



CARIFORUM Intellectual Property Rights and Innovation

Dr. Roberta Niles | Port of Spain,
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CARIFORUM



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IP in School: Regional Strategy

A Proposed Approach



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Presentation Overview

Presentation Format

It is envisioned that one way to give sustainability and focus to the goal of CARIFORUM Intellectual Property Rights and Innovation (CarIPI) is through the Creativity and IP in CARIFORUM States' Schools Programme. The regional strategy aims to inform the implementation of the programme in CARIFORUM states.

This presentation will address the following:

- The Basis of the Regional Strategy
- The Current Context
- The Strategic Goals and Intended Outcomes
- The Approach to the Regional Strategy

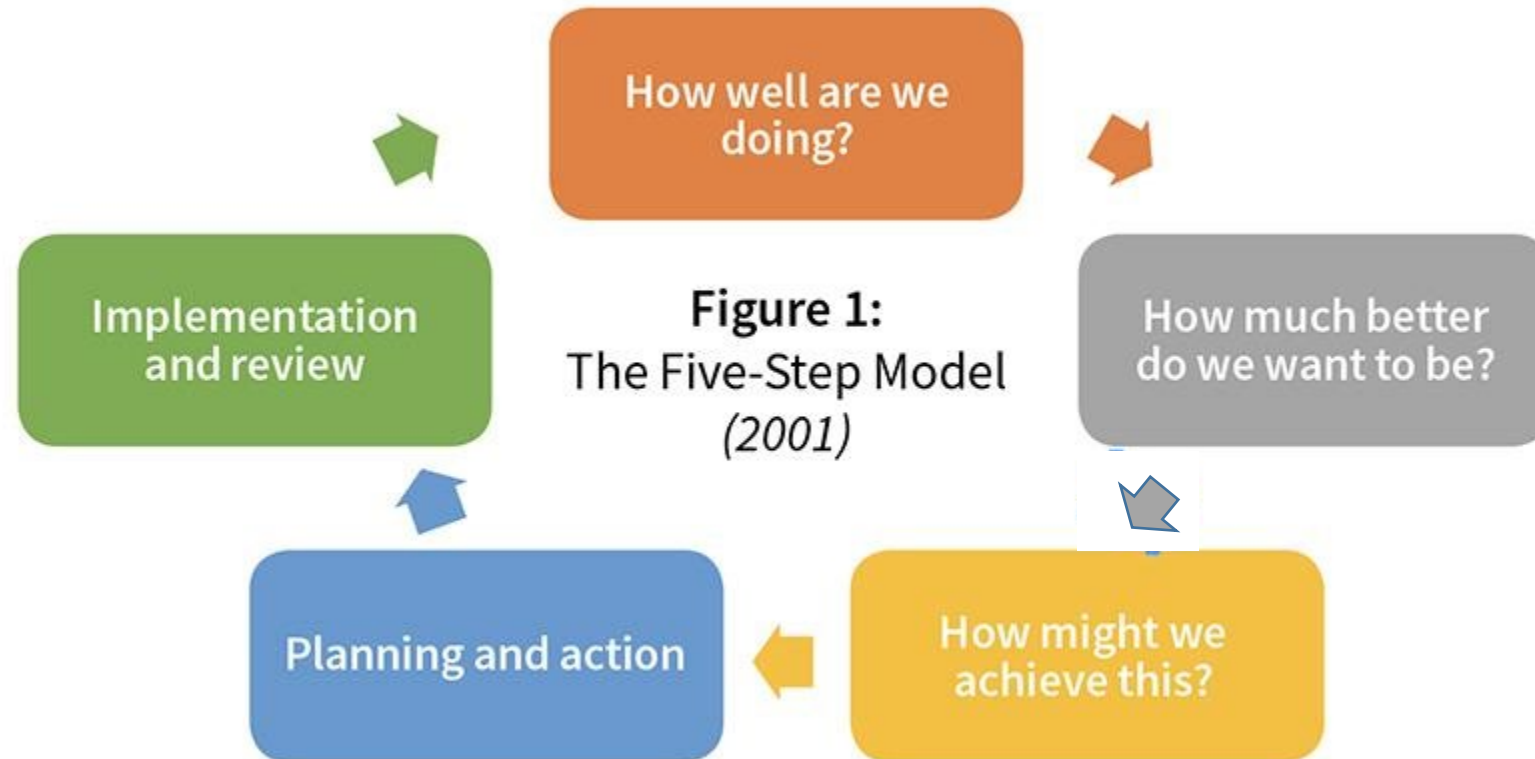
Basis of the Regional Strategy

- The Creativity and IP in CARIFORUM States' Schools Programme (hereinafter referred to as the IP Schools Programme), is seeking to bring awareness to the critical role played by IPR in innovation and creativity to the heart of CARIFORUM – the youth.
- The aim of the regional strategy is to
 - build awareness of creativity and IP in CARIFORUM States' primary and secondary school levels
 - introduce the teaching of creativity and IP in CARIFORUM States' primary and secondary schools
 - contribute to the development of the next generation of creatives, inventors, and innovators
- Through the IP Schools Programme primary and secondary school curricula will reinforce the positive perception about how IPRs can be used to generate value and improve livelihoods

Basis of the Regional Strategy

- The strategy aims to answer three fundamental questions:
 - Where are we currently as it relates to IPR in formal education in CARIFORUM States?
 - Where do we wish to go with IPR in formal education in CARIFORUM States' schools?
 - How will we reach there?
- The strategy will be formulated on an iterative model which will be modified and refined through the stages of implementation of the Schools Programme, allowing for customization to address individual states contexts

Proposed Regional Strategy Model



Adapted from original model first developed in 2001 by the then Department for Education and Skills, UK

The Current Context

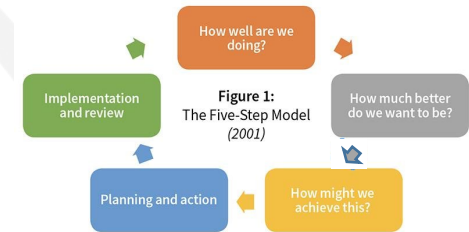
• Innovation Levels in the Region

- Caribbean States within which the IP School Programme is to be implemented tend to rank in the lower percentile of the Global Innovation Index (GII)
 - Jamaica's GII 2022 rank was 76 out of 132 countries surveyed with a score of 27.7
 - Trinidad and Tobago's GII rank was 101 with a score of 19.8
 - Antigua and Barbuda was not mentioned in the 2022 GII rankings
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- GII 2022 includes key metrics included in an Innovation Input Sub-Index and an Innovation Output Sub-Index which measure
 - knowledge and technology outputs and creative outputs
 - patents by origin, PCT patents by origin, utility models by origin, intellectual property receipts, trademarks and industrial designs by origin
 - It can be argued that a significant informal innovation occurs in countries in this IP School Programme



The Current Context

- IP engagement in the primary and secondary schools
 - Intellectual Property Offices in the States piloting the IP Education School Programme all have some engagement with the primary and secondary schools
 - Antigua and Barbuda Intellectual Property and Commerce Office (ABIPCO) engages in IP awareness building initiatives through school competitions
 - Jamaica Intellectual Property Office (JIPO) conducts essay and other competitions that facilitate building IP awareness in youth
 - Trinidad and Tobago Intellectual Property Office (TTIPO) engages in IP awareness building exercises with primary and secondary schools since 2018
 - “IP and Youth” initiative and a tool kit utilizing materials developed by the WIPO IP4 Youth and Teachers Training and the Pororo Branded Materials developed by the Korean Intellectual Property Office (KIPO)
 - Summer camps hosted by the National Institute of Higher Education, Research, Science and Technology (NIHERST), the Caribbean Industrial Research Institute (CARIRI) and the Office of the Attorney General and Legal Affairs (AGLA)
- Limited opportunities for formal and sustained education in intellectual property in the region at this time



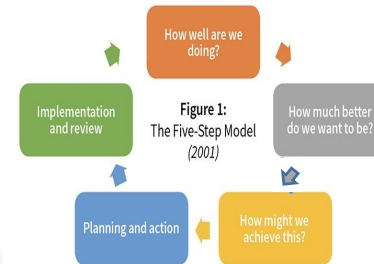
The Strategic Goals and Expected Outcomes

- Four strategic goals have been developed to guide the build out of the regional strategy:
 - Goal 1: To strengthen existing cultural, artistic, innovative, and educational structures to make them more aware of and responsive to the critical role of IPR in protecting innovation and creativity in CARIFORUM States.
 - Goal 2: To develop an IPR knowledge base to support innovation and creativity at the primary and secondary levels in CARIFORUM States' Schools.
 - Goal 3: To support the integration of IPR education in the existing curriculum at the primary and secondary levels in CARIFORUM States' schools.
 - Goal 4: To build the IPR knowledge base and adoption in primary and secondary schools through engaging in capacity building for all teachers at the primary and secondary levels across the CARIFORUM States' education system.



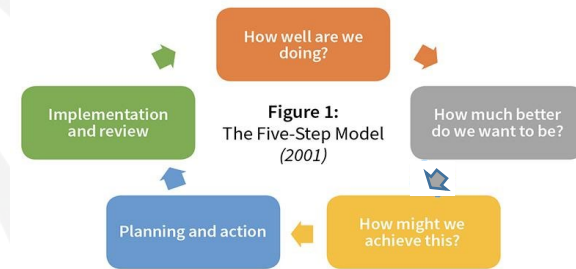
The Strategic Goals and Expected Outcomes

- Each goal's intention will be supported by a set of Outcomes:
- **G1** - Attracting greater IPR awareness among key stakeholders in the CARIFORUM States
 - Contributing and influencing national and regional approaches and policies relating to the protection and recognition of IPR in regional innovations and creations.
 - Developing levels of engagement and involvement among key stakeholders
- **G2** - Contributing to the adaptation and creation of IPR education guidelines to support regional and national curriculum reform to incorporate IPR knowledge across the primary and secondary levels
 - Building competencies among stakeholders to contribute to the sustainability and monitoring and evaluation of the IPR education product to ensure ongoing improvement and refinement
- **G3** - Developing quality IPR instructional resources to enable educational professionals in facilitating effective IPR knowledge transfer to students
- **G4** - Providing best practice training to enhance the pedagogical skills of educational professionals responsible of the delivery of IPR education at the primary and secondary levels
 - Encouraging the creation of high-quality learning experiences and materials for students



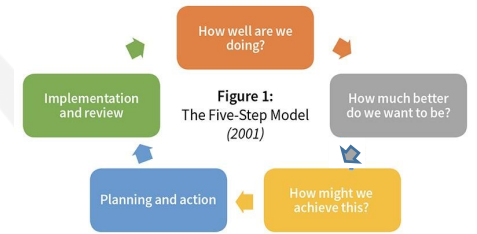
The Approach to the Regional Strategy

- Programme Initiation Strategy for Pilot States – gathering baseline data:
 - **What?** Interest in incorporating creativity and IP in the primary and secondary school systems; identification of possible points for inclusion IP in the various school curricula;
 - **How?** Inspection of relevant legislation to ensure compliance; review of existing IP curriculum materials; engagement of stakeholders (interviews and focus groups)



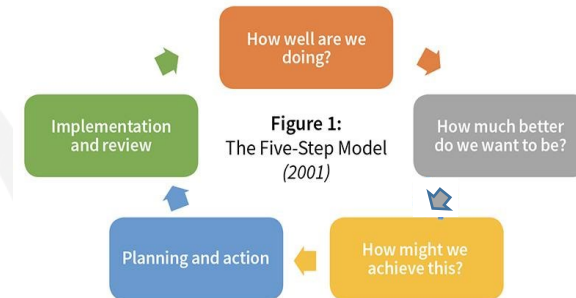
The Approach to the Regional Strategy – How?

- Programme Implementation Strategy – Phase 1
 - Establishment of IP Schools Programme Project Teams
 - Determine logistics for implementing the Programme
 - Devise criteria for selecting schools and teachers to participate in pilot
 - Formulate SME Working Groups
 - Monitor Programme Pilot
 - Establishment of SME Working Groups
 - Review existing IP materials provided by EUIPO Observatory
 - Determine level of adaptation required and prepare draft adapted materials
 - Revise and refine curriculum documents based on recommendations of Validation Group
 - Establishment of Validation Group
 - Multisectoral group to validate and recommend refinements of adapted materials; will utilize World Café methodology for validation process



The Approach to the Regional Strategy – How?

- Programme Implementation Strategy – Phase 2
 - Deliver capacity building component through series of teacher training workshops
 - Development of contextual curriculum materials and resources
 - Installation of pilot in selected schools
 - Pilot mid-term review to gauge feasibility of pilot and attainment c. Programme goals and objectives – M& E activity involving Project Team
- Programme Review
 - Survey and assessment of primary and secondary cohorts
 - Summative M & E activities
 - Concluding meetings – Project Team, SME and Validation Groups
 - Stakeholder engagement activities



Thank you * Gracias * Merci * Bedankt

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