



# CARIFORUM Intellectual Property Rights and Innovation

Dr. Sharon B. Le Gall | Port of Spain, Trinidad  
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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

## Teacher Sensitization Meeting



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# Presentation Format

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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:

- IdeasPowered@school Educational Materials – Overview
- Focus Group Meetings
- Workshops for Teachers
- Questions and Initial Feedback

# IdeasPowered@school Educational Materials - Overview

# IdeasPowered@school Educational Materials



The 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.

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.

## 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

## Primary School

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



## 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

## Primary School

### Inventor's 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 “Inventor’s Corner”.

## 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.

## Secondary School

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

## 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.

## 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 21<sup>st</sup> 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

## 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

- **Secondary School**

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

- Art
- Economics
- Geography
- History
- IT
- Language
- Music
- STEM
- Sports



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

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

Using “Geography” as an example:

- There will be an introduction to Geographical Indications with the provision of links to the relevant resources
- Students are given a task to search for a local or regional product that may be given more prominence or qualifying as a geographical indication. They should prepare a presentation and pitch their ideas to the class. (STEP 1)
- This is followed by a brainstorming session with students on how intellectual property contributes to the economic development of a country or region with examples. This activity could be combined with a study visit to a local company. (STEP 2)

Using “Geography” as an example:

- Students are required to create a new product which could bring jobs, economic growth, and export possibilities to the country/region. The groups should prepare a presentation to introduce the product idea and definition, name, logo/brand, and business plan. The class/school could vote for the best idea. (STEP 3)
- There will be a reflection session after the exercise, in which learners share their experiences about the task with others, discussing the following questions (STEP 4):
  - What have they learnt from the activity?
  - Was it a useful activity to have engaged in?
  - Has the activity increased their IP awareness?

# Educational Materials - Initial Findings and Preliminary Observations

# Initial findings and preliminary observations

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- **IdeasPowered@school Educational Materials**

- Translatable largely because we are TRIPs compliant
- Adjustments need to be made to reflect our historical context and our primarily (though not exclusive) British legal transplantation

# Focus Groups

# Focus Groups

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Following the Sensitization Meetings, small size focus groups are proposed to be arranged with teachers from the larger cohort that participated in those meetings.

The purpose of these focus groups will be to gather feedback from the teachers about the project, their preliminary views on the age-appropriateness of the relevant materials, the proposed delivery of the materials and the possibility of inclusion in their subject areas, among other things.

It is proposed that focus groups will be arranged based on

- teaching levels (that is primary school on the one hand and secondary school on the next)
- subject areas; and
- geographic location.

## Design parameters

### Primary school teachers

- Number of teachers (2 from each age group, that is, two (2) primary school teachers who teach students 6-8 and 9-11) from four (4) schools – that is, four (4) teachers from four (4) schools – 16 teachers per jurisdiction.
  - Antigua and Barbuda – 16 teachers (two (2) focus groups of 8 teachers)

Similar focus groups are proposed for teachers in Jamaica and Trinidad and Tobago.



## Design parameters

### Secondary school teachers

- Number of teachers (2 from each age group, that is, two (2) secondary school teachers who teach students 12-15 and 16-18) from four (4) schools – that is, four (4) teachers from four (4) schools – 16 teachers per jurisdiction.
  - Antigua and Barbuda – 16 teachers (select subject areas to be determined)

Similar focus groups are proposed for teachers in Jamaica and Trinidad and Tobago.

## Execution of focus groups

Participants will be presented with the following information:

- Background about the project
- Broad objectives
- Presentation of the relevant materials (such materials would be provided in advance)
- Invitation to discuss aspects of the Education Materials and Workshop materials and provide feedback

# Workshops for Teachers

# Workshops for Teachers

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**These workshops comprise three (3) modules**

## **Module 1 – IP Basics for Teaching (Dr. Sharon Le Gall)**

- Introduction to IP
- Bringing IP Alive
- IP Basics in School

## **Module 2 - 21<sup>st</sup> Century Competencies (Dr. Justin Zephyrine and Dr. Roberta Niles)**

**A framework for enhancing students' creativity, innovation and entrepreneurship and linking age- appropriate intellectual property into the curriculum**

- Key Competences Framework
- Turning Ideas into Action
- Activity Wheel

## **Module 3 – Educational Materials (Dr. Sharon Le Gall)**

- IP Awareness Day
- Materials for Primary School
- Materials for Secondary School

# Workshops Facilitators

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**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.

# Workshops Facilitators

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**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).

# Workshops Facilitators

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**Dr. Margret 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 level.



# Questions and Initial Feedback

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# Thank you \* Gracias \* Merci \* Bedankt

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