



CARIFORUM Intellectual Property Rights and Innovation

Dr. Sharon Le Gall, Dr. Margaret R. Niles, & Dr.
Justin R. Zephyrine | February 20th, 2024



CARIFORUM



EU-CARIFORUM Regional project, funded by the European Union and implemented by the European Union Intellectual Property Office (EUIPO)

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Creativity and IP in CARIFORUM States' Schools

Regional Meeting



CARIFORUM



Presentation Format

Presentation Format

An important goal of this project is to contribute to the next generation of creators and inventors by introducing age-appropriate IP concepts into the primary and secondary school systems and encouraging innovative activity for entrepreneurship in the early stages of education.

This presentation will address the following:

- Welcome and Introductions
- Project Overview and Methodology
- Educational Materials
- Teaching Guide
- Regional Strategy

Welcome and Introductions

Welcome and Introductions

Project Consultants

Dr. Margaret Roberta Niles, Barbados

- **Dr. Margaret Roberta Niles** has extensive practical experience as a Curriculum Developer, Trainer of Trainers, Instructional Designer, and Professional Development Specialist, with over 30 years of teaching experience at the secondary and tertiary levels. Dr. Niles has actively employed her curriculum development and implementation expertise at the local and regional levels. Dr. Niles has conducted training and developed instructional materials for the World Intellectual Property Organization (WIPO).

Dr. Justin Zephyrine, Trinidad and Tobago

- **Dr. Justin Zephyrine** is the Faculty Development Specialist at the University of the West Indies' (UWI's) Centre for Excellence in Teaching and Learning (CETL), St. Augustine Campus. A graduate of the UWI, the Johns Hopkins University (USA), and the Harvard Business School (USA), Dr Zephyrine is the former eLearning Support Specialist and Acting Director at the CETL. He continues to train educators in all school levels, both locally and regionally in curriculum and instructional design, student engagement and educational technologies. Internationally, Dr. Zephyrine has provided training for other entities such as the World Intellectual Property Organization (WIPO).

Welcome and Introductions

Dr. Sharon Le Gall, Trinidad and Tobago

- **Dr. Sharon Le Gall** is a Legal Consultant and Attorney-at-Law, with over twenty-five years of professional experience which includes involvement in private legal practice, consulting for regional and international organizations, and academia, in the areas of intellectual property law, and the protection of traditional knowledge. She has advanced degrees in Intellectual Property Law, namely, a Ph.D. from Darwin College, University of Cambridge, UK; and an LLM from the Osgoode Hall Law School, York University, Canada.

Welcome and Introductions

Educators

Ms Patrice Forde, Antigua and Barbuda

Patrice Forde has been a primary school teacher for over 19 years and is passionate about developing children and young people not only academically but also to be fully rounded citizens in society. When in the classroom she engages the students in Mathematics, Language Arts, Science, Social Studies and Health and Family Life Education.

Dr. Ann M. Shaw, Jamaica

Dr. Ann M. Shaw has been an educator for the past 28 years and has spent the last 18 years as principal of Mt. Salem Primary and Infant School (formerly, Mt Salem Primary & Junior High School).

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Liselli Daniel is a Physics teacher at Malabar Secondary School, Trinidad and Tobago. Ms. Daniel describes herself as a very creative, thorough and driven teacher with diverse skills that are directed towards the optimisation of teaching and learning.

Welcome and Introductions

Claire Castel, EUIPO Observatory

Claire Castel joined the EUIPO in 2013 to coordinate the design and implementation of awareness campaigns and activities on the value of IP and damages of infringements, as part of the European Observatory on infringements of IPR. She first became Head of the IP in the Digital World and Awareness Service in the European Observatory, and since July 2022, she has been appointed Head of Outreach and Knowledge of IP Service.

Project Overview and Methodology

Project Overview

An important goal of this project is to contribute to the next generation of creators and inventors by

- introducing age-appropriate Intellectual Property (IP) concepts into the primary and secondary school systems and
- encouraging innovative activity for entrepreneurship in the early stages of education.

The European Union Intellectual Property Office (EUIPO) Observatory manages the project “IdeasPowered@school” which is a compilation of activities and lesson kits divided according to target age groups – 3-5, 6-8, 9-11, 12-15, 16-18, 18+ – inclusive of dedicated teacher training packs.

Project Overview

The materials were developed by the EUIPO along with education experts to give teachers of all subjects and ages all the information, ideas and ready-to-use activities and games to engage their students: see <https://ideaspowered.eu/en/our-projects/ideaspowered@school/ip-teaching-materials>

One of the deliverables of this Pilot Project is to adapt these materials to the Caribbean context. The focus will be on the 6-8, 9-11, 12-15, and 16-18 age groups.

Methodology

Methodology for the Adaptation of Educational and Training Materials comprised

- Desk Reviews
- Interviews and meetings
- Focus Groups held with teachers in October 2023
- Workshops with teachers and educators in December 2023

Methodology

Methodology for the Adaptation of Educational and Training Materials comprising

Desk Reviews including reviews of:

- IP educational materials developed within the framework of the IdeasPowered@school project managed by the EUIPO Observatory.
- Relevant legislation to ensure consistency with what is reflected in the materials and the law in the relevant jurisdiction.

Methodology - Outline

Methodology for the Adaptation of Educational and Training Materials comprising

Interviews were coordinated and conducted with:

- Intellectual Property Offices – who were the first points of contact to determine (1) the nature and extent of their activities around building IP awareness in the primary and secondary school systems; and (2) their points of contact in the various Ministries of Education and Schools
- Ministries of Education Curriculum Development Officers

Further, sensitization meetings were held with over 70 teachers in Antigua and Barbuda.

Methodology – Outline

Methodology for the ADAPTATION OF TRAINING MATERIALS comprising

Focus Groups were held with approximately 20 teachers in Antigua and Barbuda

- They were provided with sample Educational Materials and asked to review and provide feedback based on the following questions:

To what extent are these materials age-appropriate?

How can these teaching techniques/strategies work in your particular classroom context?

To what extent can these materials be incorporated into your syllabus?

What factors may impact your ability to integrate Intellectual Property principles into your syllabus?

What changes to the materials or teaching techniques/strategies can facilitate the incorporation of Intellectual Property principles into your syllabus?

Methodology – Outline

Workshop

- A two(2)-day workshop for educators was held in December 2023 with over twenty (20) participants from Antigua and Barbuda, Jamaica and Trinidad and Tobago.

IdeasPowered@school Educational Materials - Overview

IdeasPowered@school Educational Materials

IP Basics for Teachers

- This provides an overview of the most commonly used intellectual property rights (inclusive of an IP Quiz) namely,
 - Copyright – nature of those rights and exceptions
 - Trademarks – rights – advantages and disadvantages of protection
 - Designs – what can be protected and how- advantages of protection
 - Geographical indications – nature and function
 - Trade secrets – criteria for protection
 - Patents – what is protected - criteria for protection – registration – disadvantages of protection

IP IN EDUCATION INTELLECTUAL PROPERTY IP Basics for Teachers



IdeasPowered@school Educational Materials

Primary School

- Go Creative Boardgame (upper primary)
- Go Creative Lesson Pack
- Playground Games
- Inventors' Corner
- Logo Making

IdeasPowered@school Educational Materials

Primary School

- Playground Games
 - Hopscotch
 - Snakes and Ladders
 - Netball

The learning outcomes include:

- Identifying personal property and intellectual property

Resources include playground chalk, buttons/markers, four hoops, balls, copies of pictures provided in the pack

IdeasPowered@school Educational Materials



Primary School

Inventors' Corner

- This activity begins with a discussion about
 - What are some important inventions?
 - What leads people to invent?
 - How are our lives impacted by inventions?
 - How do inventions change over time?

Students are required to work in pairs or groups to investigate the work of an important inventor and prepare a poster of the best invention.

The final part of the project is to identify a modern-day problem and ask students to use their creativity and investigative spirit to invent a solution to this problem. Inventions will be presented and then displayed in the "Inventors' Corner".

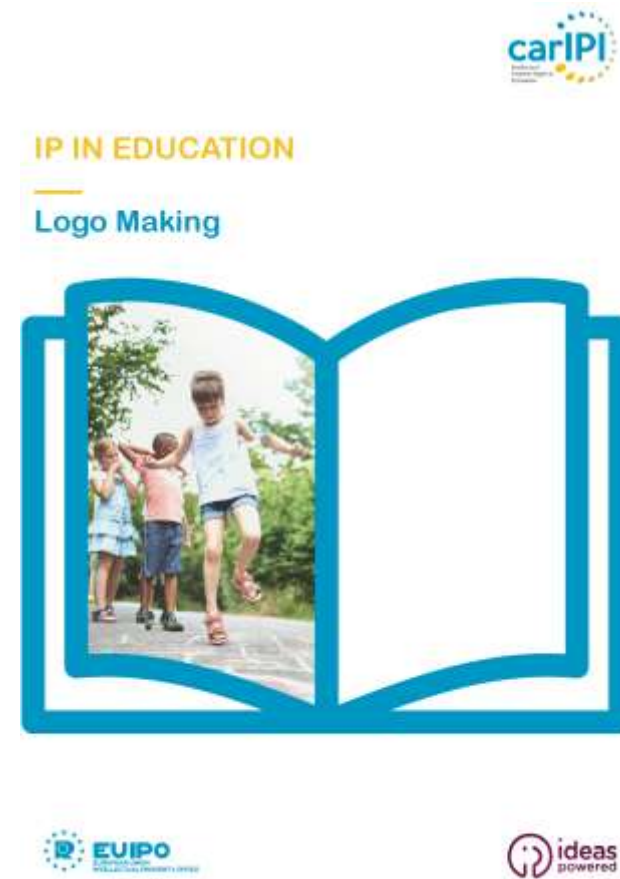
IdeasPowered@school Educational Materials

Primary School

- Logo Making

The goal of this activity is to allow students of all ages to express their creativity through designing a personalised logo which can be used to decorate a t-shirt or other object.

Students will be given an introduction to logo design where they are asked to identify logos for different types of products and services.



IdeasPowered@school Educational Materials

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IdeasPowered@school Educational Materials

Secondary School

- Creativity Diary
- Creatrivia Boardgame
- Entrepreneurship Lesson Kit
- IP for Secondary School Teachers

IdeasPowered@school Educational Materials

Secondary School

- Creativity Diary – 21 days to a more creative life

On designated days, students are invited to create something (a t-shirt design, a story, cartoon strip, design for a bedroom, a new home invention, an app to use at school).

They are also invited to think about things that they love (people – places- animals- objects, world issues they worry about) and use these to inspire them to create.

IdeasPowered@school Educational Materials

Secondary School

- Entrepreneurship Lesson Kit

The kit is designed to help secondary and vocational school teachers to promote the entrepreneurial spirit through practical activities to develop 21st century skills and attitudes in their students.

Entrepreneurship is a skill that can be taught.

The Lesson Kit consists of several sections or blocks including

- What is an entrepreneur – Why become an entrepreneur – Introducing young business startups



IdeasPowered@school Educational Materials

Secondary School

The Lesson Kit consists of several sections or blocks including:

- Activities around Creativity and Ideas Generation
- IP Basics for Young Entrepreneurs
- Writing business plans
- Creating a winning pitch – selling your ideas

IdeasPowered@school Educational Materials

Secondary School

Guidance provided on how IP can be incorporated in the various subject areas.

- Art
- Economics
- Geography
- History
- Information Technology (IT)
- Language
- Music
- Science Technology Engineering and Mathematics - STEM
- Sports

IP IN EDUCATION
INTELLECTUAL PROPERTY
Subject lesson kits



IdeasPowered@school Educational Materials

Digital handouts are provided on the various subject areas and they generally follow the same format namely:

- Introduction
- Rationale
- Aims/Learning Outcomes
- Learning Objectives
- An IP discussion – for example, on Copyright, Trade Marks, Patents, Geographical Indications relevant to the subject area
- STEPS 1-4
- Resources

Presentations by Educators

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Teaching Guide

A Practical Guide



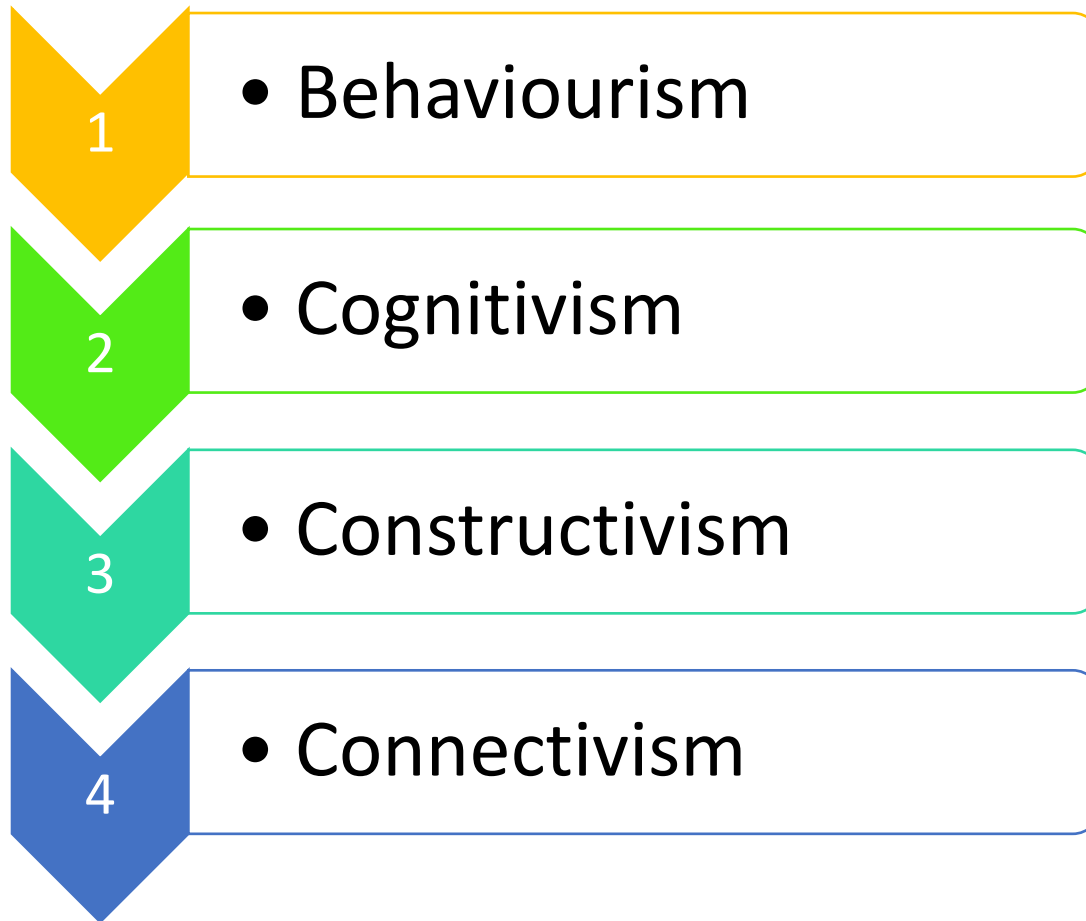
Objective

- To create a user-friendly practical guide for teachers in facilitating the incorporation of age-appropriate intellectual property principles in respective syllabuses

Purpose

- A companion to the training materials for the Caribbean region adapted from the “IP BASICS for Teachers” developed as part of the **Creativity and IP in CARIFORUM States’ Schools** project

Learning Theories



Instructional Strategies



Teaching Strategies

Game-Based
Learning

Collaborative
Learning

WebQuest

Problem-Based
Learning

Experiential
Learning

The Flipped
Approach

Reflection

Role-Play

Project-Based
Learning

Lesson Planning



GAGNE'S NINE EVENTS OF INSTRUCTION



Nine Events of Instruction - Explained

1. Gain the attention of the learners
 - Ensure that the learners are ready to learn and participate in activities
2. Inform learners of the objectives
 - Inform students of the objectives or outcomes for the lesson
3. Stimulate recall of prior learning
 - Help students make sense of new material by relating it to something they already know
4. Present the content
 - Show and explain the material you want students to learn
5. Provide learning guidance
 - Provide students with instructions to help them acquire new skills and knowledge
6. Elicit performance (practice)
 - Provide opportunities for students to apply knowledge and skills learned
7. Provide feedback
 - Provide timely feedback of students' performance to assess and facilitate learning
8. Assess performance
 - Test whether the expected learning outcomes have been achieved
9. Enhance retention and transfer
 - Provide opportunities for retention of information by connecting lesson concepts to real-world applications

CARIFORUM STATES' SCHOOLS PROGRAMME – LESSON PLAN TEMPLATE		
General Information		
SUBJECT:		
TOPIC:		DATE:
LESSON TITLE:	<i>Give the lesson a catchy title</i>	
STANDARD(S) ADDRESSED:	<ul style="list-style-type: none"> • <i>E.g., LA.1.CS.W.2 Conduct research and organize information and communicate through a variety of written forms, for various purposes and to a specific audience.</i> • 	
LEVEL/Form: _____	NO. OF STUDENTS: ____ M ____ F	LESSON DURATION: _____ MINS.
LEARNER CHARACTERISTICS:	<ul style="list-style-type: none"> • <i>Include information on learners preferred learning modality – visual, auditory, <u>tactile</u></i> • <i>Include information on whether learners learn best in small groups or <u>alone</u></i> • <i>Include information on literacy and/ or numeracy levels of learners</i> 	
AIMS:	<ul style="list-style-type: none"> • <i>State the aims (outcomes) for the <u>lesson</u></i> • 	
LESSON OBJECTIVES:	By the end of the lesson, students will be able to: <i>List SMART lesson objectives.</i> 1. 2. 3.	
MATERIALS/EQUIPMENT	<i>List the materials and equipment required for the delivery of the lesson.</i>	

LESSON DETAILS			
Event of Instruction	Guidance	Planned Instructional Activities (<i>What Teacher Will do</i>)	Learning Activities (<i>What learners will do</i>)
1. Gaining Attention - Reception Learners pay attention to the upcoming learning event.	This marks the transition into a new lesson. Creates validity.		
2. Informing the Learner of the Objective - Expectancy Learners are able to expect what they are going to learn.	By being told the goals and objectives, learners are motivated because they know what to expect and how they will be evaluated.		
3. Stimulating Recall of Prior Learning - Retrieval to working memory Learners retrieve their prior knowledge that is related to the new knowledge that they are going to learn.	Giving the learners the opportunity to link new knowledge with existing knowledge helps them understand and recall.		

Workshop Artefacts

Educational Materials Used in Teacher Workshop:

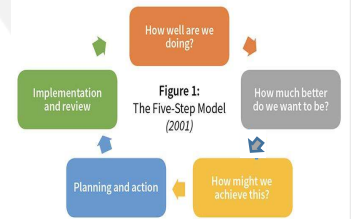
Logo Making ♦ Inventor's Corner ♦ Creativity Diary ♦ IP Basics for Teachers

Group	School Level	Lesson Plan
Group 1	Primary	Nutrition and a Balanced Diet
Group 2	Primary	Healthy Living and Fitness
Group 3	Secondary	Keeping Our Environment Clean
Group 4	Secondary	Computers in Today's World
Group 5	Secondary	Non-Renewable Energy – Fading Flames: Non-renewable Energy's Brief Dance with Time

Regional Strategy

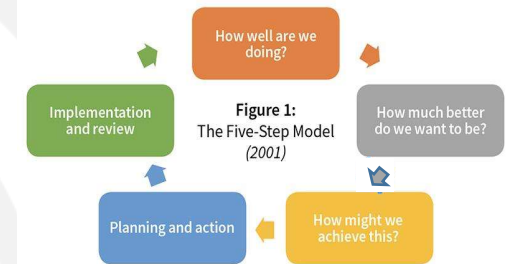
Basis of the Regional Strategy

- 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



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
-
- 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



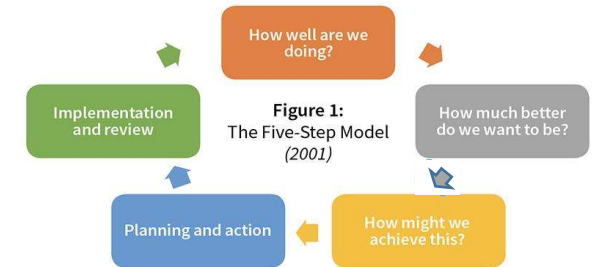
The Current Context

- 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 Intended Outcomes

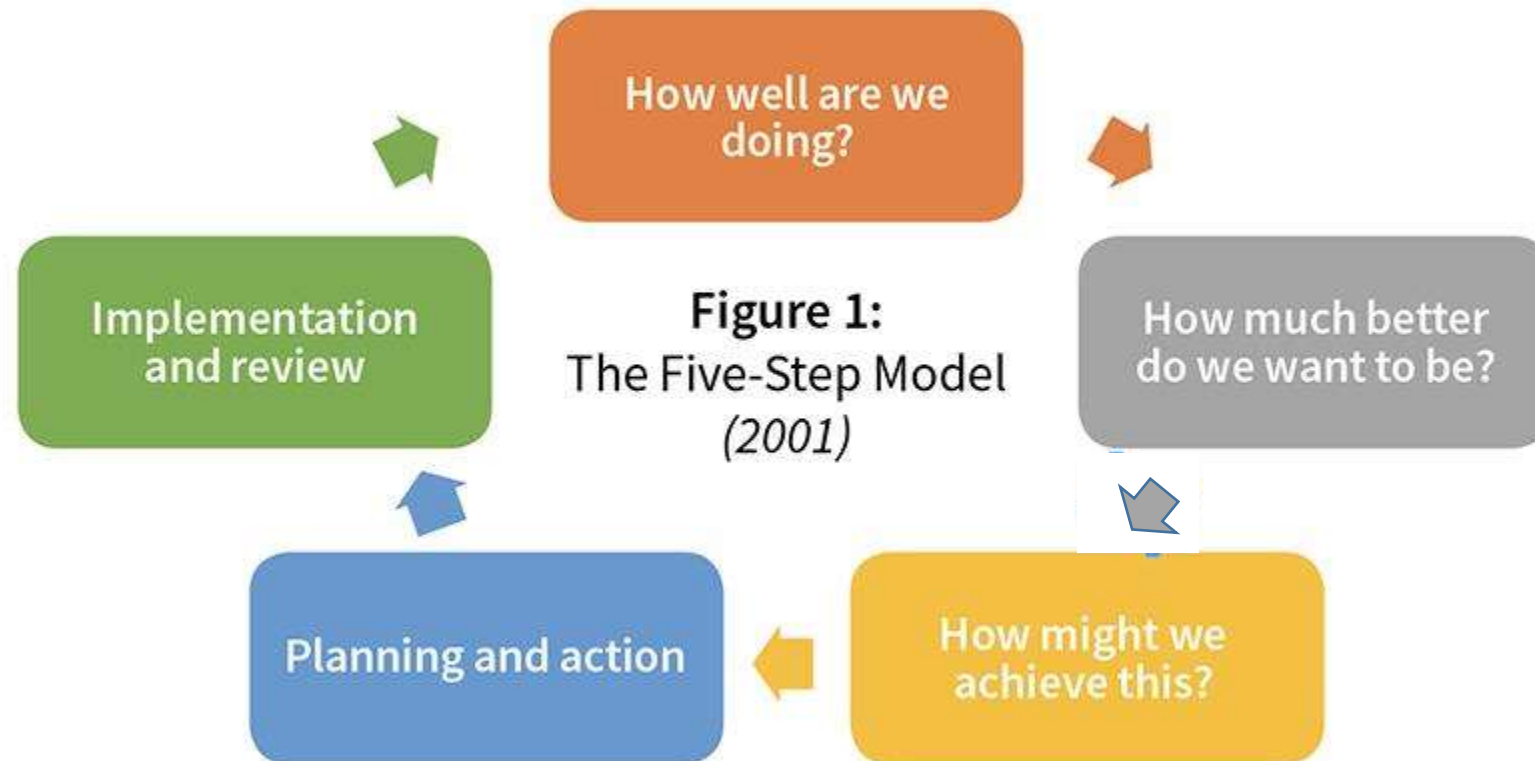
- Four strategic goals have been developed to guide the build out of the regional strategy:
 - Goal 1: To strengthen existing societal, cultural, and educational structures resulting in a better-informed populace who is more aware, receptive, and responsive to the critical role of IPR in protecting innovation and creativity in CARIFORUM States.
 - Goal 2: To develop an IPR knowledge base thereby supporting innovation and creativity by the integration of IP in the curriculum 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 facilitate the adoption of an IPR knowledge base in primary and secondary schools through engaging in capacity building for all teachers across the CARIFORUM States' education system.



Each goal's intention will be supported by a set of Outcomes:

Goal	Outcome
G1	<ul style="list-style-type: none">- Attracting greater IPR awareness among key stakeholders in the CARIFORUM States- 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	<ul style="list-style-type: none">- Contributing to the adaptation and creation of IPR education guidelines that support regional and national curriculum reform.- Building competencies among stakeholders that contribute to the monitoring, evaluating and overall sustainability of the IPR education product to ensure ongoing improvement and refinement.
G3	<ul style="list-style-type: none">- Developing quality IPR instructional resources to enable educational professionals in facilitating effective IPR knowledge transfer to students.
G4	<ul style="list-style-type: none">- 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.

Proposed Regional Strategy Model



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

The Approach to the Regional Strategy

- The proposed IP School Programme Regional Strategy is built on a five-step model comprising six phases of implementation.
- In Step 1 – How well are we doing?
- The research completed in developing the IP in CARIFORUM Schools report adequately answers this question and supports responses to
- Step 2 – How much better do we want to be?
- This is reflected in the goals and supporting outcomes identified for the School Programme.
- Steps 3 – 5 – The response is an iterative model that will drive the implementation and adoption of the IP Schools Programme across CARIFORUM states will allow for customization of the Programme and implementation approach as required to allow for the best fit of the programme and ease of eventual adoption over time.



The Approach to the Regional Strategy

The six phases of programme implementation will be as follows:

Phase 1 - The Initiation Strategy

- The IP School Programme Initiation Strategy for Pilot States will focus on gathering baseline data. It will encompass two questions:
 - **What?** Ascertaining the level of interest in incorporating creativity and IP in the primary and secondary school systems. This will include the identification of possible points for inclusion of IP in the various subjects across the school curricula at the primary and secondary levels.
 - **How?** This will be effected through a series of sensitization initiatives about the “*Creativity and IP in CARIFORUM States’ Schools*” Project (and where necessary, IP Basics) with three main groups, namely, the
 - *Intellectual Property Offices (IPOs) – whose specialization is IP and not necessarily education.*
 - *Ministries of Education – Curricula Development Officials – whose specialization is education and not necessarily IP.*
 - *Teachers who will be charged with executing the project in the classrooms – whose specialization is education.*



The Approach to the Regional Strategy



Phase 2 – Project Teams

- Establishment of IP Schools Programme Project Teams will dominate this phase. It is proposed that the Project Teams will be responsible for championing the Programme in the territories and schools and should be formulated as a public/private sector collaboration where private sector IPR practitioners and creatives work with the IPOs, Ministries of Education, and the teachers to garner buy-in and wider stakeholder support for the Programme.

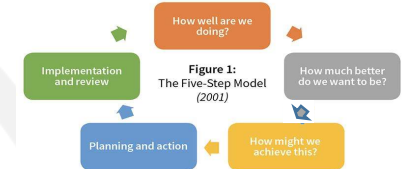
The responsibilities of the Project Teams will include, inter alia,

- determining logistics for implementing the Programme Pilot;
- devising criteria for selecting schools and teachers to participate in the Programme Pilot;
- formulating the Subject Matter Expert (SME) Working Groups; and
- monitoring the Programme Pilot.

The Approach to the Regional Strategy

Phase 3 – Establishment of SME Working Groups

- The SME Working Groups will be tasked with
 - reviewing the existing IP materials provided by the EUIPO Observatory;
 - determining the level of adaptation required and preparing draft adapted materials for use in CARIFORUM schools;
 - revising and refining curriculum documents for the respective territories based on the recommendations of the Ministries of Education officers and the validation group.
- Members of the SME Working Groups should comprise:
 - the subject area teachers (secondary schools) and/or age group teachers (primary schools) who have undergone IP training already or who would have sufficient IP exposure;
 - an Intellectual Property Office (IPO) officer working along with the SME Working Group or an IP Consultant; and
 - an educational consultant to guide the pedagogical and curriculum adaptation components.



The Approach to the Regional Strategy

Phase 4 - Teacher Training/ Capacity Building

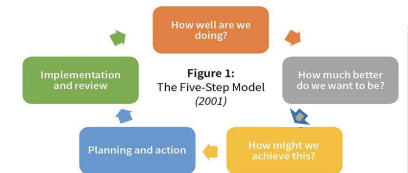
- In this phase, the SME Working Groups will provide customized curriculum materials that will be used by recognized IP trainers to build the capacity of the teachers involved in the Pilot through a series of teacher training workshops.
- It is envisaged that teachers will be exposed to a variety of instructional strategies that can be integrated in delivering the IP training supported by the adapted curriculum materials. The training or capacity-building plan will encompass:
 - development of contextual curriculum materials and resources;
 - installation of the Pilot in selected schools; and
 - completion of IP Training
- Consideration may be given to teachers who complete the training. The nature of the incentive will be determined on a territory-by-territory basis.



The Approach to the Regional Strategy

Phase 5 - Establishment of Validation Group

- In Phase 5 a multisectoral group will be established to validate and recommend refinements of adapted materials.
- The World Café methodology is recommended for the validation process as it allows for utilization of breakout meeting rooms where IP practitioners, creatives, and other cultural stakeholders will meet in small groups of four to five persons to review specific aspects of the adapted materials.
- The review will be based on a specific question posed by the facilitators.
- Each group member moves to a different group after 20 minutes, and the process is repeated.



The Approach to the Regional Strategy



Phase 6 – Mid-Term and Programme Review

- The final phase comprises two components – a mid-term review and a programme review. The mid-term review will gauge the feasibility of the Pilot, and thereby determine whether the Programme goals and objectives are being attained. This monitoring and evaluation (M&E) activity will be conducted by the Project Team.
- At the close of the Pilot, a full Programme Review will be conducted by the Programme sponsors and the Project Team. The M&E activities will comprise:
 - survey and assessment of primary and secondary cohorts;
 - summative M&E activities;
 - concluding meetings – Sponsors, Project Team, SME, and Validation Groups; and
 - stakeholder engagement activities
- Once the reviews indicate that the programme goals and objectives have been successfully attained, steps will be taken to implement the School IP Programme in all schools in the respective territories.

Q&A



Wrap Up & Conclusion

Thank you * Gracias * Merci * Bedankt

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