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**Council for Trade-Related Aspects of
Intellectual Property Rights**

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INTELLECTUAL PROPERTY AND INNOVATION: EDUCATION ON IP

COMMUNICATION FROM THE DELEGATIONS OF AUSTRALIA; CANADA; CHILE;
THE EUROPEAN UNION; HONG KONG, CHINA; ISRAEL; JAPAN; KOREA,
REPUBLIC OF; NEW ZEALAND; SINGAPORE; SWITZERLAND; SEPARATE
CUSTOMS TERRITORY OF TAIWAN, PENGHU, KINMEN AND MATSU;
THE UNITED KINGDOM AND THE UNITED STATES OF AMERICA

1 INTRODUCTION

1. Intellectual Property (IP), including Intellectual Property Rights (IPRs), provides means for inventors and creators to generate returns on their efforts and investment in innovation and creativity as well as protect them from unauthorised use of their inventions or creations. As a result, IP is a driving force for technological innovation and progress¹, and provides an important contribution to economic development and job creation.² Furthermore, IP supports cultural diversity, including the continued development of music, literature and other forms of cultural expression. IP can also support the effective dissemination of new technologies around the world.

2. Considering the role of IP, it is vital to disseminate knowledge of it throughout society. Such education can include information on how IP can support creativity, innovation, entrepreneurship, economic growth and competitiveness. Greater awareness of IP can also help consumers to make informed choices, leading to better consumer protection and reduction of illicit trade.³

3. Education on IP should also include information on risks and consequences of IPRs infringements - which remain a serious challenge, perhaps especially among younger people, where there is some evidence that their tolerance towards IPRs infringement is greater than in older generations.⁴ For example, with the raise of digital technologies, access to digital content such as music, movies and video games has become easier than ever. As a result, some younger people - who may be less aware of the legal and ethical consequences of their actions - access illicit content, bringing harm to creative industries, risking legal sanctions, and exposing themselves to viruses and malware.

2 EDUCATION ON IP

4. Education on IP encompasses the knowledge, skills and competences that enable people to become familiar with IP and understand its potential to generate income and economic growth, and that lead them to respect it. IP education should cover not only IPRs but also related issues such as for example ownership, authorship, originality, licensing, confidentiality, trade secrets and branding.

¹ IP is particularly important for SMEs and start-ups as they often rely on IP to secure funding, commercialise new technologies and compete with larger, established businesses.

² [IPR-intensive industries and economic performance in the European Union Industry-Level 2022](#)

³ [EUIPO DANGEROUS COUNTERFEIT STUDY.docx \(europa.eu\)](#)

⁴ Acceptance of counterfeiting and digital piracy decreases consistently with age. In other words, judgments differ significantly from one generation to another, with the younger population (15 to 24-year-olds) showing much greater tolerance towards IP infringements, see [IP+and+Education+final+report+September+2015.pdf \(europa.eu\)](#), p.22.

5. Moreover, IP critical skills are essential to support increased creativity, innovation and investment in research and development. To unlock the social and economic value of IP, we need to improve understanding of its role within creativity and innovation. A long-term, strategic approach is required to educate people, so IP awareness is developed systematically and incrementally, starting from an early age. Therefore, appropriate school and university curricula should be developed and introduced to promote greater awareness, knowledge and respect for IP. Education levels to consider when introducing such curricula include primary and secondary schools as well as tertiary education, particularly in STEM (science, technology, engineering and mathematics) and SHAPE (social sciences, humanities and the arts) - to ensure that future inventors, creators and entrepreneurs know how to benefit from and protect their IP. Moreover, education on IP could be included in relevant vocational training, life-long learning and professional development programmes.

6. Furthermore, IP education may be designed as a single dedicated IP education programme or be integrated into existing subjects⁵ as a cross-curricular theme throughout all educational levels. In the latter case, and depending on the field of studies, IP topics could be incorporated into classes on law, entrepreneurship, marketing, arts, Information and Communications Technology (ICT), science, and engineering.

7. To ensure greater efficacy, Members' relevant authorities could consider developing IP curricula, programmes and tools in close cooperation with their national IP Offices, schools and universities, relevant industries (such as publishers, music and film industry), consumer protection bodies and educational organisations. Such cooperation could also help with creating modern and up-to-date IP teaching materials and resources for students, teachers and other educators, including videos, games, tutorials, e-learning portals and other online content.

8. In addition, to develop effective IP curricula and relevant teaching materials and resources, it is crucial to gather reliable and comprehensive data which allows policymakers to fully understand the existing needs and landscape of IP education. Otherwise, the lack of such data could lead to inadequate or misguided policies that do not effectively address the needs of educators, students and creators.

3 EXAMPLES OF INTERNATIONAL APPROACHES TO EDUCATION ON IP

9. Numerous WTO Members and relevant international organisations have recognized the importance of IP in education and have undertaken policy-making initiatives for its implementation. Such initiatives have resulted in the creation of teaching materials and methodologies, sharing of experiences and best practices as well as technical assistance for interested countries.

10. One example of such an initiative is the WIPO Academy⁶ which provides a service - IP4Youth&Teachers - to youth, teachers and educators to help them learn and teach creativity and inventiveness through IP. The service promotes dialogue among youth, educators, curricula setters, and IP offices. It also provides access to learning and teaching content and is a hub for sharing experiences, policy documents, business cases and research on the benefits of early introduction to the role of IP in inventiveness and creativity. Furthermore, as an example of WIPO cooperation with individual countries, the WIPO Academy and the Atal Innovation Mission⁷ started an initiative with the Government of India to establish innovation labs and incubators, under the aegis of the Niti Aayog, and have agreed to cooperate in the area of IP education and skills-building for youth.

11. Another example is the European Union's *IP in Education Network*⁸, composed of representatives of education and other relevant national authorities and IP Offices, the objective of which is to gather relevant data to guide IP education policies, identify relevant national curricula and case studies, share best practices as well as develop modern resources⁹ for pupils and teachers.

⁵ In music, for example, there may be a special mention of artistic creation and ownership linked to copyright.

⁶ [Creativity and IP Education for Youth \(wipo.int\)](https://www.wipo.int/academy/)

⁷ Atal Innovation Mission (AIM) is Government of India's flagship initiative to create and promote a culture of innovation and entrepreneurship across the length and breadth of the country ([Atal Innovation Mission \(AIM\) | Government of India's flagship initiative](https://aim.gov.in/)).

⁸ [IP in education network - EUIPO \(europa.eu\)](https://ec.europa.eu/ip-education/), [IP in Education - Observatory \(europa.eu\)](https://ec.europa.eu/ip-education/)

⁹ [Ideas Powered school | Ideas Powered](https://ec.europa.eu/ip-education/)

12. Similar initiatives have been undertaken by other Members, for example the US - where the US Patent and Trademark Office provides educational and outreach programmes for students, educators, young inventors, and innovators of all ages¹⁰, the UK - where, the UK Intellectual Property Office has developed several IP capability programmes that include digital tools and resources for business, students, educators and civil servants, although they will be helpful for anyone learning how to manage or use IP¹¹; and Hong Kong, China - where the Intellectual Property Department provides comprehensive and in-depth IP training courses and practical workshops to enterprises, especially SMEs, to build up and enhance their manpower capacity in IP protection, management and commercialisation¹², and organises IP talks and interactive drama programme for students at primary and secondary schools to promote IP literacy among youth.¹³

4 OBJECTIVE OF THIS PAPER

13. This paper invites Members to discuss policies, programmes, good practices and challenges of incorporating knowledge about IP into various levels and types of education. These discussions should encompass, among other things, the level of education and how to best include IP into curricula. Members are also invited to discuss which fields of study - for example, business, engineering or arts - could most benefit from deeper IP knowledge. In addition, Members are encouraged to share information about successful IP education programmes and initiatives as well as available online tools, resources and platforms.

Guiding questions

1. How to best design and implement education on IP into curricula?
 2. How relevant public authorities, IP experts, educators and stakeholders could establish or improve their cooperation to enhance the education on IP?
 3. What are the best examples and practices of *IP in education* programmes, initiatives and tools in your country?
 4. How to ensure that the IP teaching materials, resources and tools are most effective, up-to-date and based on the relevant data?
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¹⁰ <https://www.uspto.gov/learning-and-resources/kids-educators>

¹¹ <https://www.ipo.gov.uk/ip-support/welcome>

¹² <https://www.ip.gov.hk/en/key-programmes/ip-manager-scheme-plus/index.html>

¹³ https://www.ipd.gov.hk/en/promotional-activities/promotion-education/index_id_2.html?cat=1