africa. There is Nelson Mandela from South Africa, Prince Louis Rwagasore and President Melchior Ndadaye from Burundi; there is also a picture of the national flag of Burundi; the picture shows the flag flying in the air. Concerning referencing, the annotation of the text is incomplete: it simply reads "By Lauren Bradshaw" only. Such referencing ignores recommended principles and techniques that guide the citation of a published work protected by copyright.

First, the referencing does not show the book (source) from which the text was extracted because Bradshaw may have written many books. Besides, the text covers a volume of 717

words. The technical rules in relation with citation as stipulated by APA 7th Edition indicate that the citation of a passage of five hundred (500) words and more requires the permission of the author or the house that published the work. Yet the text was randomly taken and integrated into the contents. This is a serious flaw in relation with the art of curriculum designing. For every instance of materials borrowed from any source, acknowledgement of the source is mandatory.

On pages 105-106, there is a language lesson about the “Forms and meanings of *other*, *others*, or *another*.” It is a lesson that has been pedagogically developed with appropriate examples. The lesson ends with a series of exercises. Examining how the lesson has been prepared with complex details, the content clearly shows that the lesson may have been taken from an official source. However, no indication of the source has been mentioned to authenticate the materials. The lesson appears as if it were a personal creation. But in academia, even personal creation needs to be supported by scientific facts from other researchers to render the content of the document more credible on the scientific ground. The lack of reference for this grammar lesson clashes with the writing principles and copyright dictates. The same situation of lack of references appears also in lessons 39, 41, 42 i.e. respectively from page 208 to 214 in the same textbook. For all these materials that treat ICT terminology and the use of connectives, there is no trace that shows source. However, a systematic analysis shows that the contents have been borrowed from published works and website.

The 2nd Year Languages Section

Like the English textbooks of 3rd Year, the *Teacher’s Guide 2ndYear Languages Section* contains lessons of language structures and texts with opening pictures that offer a better ground for English learning.

On pages 34-35, we have a text titled “Lacrosse Basics” with an expressive picture showing players who are playing. The borrowing of the text has fully respected the principles of text citation. First, it is a small text of 369 words. It doesn’t demand authorization from either the author or the publishing house to be cited since it is less than 500 words.

Second, examining the text indications where it was extracted, compilers have appropriately relied on professional rules. This indication reads “ENGLISH TEACHING FORUM, Volume 48, Number 2, 2010, pp.33-34”. It is complete in every stage: it highlights the magazine’s name where it was taken, the volume number, the issue number, the publication date and the pages where we find the text. This is what should be done for every text taken from outside. The indication of complete authorship is very important; it confers academic credit and professional honesty.

On pages 41-48, we have two important lessons of language: Lesson 5 is about "Relative Clauses." It is a lesson that has been detailed appropriately to meet pedagogical needs for learners. The following Lesson 6 outlines the use of "Prepositions and adverbs: place and position." It has also been developed with appropriate examples and exercises to facilitate teaching and learning activities. Examining the structure, the examples given and the nature of exercises provided at the end of these language patterns, the contents appear to have been built on other sources. This is sensed from the geographical locations like London, Green Street, Canada, Garden Avenue, Montecardo, Madrid...and people's names such as David Bowie, Maggie, Karen, Peter, Maria that appear across the lessons. Yet, although these instances demonstrate that the lessons contain elements or passages that were retrieved from other works, nowhere has it been mentioned the sources.

On pages 79-86, there is Lesson 23. It is a grammar class about the "Types and use of adjectives." The contents have been methodologically detailed to show the different categories of adjectives, how they are formed, how they are used and a range of exercises for reinforcement. Though there are some details in the development of the lesson that have been taken from other grammar books, the compilation has ignored to adjoin at the end of the lesson the reference of the sources that were consulted. This lack of reference contrasts with the ideals of the intellectual property in its chapter on copyright.

On pages 91-92, there is Lesson 31 titled "Shoulder Problem: Dislocation." It is a long reading text designed for practice. At the end, in addition to the fact that it is far-beyond 500 hundred words, there is no reference for the source. This goes the same with Lesson 34 (pp.96-97) of Listening Comprehension Text "Medical Doctor: Job Description." The text "Dentist: Job Description" (pp.93-94) which constitutes the contents of Lesson 32 has been referenced; but the reference is incomplete. It does not project the significant details. Still, the same lack of reference is observed on p.111. There is no reference after the small text "Forest Park Medical Center" (Lesson 64). It is a text about the medical center of Dallas, Texas (America). It is a descriptive text showing the rooms of the Center and its surrounding space. From the statistics provided in the text and other indications of its interior design, it is evident that the text was not imagined; it has been copied from a certain source though not mentioned anywhere in the textbook.

The 1st Year Pedagogical Section

In the textbook of the collection of exercises "Cahier des Supports-Elèves", there is a text titled "My family" (p.52). There is no reference that would show the origin of the text. On pages 55-56, the text "Friends" has been referenced correctly; but it needs a special permission to copy it in compliance with APA copyright principles since it goes far-beyond 500 words.

The 2nd Year Pedagogical Section

Lesson 12 (*Teacher's Guide*) on "Adjectives ending in -ing and -ed" runs from pp.42 to 47. It has been adequately prepared with a series of exercises with keys. However, no mention has been suggested to acknowledge the source.

On page 52, there is a short text of Lesson 18. The text has been selected for Listening Comprehension aims. It is titled "Shanghai." It describes the beauties of the city in many sides. It bears no reference, thereby violating the copyrighting precepts.

An overall analysis of the data indicated that the contents of English textbooks designed for Basic School (Middle Secondary) are made of texts and language structures that originated from the free creation of the designers. This was motivated by the fact that contents to be taught at this stage do not require advanced notions in English. Hence, texts and language structures that make up the contents resulted from the imagination of the designers themselves; consequently there was no violation of copyright laws.

Next, it was noted that a lot of texts which are part of the contents of English Program in Post-Basic schools (Upper Secondary) have been taken from copyrighted books and websites; some of these texts have been freely copied and incorporated into the teacher's guides and pupil's textbooks without observance of the principles laid by the Intellectual Property rights. In some cases, there is total absence of acknowledgement of the writer and where the materials have been retrieved. In the situations where the sources have been provided, the process does not respect the protocol on how such sources should be treated in accordance with the principles traced by the internationally acknowledged writing styles such as Chicago, Harvard, Turabian, IEE, MHRA, MLA, APA...to highlight the respect of authorship rights. This goes the same with some grammatical structures and language patterns found in those textbooks. The lack of acknowledgment of sources for protected materials questions the professional credibility of the works regarding the field of IPR.

Conclusions

The study was observed that there is great confusion and an acute lack of awareness about the importance, the role, and the function of ownership rights identified as Intellectual Property rights. In the design and compilation of textbooks, much of the failure in the process originated from inadequate knowledge regarding the politics and orthodoxy of IP Rights. The demands of copyright policy remain a domain almost unexplored for a large part of educated people.

Ignorance betrays and kills in the long run. The lack of knowledge about the protocol of IPR and the realm of publication cannot justify and forgive the mistakes we commit while we infringe the

fundamentals of ownership rights. Knowledge about IP and the related rights is of paramount importance for the educated class and all visionary individual. It goes the same with the art of referencing. Knowledge of Intellectual Property Rights provides a parapet to avoid derailment from the law and strengthens the spirit of creativity and innovation.

Continuous education is important for every individual to keep knowledge at its peak. This rises more crucial for curriculum designers to compile materials which comply with modern professional and legal obligations. Science and technology keep moving, transforming progressively the world as new inventions and discoveries are made especially in the fields of technology. People need to adapt their lives to these changes. Hence, the "after school education" is important to update curriculum designers' knowledge about the IP rights and the writing principles.

Upon reflections on the findings obtained from the analysis of the data, the study suggested the following recommendations:

1. It was remarked that all the textbooks explored are not protected by copyright. This exposes the contents to fragility as they can be manipulated, copied, misused, re-appropriated in whatever way without concern. The Ministry of Education which is the chief master and legal proprietor of the pedagogical arsenal of the curricula of the nation should seek copyright to all the textbooks used in the teaching system of Burundi and the related pedagogical aids like geographical maps, scientific or architectural designs...in order to protect the pedagogical repository of the nation.

2. Before designing curricula, the Ministry should first seek special authorization from copyright owners for the materials that require particular permission to use such as the citation of longer texts; authorized access prior to the phase of the compilation of textbooks would help conform to the IPR and publication ethics. A work protected by governmental copyright does not automatically imply that it has academic credit and scientific consideration. There is no scientific assessment of the work's contents to grant copyright to its author/inventor. Local Copyright is only granted to insure protection of the work against eventual misuses like abusive photocopying or misappropriation. Hence, the Ministry of Education should seek official publication for all the teaching textbooks in recognized publishing houses. The publication of those textbooks would grant them scientific credit and professional consideration to the contents sealed in those works. The importance of the publication of these pedagogical materials is justified by the fact that the publication of a work requires a profound examination of its contents before it gets officially published. Moreover, once a work is published it is protected at international level against counterfeit and plagiarism as the publishing house may

engage a case against any sort of infringement wherever it happens worldwide. Besides, the dissemination of the work at international level becomes easy too. All these advantages would be benefited once the Ministry of Education effects the publication of the pedagogical materials used in the educational system of Burundi.

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