

## **Advisory Committee on Enforcement**

### **Twelfth Session Geneva, September 4 to 6, 2017**

#### **AWARENESS-BUILDING ACTIVITIES AND STRATEGIC CAMPAIGNS AS A MEANS FOR BUILDING RESPECT FOR IP**

*Contributions prepared by Antigua and Barbuda, Ethiopia, Georgia, Oman and Peru; and by researchers of Link Campus University, Rome, Italy*

1. At the eleventh session of the ACE, held on September 5 to 7, 2016, the Committee agreed to maintain as one of the items on its work plan the “exchange of information on national experiences on awareness building activities and strategic campaigns as a means for building respect for IP among the general public, especially the youth, in accordance with Member States’ educational or any other priorities.” This document introduces the presentations prepared by or on behalf of Member States on this topic.
2. Member States’ interest in awareness raising and public education on intellectual property (IP) is illustrated by specific interventions with young people designed to enhance their understanding of IP not only within a formal educational context, but also through informal measures, such as “serious games” or competitions. One Member State demonstrates how an annual competition for journalists can raise the profile of IP in the media.
3. Member States also provide an overview of the range of activities undertaken by their IP Offices, typically directed towards several different segments of the public, such as children and young people, university students and staff, law enforcement agencies and micro, small and medium enterprises (MSMEs), including farmers.

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## EDUCATIONAL CAMPAIGNS AND COMPETITIONS FOR YOUNG PEOPLE TO BUILD RESPECT FOR INTELLECTUAL PROPERTY IN ANTIGUA AND BARBUDA

*Contribution prepared by Ms. Ricki Camacho, Registrar, Antigua and Barbuda Intellectual Property and Commerce Office (ABIPCO), Ministry of Legal Affairs, St. John's, Antigua and Barbuda*

### ABSTRACT

This document illustrates the Antigua and Barbuda experience in building knowledge of and respect for intellectual property through targeted education campaigns and competitions designed for young people, the private sector and law enforcement officials. The absence of sufficient financial and human resources remains a challenge in maximizing the reach of awareness building campaigns. However, the Intellectual Property Office continues to use creative methods to promote awareness.

### I. INTRODUCTION

1. The Antigua and Barbuda Intellectual Property Office (“the IP Office”) is responsible for the registering of intellectual property rights and is a division under the Ministry of Legal Affairs. It was established in or around 2003.

2. An important part of the IP Office’s mandate is to, *inter alia*, educate the public, both users and creators of intellectual property, on the broad subject of intellectual property and associated rights and to encourage compliance with the relevant laws. The challenge has been to design a program that would reach a wide cross section of a population which historically lacked a deep appreciation of the significance of this area and actually elicit positive responses. In this regard, the IP Office decided to focus a large part of its efforts and limited resources on awareness building activities and strategic campaigns targeting the youth, the private sector and law enforcement officials. The objective was to engage these sectors of society on the issues surrounding intellectual property rights and thus enlist them as vehicles of dissemination in their homes, communities and schools.

### II. THE AWARENESS BUILDING CAMPAIGN

3. The IP Office sought to devise creative methods to carry its message to the public within the strictures of a limited budget. In this regard, several methods were used in the awareness building campaign, namely annual school competitions and visits, education of law enforcement officials and the private sector, and the use of social media. Each method will be briefly explored below.

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\* The views expressed in this document are those of the author and not necessarily those of the Secretariat or of the Member States of WIPO.

## A. SCHOOL COMPETITIONS

4. Since 2011, the IP Office has hosted an intellectual property themed competition open to all primary and secondary schools in Antigua and Barbuda. The IP Office was able to secure sponsorship for the competition from a local commercial bank. The competition is also well supported by the Ministry of Education, Science and Technology which ensures that the criteria and essay topics/visual art topics are relevant and appropriate for the schools. Support is also given by WIPO which supplies the trophies and the certificates and a relevant local guest judge who is skilled in their craft.

5. The Competition is strengthened by printed materials and public events. These printed materials are circulated to all the schools in Antigua and Barbuda.

6. The annual competition adapts the World Intellectual Property Day theme to the local context and has involved activities varying from songwriting to the shooting of films on smartphones through to essay-writing. The IP Office has found that the competition is increasingly popular. Normally there are six prize winners, ranging from first to third place, three in the secondary school category and three in the primary school category. The IP Office will place winning entries on its website as that site is developed.

7. This year, the competition was very broad based using the theme of World Intellectual Property Day 2017: "Innovation: Improving Lives". The choice of topics was as follows for the primary schools:

- *Innovation: Improving lives:* by means of an essay, poem, interpretative video or poster design, present an individual from Antigua or the Caribbean region who through innovative use of intellectual property, improves the lives of his or her family, community, country or region.
- *Respect for the Innovators will make our lives better.* by means of an essay, poem interpretative video or poster design, indicate how we can improve our lives by respecting the intellectual property of innovators in Antigua or the Caribbean region.

8. The IP office requires that the students be in uniform when filming and a limit is set on the length of essays. The IP Office is working with teachers from the Ministry of Education to make sure that there is a valid marking scheme and that entries are judged appropriately with consideration to age and medium chosen.

9. The IP Office is of the view that if the topics are culturally relevant, the competition will have much more of an impact in a small island nation such as Antigua and Barbuda.

## B. SCHOOL VISITS

10. The IP Office has organized visits to primary and secondary schools since the year 2011 during which presentations are made to a cross-section of the student body. The age group and number of students vary as determined by the principal and teachers of the respective schools. Again, the theme of World Intellectual Property Day guides the focus of the presentations each year. However, in general the school visits and competitions aim to raise awareness among young people about intellectual property.

11. The IP Office usually identifies, at a minimum, four primary schools and four secondary schools to visit annually. An effort is made to ensure a mix to include city based and rural based schools and government sponsored and private schools. This year the visits included the Nyabinghi Theocracy School, which consists of Rastafarian children. The visiting IP Office team takes specially prepared literature and objects that are commonly found in the home that all have intellectual property rights so the exercise is relatable. Students have received comic books and crossword puzzles developed by WIPO during these visits. The IP Office works closely with the teachers of the schools.

12. From time to time, the IP Office enlists the services of a guest ambassador to be part of the school visitation team. These guest ambassadors normally offer their expertise pro bono to assist in the awareness campaign. The IP Office in return offers the guest ambassador advertising benefits. A local artist, named Drastic, has also been included in the school visits. The students really enjoy when he is part of the visits with his guitar music and vocals.

13. School visits and guest ambassadors are particularly successful in getting the children to learn what intellectual property is in a stimulating environment. The IP Office has also found that using as many elements as possible related to the student's life is the easiest way to educate about intellectual property.

#### C. NATIONAL SCIENCE FAIR BOOTH

14. The IP Office has created a presence at the bi-annual National Science Fair by setting up a booth and handing out general knowledge literature on intellectual property. The fair is geared towards all the schools in Antigua and Barbuda. At the last science fair where the IP Office participated, the IP Office engaged a local artist to draw a home. Items that are relevant to intellectual property such as toothbrushes, light bulbs, feeding systems for animals and plants, jewelry and various other items were displayed in the home. The young people enjoyed this display as it demonstrated how IP is used in our everyday lives and environment. It was quite a simple, cost effective method to start a discussion rich with avenues to share information relevant to intellectual property among young people and to illustrate how intellectual property touches and concerns our lives.

#### D. EDUCATION OF LAW ENFORCEMENT OFFICIALS AND THE PRIVATE SECTOR

15. The education program is not limited to young people. Programs are designed annually to educate law enforcement officials on the subject of intellectual property. We have discovered that in far too many cases, law enforcement officials are of the opinion that intellectual property is an area restricted to attorney and client dealings. They fail to realize that intellectual property protection is enshrined in the very same law that they pledge to uphold. We have had workshops to try to assist with this.

16. The IP Office has also been working with the private sector, holding discussions and workshops with creators and small enterprises. It has begun to collaborate with the Antigua Public Library and on April 24, 2017 held a talk on copyright and the World Intellectual Property Day theme. The event drew a large audience and it is hoped that more lectures can be organized concerning intellectual property and related topics.

17. Laws protecting intellectual property exist for the benefit of individuals who remain largely unaware of their rights and who need to be made aware that their ideas, designs and creations are protected using the various categories of intellectual property protection.

## E. SOCIAL MEDIA

18. The IP Office is aware of the importance and popularity of social media in providing avenues for mass distribution of information. The IP Office currently has no Facebook or Twitter page, however, the Office recently approved a website address. Plans are in the pipeline to develop this webpage as a one-stop information center for intellectual property including the uploading of competition winning entries annually.

19. The IP Office also makes use of the local media. Annually, there are appearances on the local television station, ABS TV, on the “Good Morning Antigua and Barbuda Show” as well as local radio stations. A successful open day, which included the media, was held on World Intellectual Property Day on April 26, 2017. Some twelve persons showcased their crafts, ranging from writers to cottage industry products, such as hot sauce. This year’s schools competition was launched during the open day.

20. The IP Office also solicits support from the media to advertise the annual competition. Responses from both the print and electronic media in this regard remain positive.

21. We have sought to raise awareness among the public that intellectual property also has value equal to or more than real estate or tangible belongings. Using the example of a locally produced hot sauce, called “Susie’s Hot Sauce”, we have sought to demonstrate how protecting a brand like Susie’s makes the brand unique, strong and popular. We have also tried to show how IP can become a major earner of revenue for Antigua and Barbuda, via copyright protection, geographical indications and trademark protection.

## III. CONCLUSION

22. The IP Office remains committed to working with the public and private sectors in furtherance of the promotion of intellectual property. It is continuing discussions with the Ministry of Education with a view to finding a place for intellectual property in the curriculum, which will result in a boost to its work, in particular with young people. It is believed that this will help the population to build respect for intellectual property from a young age. The IP Office will continue to host its primary and secondary school competitions as they grow in popularity and will seek to build on the momentum that has been created.

23. The IP Office will continue to attempt to be creative in building respect for intellectual property, despite the challenges faced with regard to lack of funding and human resources to carry out all of the ideas identified for public awareness and enforcement. This is a common challenge faced by many IP Offices.

24. The IP Office recommends that more content regarding specifically young people be placed on the WIPO website. This may greatly assist the IP Office in Antigua and Barbuda and others with awareness initiatives. The activities that are displayed on the WIPO website for World Intellectual Property Day are appreciated, but working with young people has been found to require separate targeting in order to be effective.

25. The IP Office's end goal is to ensure that the Government and citizens of Antigua and Barbuda are equipped with knowledge and understanding of what intellectual property is. They should know what their rights are and what remedies are available to them. Further, the IP Office will seek to ensure that there is proper legislation and an appropriate enforcement policy in place to ensure that intellectual property rights are protected. It is hoped to increase the frequency and quality of the national dialogue and to improve the level of participation of citizens and Government partners in that dialogue, so as to improve the diversification and growth of the economy of Antigua and Barbuda.

## RAISING AWARENESS OF THE IMPORTANCE OF INTELLECTUAL PROPERTY IN ETHIOPIA

*Contribution prepared by Dr. Mandefro Eshete, Director General, Ethiopian Intellectual Property Office (EIPO), Addis Ababa, Ethiopia*

### ABSTRACT

This document discusses Ethiopia's experience in building respect for intellectual property (IP) rights (IPRs) through raising awareness. Awareness raising is one of the major areas of activity of the Ethiopian Intellectual Property Office (EIPO). In undertaking this activity effectively, EIPO uses its four core departments, i.e. the Patent and Technology Transfer Directorate, the Trademark Directorate, the Copyright and Community Knowledge Protection and Development Directorate, and the IP for Development Directorate. The integration of its registration services with the awareness raising activities of the various directorates has helped EIPO to increase the number of registrations. Apart from this, the coordination it has established with various public agencies has helped to achieve an increased awareness of IP among the general public. The absence of human and financial resources remains a challenge to be addressed.

### I. INTRODUCTION

1. Intellectual property rights (IPRs) are given recognition in the 1994 Constitution of Ethiopia. Article 55(2)(g) of the Constitution stipulates that the Federal Parliament has the power to issue laws on patents and copyrights. Under Article 51(19) of the Constitution, the granting and enforcement of IPRs falls within the powers and functions of the Federal Government. Since the promulgation of the Constitution, some results have been accomplished. In the area of legislative framework, the Inventions, Minor Inventions, and Industrial Designs Proclamation and its implementing Regulation of 1997, the Copyright and Neighboring Rights Proclamation of 2004, and the Trade Mark Proclamation of 2006 were passed.

2. Prior to 2003, the administration of intellectual property (IP) in Ethiopia was fragmented. The Ethiopian Science and Technology Commission was responsible for the administration and management of matters related to patents, utility models, and industrial designs. The Ministry of Youth, Sport and Culture was responsible for handling matters related with copyright issues. Trademark issues were administered by the Ministry of Trade and Industry. It was by virtue of Proclamation No. 320 of 2003 that the Ethiopian Intellectual Property Office (EIPO) was created, and the functions of these institutions were brought under the jurisdiction of EIPO.

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## **II. ABOUT THE ETHIOPIAN INTELLECTUAL PROPERTY OFFICE (EIPO)**

3. EIPO is responsible for the implementation of national laws governing intellectual property (IP), as well as establishing the necessary capacity to render efficient and effective services. The office is an autonomous government body having its own legal personality and is accountable to the Ethiopian Science and Technology Ministry.

4. EIPO's mission is to be a leading development oriented national IP office that promotes local inventive and creative activities, facilitates the flow of foreign technology, and makes a meaningful contribution to the advancement of cultural values and the development of industry and commerce and improvement of the living conditions of Ethiopians. In support of this, the Office gives priority to the following key areas:

- protection of IPRs to encourage national creative and inventive activities as well as fair trade practices;
- training of manpower in the field of IP;
- enhancement of understanding of the value and importance of IP among potential users;
- enhancement of IP administrative and enforcement capacity of IP attorneys, judges, prosecutors, police and custom officials; and
- networking with research centers, academic institutions, chambers of commerce and other relevant federal and regional institutions using the existing national information and communication technologies infrastructure.

5. Under its establishing law, the objectives/mandates of the Office are to:

- facilitate the provision of adequate legal protection for and exploitation of IP in the country;
- collect, organize and disseminate technological information contained in patent documents and encourage its utilization;
- study, analyze and recommend policies and legislation on IP to the government; and;
- promote knowledge and understanding of IP among the general public.

## **III. AWARENESS RAISING ACTIVITIES**

### **A. SUBJECT MATTER**

6. EIPO's awareness creation activities cover patents, utility models, industrial designs, trademarks, and copyright. Besides the mainstream IPRs, the awareness raising activities cover also, among others, areas such as traditional knowledge and the use of IP as a development tool.

a) Patents, Utility Models and Industrial Designs

7. The Second Growth and Transformation Plan of Ethiopia has identified IP as a development tool and aims to encourage local innovators to develop local technological capacity and develop their industries. Besides encouraging and supporting local innovators, the laws on the protection of inventions (which cover patents, utility models and industrial designs) include provisions on enforcement of rights. The awareness raising activities in these areas focus both on encouraging local inventive and innovative activities and also on the enforcement of rights which are validly granted. Accordingly, a number of awareness raising activities are conducted every year.

b) Trademarks

8. According to recent statistics, there are over one million registered traders in Ethiopia. All these traders are obliged by law to use trade names. Despite the large number of registered companies which have the potential to use the services of EIPO to register their trademarks, the number of registered trademarks in Ethiopia is very low. One of the reasons for this, according to a study conducted by EIPO, is the lack of understanding of the difference between trade names and trademarks. In order to address this gap, awareness raising activities of the Trademark Directorate are devoted to addressing this gap.

9. The other area of challenge for EIPO is the growing practice of registering foreign trademarks in Ethiopia by persons unconnected with the holders of the foreign trademarks. This practice has the potential negatively to affect foreign direct investment. There are a number of court cases pending on this issue. EIPO's awareness raising activities also seek to address this issue.

10. The third area of focus for EIPO's awareness raising endeavors is the lack of understanding about the infringement of trademark rights. From infringement cases which are pending with the police, EIPO has observed that the police and other law enforcement agencies are ill-equipped to handle IP issues. In order to fill this gap, EIPO conducts awareness raising activities which target members of the judiciary, prosecutors, police and customs.

11. A further area of focus for EIPO's Trademark Directorate is a program entitled "IP 4 Development". In this program, EIPO has targeted rural communities, encouraging them to use IP as a tool to add value to their products. Through this initiative, a number of products have been registered as collective marks with EIPO. Such registration is done by cooperative associations, unions and even local administrations. Brands like *Yemenz Beg*, *Ye'arerti Shimbra (Shimbra Dube)* and *Yeminjar Nech Teff* are some of the brands which have been developed and registered as trademarks. EIPO has used this initiative to increase the awareness of IP among farmers.

c) Copyright

12. Ethiopia contains over 80 ethnic groups, who speak their own languages and have rich history and culture. Provisions on copyright issues were included in the Civil Code of 1960, but did not prove sufficient. Accordingly, a special proclamation on copyright and neighboring rights was promulgated in 2004. The promulgation of this law was preceded by a number of street demonstrations and public gatherings by the right holders demanding protection and followed by police operations and destruction of copyright infringing goods in public. These events gave EIPO a rare opportunity to conduct awareness raising activities aggressively.

13. Despite the fact that the Copyright Law of 2004 is an advanced law when compared to the copyright provisions contained in the Civil Code, the absence of provisions in this law which govern collective management organizations (CMOs) was a major challenge. This gap was rectified in 2015 by an amendment. Following the issuance of the Copyright Law Amendment, all professional associations in the copyright industry have come together to establish the first CMO. EIPO has been supporting this process for the last two years. The upcoming establishment of the first CMO in Ethiopia has given EIPO the rare opportunity to raise awareness of copyright and related rights among the public in general and right holders in particular. Recently, EIPO has been approached by a group of right holders who would like to establish their own CMO. EIPO's awareness raising activities in this area are believed to have played a key role in this development.

B. TARGET GROUPS

14. EIPO's awareness raising activities target a broad range of members of Ethiopian society. Chief among them are law enforcement officials. The police are the main law enforcement body which right holders approach when their IPRs are infringed. Since the police do not have a department that deals with IP issues, they request EIPO to issue expert opinions in infringement cases. Although EIPO is reluctant to take on this role, it has in fact issued several such opinions. However, in order to enable the police and other law enforcement agencies to undertake their own assessments in infringement cases, EIPO has engaged with them with a view to enhancing their competence in IP matters. In order to fill this gap in expertise, EIPO is working in cooperation with WIPO to launch a Start-up IP Academy.

15. Another target group consists of educational institutions in the private and public sectors. Awareness raising activities in these institutions focus not only on their academic and research staff, but also target the student population. In return, educational institutions, mainly universities, request EIPO to assist in IP policy formulation within their respective institutions. We have carried out such studies for three universities and two technical and vocational training institutions.

16. Apart from law enforcement agencies and education institutes, awareness raising activities focus on private business entities such as coffee exporters, and other micro, small and medium enterprises (MSMEs). The objective of this training is to build capacity and to ensure that MSMEs utilize IP effectively.

17. A further target group is the media. The awareness raising activity that EIPO undertakes with members of the media (both printed and electronic) has helped EIPO to reach the readers and audiences of these media.

### C. CHANNELS

18. The Office carries out its various awareness raising activities through a number of channels. The first is workshops. In light of the fact that specialized IP trainings are non-existent in Ethiopia, the majority of EIPO's target groups request the Office to conduct its awareness raising activities by means of workshops. These forums are much preferred by EIPO's stakeholders because of the interactive opportunity they create, in which substantive issues are thoroughly discussed.

19. Exhibitions are another channel. Whenever exhibitions are hosted by different organizations, EIPO takes the opportunity of securing a booth. EIPO has used this platform frequently and has attracted a substantial number of visitors. EIPO uses the channel of exhibitions mainly with regard to patents, utility models and industrial designs. These platforms have helped to bring to the attention of the general public the various inventions which are registered with EIPO. Market opportunities have been created for some inventors.

20. EIPO also uses the printed media as a channel for awareness creation activities. In line with this, EIPO has entered into contractual agreement with some of the national newspapers of the country. In addition, EIPO officials give media interviews in order to address particular issues.

21. Apart from the media, the two major institutions EIPO has partnered with are educational institutions and the newly established Science and Technology Agencies of the Regions. In order to facilitate work in this area, EIPO has signed a Memorandum of Understanding (MOU) with quite a number of universities and colleges (both public and private). EIPO has been using these forums to raise the awareness of research and teaching staff and students about IP. EIPO uses universities as a platform to address IP awareness among the communities where the universities are located. In light of the fact that they are spread all over the country, universities provide the best platform to access the general public. Using this platform, EIPO has not only raised awareness of IP, it has also helped communities to use IP in their daily life and improve their income. The results EIPO has registered in its "IP 4 Development" initiative were achieved thanks to the cooperation with universities.

### IV. CONCLUSION

22. EIPO has integrated awareness raising activities into its daily work. It has conducted a substantial number of such activities. In order to achieve more, however, the work among the various departments within EIPO has to be coordinated, and a strategic plan has to be developed. In addition, some improvement is needed in the capacity of the judiciary and law enforcement agencies in order to lay a strong foundation for building respect for IP.

## BUILDING RESPECT FOR INTELLECTUAL PROPERTY (IP) AND INCREASING AWARENESS AMONG SCHOOLCHILDREN: AN EDUCATIONAL PRIORITY IN GEORGIA

*Contribution prepared by Mr. Nikoloz Gogilidze, Chairman, National Intellectual Property Center (Sakpatenti), Mtskheta, Georgia*<sup>\*</sup>

### ABSTRACT

Raising public awareness in the field of intellectual property (IP) as well as identification of priority directions of the state policy in the field of IP and its implementation are among the core functions of Sakpatenti (“the Office”). Promotion of innovation activities and building respect for IP (BRIP), were defined as priority directions according to Action Plan 2014 - 2018 of Sakpatenti. The decision was made to educate the new generation and start promotional activities from childhood through various educational activities. To reach this goal, the Office, in cooperation with the Georgia Primary Education Project (G-PriEd), elaborated reading materials for Grade 3 to 5 primary school children and prepared special lessons on IP for targeted groups.

### I. INTRODUCTION

1. The Government of Georgia recognizes that the quality of its educational system drives its social and economic development. To that end, the government has been implementing ambitious reforms to transform its education system into a dynamic learner-centered model that produces students who are motivated to succeed. As intellectual property (IP) is one of the key factors for economic growth of the country, Sakpatenti decided to launch a special educational project for primary school children to build respect for intellectual property and motivate the innovation activities of the new generation.

2. The special program was launched in cooperation with the United States Agency for International Development (USAID) and its Georgia Primary Education Project (G-PriEd). The project contributes to the achievement of the goal of the government of Georgia by providing comprehensive assistance to the primary education system to improve reading and math competencies of Georgian schoolchildren, including improving business skills in Grades 1 to 6.

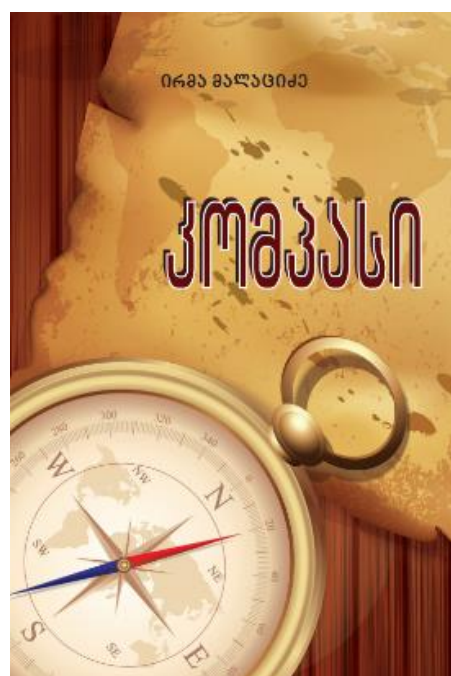
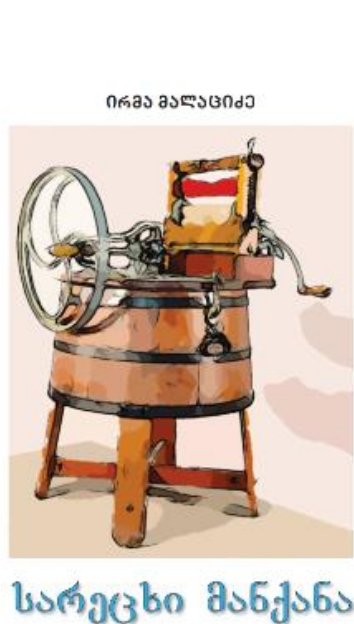
3. The project aimed to develop reading materials for school children in Grades 3 to 5 on different objects of IP: Copyright, Trademarks and Patents.

### II. ELABORATION OF READING MATERIAL

4. Sakpatenti requested Irma Malatsidze, a children’s author, to write stories about copyright, trademarks and patents. She created five books: “Doremus Solasi”, “Star-Candles”, “Umbrella”, “Washing Machine” and “Compass”.

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<sup>\*</sup> The views expressed in this document are those of the author and not necessarily those of the Secretariat or of the Member States of WIPO.



5. The stories were graded by the educational experts of G-PriEd, taking into consideration the number of words and the reading difficulty of the texts. Based on the evaluation, the texts were graded for fourth and fifth grades, reading levels from 3.1 to 5.3.

6. The books were illustrated by Zurab Sulakauri, a children's book illustrator, using combinations of colors which are easily perceivable by primary school children.

- “Doremios Solasi” is a tale about copyright. The main idea of the book was developed with the Georgian Copyright Association (GCA) and describes special characters, such as an author, namely composer “Doremios Solasi”, a performer, “Linovio”, and other characters portraying copyright infringers as well as copyright lawyers;
- “Star-Candles” addresses protection of trademarks; and

- “Umbrella”, “Washing Machine” and “Compass” are stories about inventors and patents.

7. All the books are about innovation, protection and enforcement of intellectual property rights (IPR) and various aspects of IP. Issues related to IP protection and infringement are set in fictional countries mentioned in the books as “Intellectiana”, “Samarliana” (Samarli means law in Georgian) and “Mekobriana” (Mekobre means pirate in Georgian).

- in “Intellectiana”, creative activities are encouraged and its inhabitants greatly benefit from their innovations;
- “Samarliana” is a country where innovation is highly protected and the citizens of this country are known as fair mediators, raising awareness about IPR and spreading respect for the rule of law all over the world; and
- “Mekobriana” is inhibited by infringers of IPR; however, as they become aware of IP and realize the importance of its protection, they build respect towards the IP and achieve great economic benefits fairly and efficiently.

8. As in all fairy tales, the stories have happy endings and even the infringers start to respect IPR by the end of the story. The books have been developed as supplementary reading materials for primary schoolchildren and have been distributed in more than 500 public schools in Georgia<sup>1</sup>.

9. The books are available online on the web-portal <http://www.kargiskola.ge/><sup>2</sup>, as well as on the official web-site of the Office: <http://Sakpatenti.org.ge/ka/publications/>.

10. In addition, the Office provided G-PriEd with information about different IP rights, which was published in “Reading Time”, a children’s magazine sponsored by USAID/G-PriEd. The articles gave an overview of trademarks, patents and other IP objects.

### III. SPECIAL LESSON PLANS ON IP

11. To ensure the proper delivery of supplementary reading materials on IP rights amongst the targeted audience, it was decided to elaborate special lesson plans for the teachers, which were developed by the educational experts of G-PriEd in cooperation with Sakpatenti. The special lessons were delivered at Georgian public schools on the occasion of World IP Day.

12. In 2016, a special lesson plan was developed, based on the supplemental reader “Doremus Solasi”, and distributed to all G-PriEd schools. The lesson was aimed at increasing students’ understanding of and compliance with copyright laws. On

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<sup>1</sup> In collaboration with a team of Georgian education specialists and the National Curriculum Department of the Ministry of Education and Science (MES), G-PriEd produces teacher resource books, supplementary readers and student newspapers for each grade level in paper, audio and multi-media formats, instructional posters, reading and math activity cards, and math manipulatives. These resources facilitate a supportive learning environment and the application of differentiated learning techniques and are uploaded on an ongoing basis to a web portal.

<sup>2</sup> G-PriEd developed a web-portal of its online resources, which is housed by the Ministry’s Education Management Information System, to increase target schools’ access to high quality training programs and webinars, instructional and student resources, video materials, classroom diagnostic assessment tools, lesson plans, and activities for parents.

April 25-27, 2016, more than 100 schools all over the country conducted the lesson. G-PriEd and Sakpatenti visited selected schools to engage students in discussions on copyright issues. In the eighth issue of the student newspaper “Reading Time”, G-PriEd included an article about IP issues and World IP day, which was written in collaboration with the Office. With the approval of the Ministry of Education and Science of Georgia (MES), G-PriEd shared the lesson plan with schools. MES supported this initiative by informing the relevant Educational Resource Centers about this event and recommending interested schools to participate in this initiative.

13. Second cycle of special education activities was launched in 2017, dedicated to World IP Day and its slogan, “Innovation - Improving Lives”. A special lesson plan based on three supplemental readers “The Compass”, “The Umbrella”, and “The Washing Machine” was developed and distributed to all participating schools. The content of the lesson also included reading materials from the Sakpatenti web-site about major innovations of all time. The lesson was aimed at increasing students’ understanding of innovations and their impact on daily lives, as well as overall technological progress. From April 25 to April 28 around 100 public schools gave the lesson throughout the country. Representatives from Sakpatenti, G-PriEd, and USAID visited 133 schools and attended three lessons given in Grades 4 and 5.

14. The main objective of the above-mentioned special lessons was to build respect for intellectual property and understanding of the different IP rights among the young.







### EXTRACT FROM THE LESSON PLAN

**Introduction:** the lesson and additional material is prepared through the joint cooperation between the Georgian Primary Education Project and “Sakpatenti”. The lesson is dedicated to World Intellectual Property Day, which is organized by the World Intellectual Property Organization (WIPO) and celebrated annually on 26<sup>th</sup> of April. The slogan in 2017 is “Innovation-Improving Lives”. The lesson contains various activities including reading, writing and presentations, group work, and collaborative learning.

**Compilers:** Tata Chanturia, Lela Qistauri

**Subject:** Georgian language and literature; Civic education

**Grades:** IV-VI

**Theme:** Inventions and innovations

**Time:** 90 Min.

#### Learning objectives (knowledge, skills, attitudes)

##### The Pupils will be able to

- assess the role of inventions and innovations in everyday life;
- read and prepare texts about interesting inventions;
- examine the factors stimulating inventions/innovations and the results of the innovation;
- generate original ideas to create or improve innovative products ;
- evaluate and appreciate the role of inventions and the work of people who create innovative products.

##### Classroom organization formats

- The teacher works with the whole class: group work
- Pupils work individually: independent learning
- Pupils work in small groups: learning in small groups

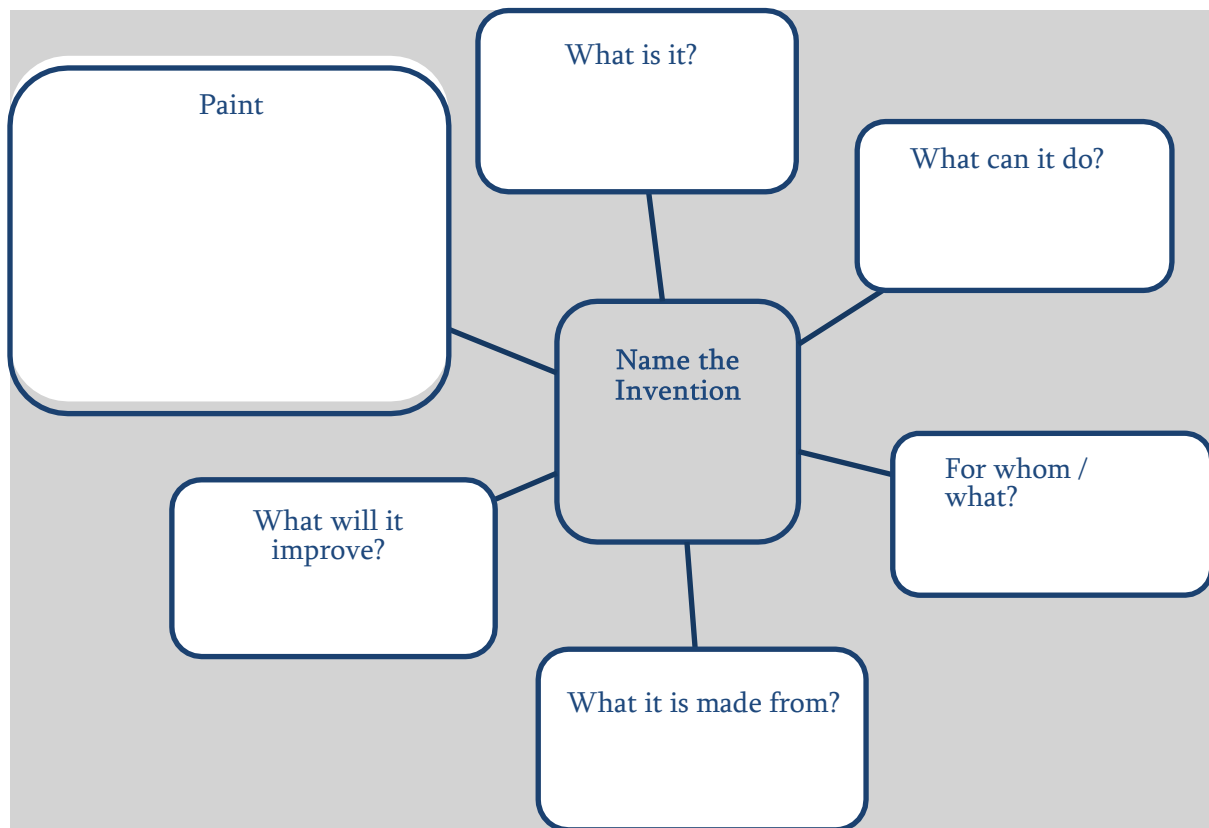
**Basic methods and activities during the lesson:**

- Search for the hidden photos, following some clues;
- Reading and noting;
- Organizing and filling in graphs;
- Mini-discussions;
- PP presentation by the teacher; and
- Mind map.

15. The outcome of the lessons was impressive. A high engagement by pupils was observed in different tasks given by the teacher. The pupils had very active discussion on the supplementary books. Pupils fully agreed that infringers should be punished and everyone should respect IPR.

16. Children were introduced to 10 of the most important modern inventions which changed the world. They also made presentations about their own inventions.

### Scheme of the Presentation



17. In 2017, a short video about the special lessons was shot and uploaded on World IP Day, on the USAID and Sakpatenti Facebook pages, as well as on YouTube channels. The main message of the video was that trying new things, being innovative and creative – is fun! (see [https://www.facebook.com/worldipday/?ref=br\\_rs](https://www.facebook.com/worldipday/?ref=br_rs)).

#### **IV. FUTURE PLANS**

18. Sakpatenti plans to continue its cooperation with the G-PriEd and to implement other projects dedicated to raising public awareness and increasing respect for IPR.

19. The Office is involved in the IP4Kids project with WIPO and envisages the translation and customization of DL-101 – General Course on IP. As a pre-condition for involvement in teaching IP, pre-selected school teachers are obliged to pass the DL-101 course and participate in the training for teachers.

20. Capacity building and awareness raising activities remain as key issues on the educational agenda and action plan of Sakpatenti. Current progress should be maintained in cooperation with the international partners and the Office will take further active steps to build respect for IPR among the public from a young age.

## THE 2016/2017 SCHOOL STUDENTS' COMPETITION ON TOURISM AND RESPECT FOR INTELLECTUAL PROPERTY IN OMAN

*Contribution prepared by Dr. Maya Said Alazri, Educational Expert, Curriculum Development Department, Director of Innovation and Science Olympiad, Ministry of Education, Muscat, Oman\**

### ABSTRACT

The education sector gave considerable attention to intellectual property (IP) during the past academic year, as a result of the recently adopted National Innovation Strategy. Promoting the importance of IP right (IPRs) protection, among the youth in particular and society in general, represents a highly important objective of that strategy. Activities included a competition for school students to design posters encouraging tourists to buy original goods and avoid counterfeit goods that may bring about health or financial damage. A number of events accompanied the competition, including visits to schools, awareness-building presentations for students and teachers, local events targeting different sectors of society, an exhibition of students' drawings and public-oriented plays and competitions. Events attracted large media coverage which helped in reaching out to a wide public. On World Intellectual Property Day, competition winners were rewarded by WIPO and private sector companies.

### I. CONCEPT

1. Sponsored by WIPO's Building Respect for IP Division, the competition targeted school students. This year's theme was "Tourism and Respect for IPRs", the purpose being to create a poster to be displayed at airports, resorts and other tourist destinations in Oman, urging tourists not to buy counterfeit or fake goods that constituted infringements of IPRs, and might be confiscated when returning home.

### II. PREPARATORY STEPS

2. The Competition consisted of several preparatory phases before the selection of national level winners:

#### A. PHASE 1: FORMING AN ORGANIZATION AND SUPERVISION TEAM

3. In light of the fact that the competition was entitled "Tourism and Respect for IPRs", all the authorities concerned held a coordination meeting to design a mechanism for running the competition in all the Sultanate's schools. Participants included representatives of:

- Ministry of Education;
- IP Department (IPD) on behalf of Ministry of Commerce and Industry;
- Department of Tourism Awareness and Promotion on behalf of Ministry of Tourism,
- Public Authority for Radio and Television; and
- Public Administration of Customs, Oman Police.

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4. During the meeting, participants discussed the possibility of running the competition throughout the Sultanate's schools, the proposed mechanism and the role of each authority. The Minister of Education approved a project paper submitted by the meeting and issued a ministerial decision to form a task force including members from all concerned authorities, to organize and supervise the competition and carry out the following tasks:

- coordinate with all stakeholders;
- identify participating schools;
- prepare an implementation plan;
- establish, in consultation with experts, judging criteria and conditions for the selection process;
- cooperate with international organizations in providing the necessary training to run the competition;
- provide support for participating schools in running the competition;
- report to WIPO on activities carried out during the competition period; and
- attract local sponsors, and publicize the competition in the media.

5. The implementation mechanism envisaged included:

- students from 5<sup>th</sup> to 12<sup>th</sup> grade;
- public and private schools; and
- geographical coverage limited, for a first-time competition, to Muscat Province, to be extended in the future to other provinces.

## B. PHASE 2: IMPLEMENTATION

6. After informing all schools in Muscat Province, the task force held a meeting attended by some 200 teachers, from public and private schools, who were charged with supervising the competition. The meeting reviewed working papers submitted by representatives of various stakeholders. Submissions addressed topics such as:

- raising teachers' awareness about IPRs and how to protect them, and teachers' role in building respect for IPRs among students;
- sharing experiences of other countries in raising awareness of IPRs, especially among school students.



7. During the meeting, publications on IPRs such as trademarks, copyrights and patents, were distributed by IPD; a discussion panel was held to answer teachers' questions about the competition, the awards and the required design criteria. The deadline for the reception of works from schools was set at early December 2016, at the latest, for the task force to be able to make an initial selection of designs qualified for the final phase.

8. The competition received a positive response from a large number of students. Schools explained to students the idea behind the competition, its objectives and the criteria for winning. In addition, a campaign was launched on social media allowing interaction with the Organizing Committee and highlighting events taking place in schools in conjunction with the competition.





### C. PHASE 3: PRIMARY SELECTION

9. Designs were received from 100 schools in the Muscat Province. The first step was to filter out works that did not meet the objectives of the competition.

10. The team met with the students who qualified for the final round and their teachers, to highlight the most important points related to IP protection. Working papers were submitted by:

- Ministry of Education: addressing intellectual property concepts, types and the importance of protecting IP creations in view of their significant impact on national economy and development. The presentation included a short video about health, social and economic damages caused by counterfeited goods to individuals, society and the State. It also referred to the efforts made by WIPO to support Member States in carrying out activities aimed at raising awareness of IPRs importance, and shared experiences and activities of other countries in the field;
- Ministry of Tourism: highlighting the importance of encouraging tourists to buy original goods that represent the country's artisanal know-how and heritage, and alerting as to how counterfeited or fake goods jeopardize national economy, and cause damages to professionals and craftsmen who produce such goods.

11. Once IP issues became clearer, some of the qualifying designs were displayed to explain what needed to be modified or clarified, from a content or language point of view. Students were advised to seek a linguistic review of their designs, by Arabic and English teachers. All questions asked by students and teachers about the competition and next steps were answered.

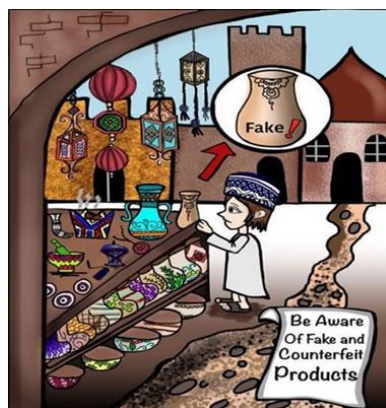
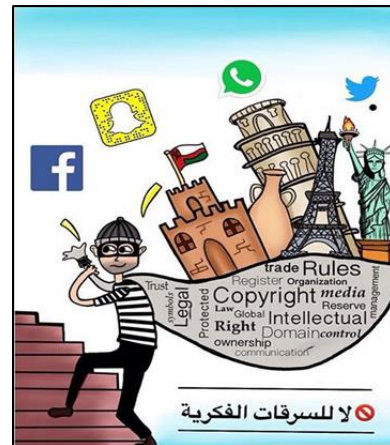
12. Pamphlets on IPRs (trademarks, copyright and related rights) provided by WIPO were also distributed, as well as promotional material such as T-shirts and notebooks.



#### D. PHASE 4: FINAL SELECTION

13. On December 27, 2016, the final screening committee, composed of representatives from various institutions, evaluated the 29 nominated designs. An evaluation process was conducted on the basis of compliance with competition criteria, quality of design and capacity to convey the message to tourists. Five winners were selected at the national level.





### III. AWARDS

14. In a ceremony held, with wide media coverage, on April 26, 2017, World IP Day, winners were awarded the WIPO Schoolchildren's Trophy and other awards. In addition, the task force, in cooperation with the private sector, gave prizes to the top five winners.

15. Proposals concerning future use of winning designs included:

- printing and displaying in tourist locations;
- making a calendar of a selection of designs;
- use on telecom prepaid cards;

- producing a video about the competition to be projected at the ceremony and on screens at the Ministry of Education; and
- display at the exhibition held in conjunction with the meeting of the Advisory Committee on Enforcement (Geneva, September 2017).

#### IV. COMMUNITY EVENT (RESPECT FOR IP)

16. Believing in the importance of IP's role in society, the task force organized, on March 17, 2017, an event targeting all layers of society. The aim of the event was to build respect for IPRs among all categories of society, by explaining IP concepts, types of IP and how IPRs are protected. The event included a variety of activities, including quizzes, interactive workshops and stage performances.



17. Alongside the event, an exhibition was held displaying a number of designs created by the students as well as various Omani registered startups and some student managed startups seeking IP protection.



18. The various events were accompanied by extensive media coverage with the participation of students, teachers and the task force.

## V. IP EDUCATION AND TRAINING WORKSHOP

19. Finally, a Workshop on IP Education and Training was organized in cooperation with WIPO. The workshop, which coincided with the World IP Day theme, “Innovation for a better life”, sought to establish a national plan for education and training in the field of intellectual property. A number of working papers from various education sectors were submitted, sharing experiences in the field of IP education and capacity-building. Participants identified their needs with a view to achieving the National Innovation Strategy objectives, and took note of the services provided by WIPO, for the elaboration of a national plan for IP education and training in collaboration with WIPO. On that occasion, a ceremony for the competition winners was held.

20. The Ministry of Education submitted a paper discussing training needs for teachers, officials and experts, with a view to enabling them to assess scientific inventions made by students, and for administrators of innovation incubators in schools, with regard to IPRs and research in patent databases. Proposed training programs in the field of IP include specialized courses and training workshops, and graduate studies grants. Teachers and specialists were encouraged to take advantage of the programs and courses offered by the WIPO Academy, especially distance-learning courses.



21. The Workshop heard about IP awareness programs undertaken by administrators of innovation incubators based on story-telling. Thus, a story entitled “Saleh and the Flying Robot” was published in cooperation with the Scientific Research Council, explaining to students the need to protect their innovative ideas and how to do so.

22. In addition to programs aiming at raising awareness of the importance of IP, the Ministry of Education endeavors to educate students about IP by introducing IP concepts into school curricula through a matrix of methodological activities and programs, adapted to the students’ ages. Creating the matrix will need collaboration between WIPO and the Ministry, as well as the training of teachers on the implementation of those activities and programs.

# BUILDING RESPECT FOR INTELLECTUAL PROPERTY AMONG THE PUBLIC – THE PERUVIAN EXPERIENCE

*Contribution prepared by Ms. Carmen Sandoval, Promotion and Diffusion Manager, National Institute for the Defense of Competition and Protection of Intellectual Property (INDECOPI), Lima, Peru*

## ABSTRACT

This paper sets out the strategy of the National Institute for the Defense of Competition and Protection of Intellectual Property (INDECOPI) to promote and disseminate information about intellectual property entitled “the National Journalism Competition: promoting intellectual property,” which was established in 2013 through a strategic alliance with the American Chamber of Commerce of Peru (AmCham, Peru) and the World Intellectual Property Organization (WIPO).

The strategy was aimed at stimulating journalistic interest in issues related to intellectual property (IP) and encouraging journalists to disseminate information about IP in the media, thus enhancing public awareness of the benefits that IP offers a society with a growing economy and as a tool for adding value.

Nationwide, 462 journalists underwent training to meet the requirements for participation, 47 works were presented (including documentaries and press reports), and 2,555 publications on IP were disseminated in the media.

## I. INTRODUCTION

1. In 2012, the findings of the Media Perception Audit on Intellectual Property, drafted by the consultancy Corpro at the request of the United States Agency for International Development (USAID), showed that journalists in Peru had limited knowledge of IP. They therefore disseminated little information on the topic despite the benefits of IP to society, i.e., developing the country’s economy and strengthening its competitiveness<sup>3</sup>.

2. INDECOPI decided to implement a strategy to combat this situation by stimulating journalists’ interest in intellectual property matters and encouraging them to cover them in the media. This would enhance public awareness of the benefits of IP to a society with a growing economy and as a tool for adding value.

3. This strategy materialized in the form of a competition called “the National Journalism Competition: promoting intellectual property,” which awarded winners with an all-expenses-paid internship with WIPO at its headquarters in Geneva, Switzerland.

4. Interested journalists had to undergo training on IP matters, which are complex and technical by nature. However, after learning about them, they realized that there was much relevant information to communicate to the public.

5. The project was launched in 2013 and since then three competitions have been organized, with 462 journalists being trained nationwide. Finalists disseminated their work on IP in the national media. The competition was conducted through a strategic partnership between the American Chamber of Commerce of Peru (AmCham, Peru) and WIPO.

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<sup>3</sup> The audit was based on in-depth interviews with communication professionals (press, radio, TV) to ascertain the views and perceptions of journalists on four central topics: laws, intellectual property, piracy and innovation.

6. The strategy was awarded the “Good Practice in Public Management” prize in 2015 and 2016 in the “Press Relations” category by the private non-profit *Ciudadanos al Día* (CAD) organization. CAD aims to identify, acknowledge and publicize successful public sector initiatives, rewarding public entities that take steps to improve.

## **II. DESCRIPTION OF THE COMPETITION**

7. The National Journalism Competition is a set of three competitions organized in 2014, 2015 and 2016 to raise awareness to promote intellectual property rights. The objectives were to:

- Promote coverage of specialized IP matters in the media;
- Encourage journalists to become specialized in IP matters; and
- Foster the creation of communication forums specialized in IP to educate the public.

8. The targeted participants were:

- Print and digital media;
- Television;
- Radio (including community radio stations); and
- Freelance journalists capable of accrediting their work with national media.

## **III. ORGANIZATION**

9. The competition was designed to stimulate journalistic interest in IP matters so that, having received training on IP, journalists would raise awareness of IP through their publications. An inter-agency cooperation agreement was signed by INDECOPI with AmCham, Peru to develop the competitions.

10. The following measures were adopted to organize the competition:

- Regional heads of INDECOPI offices (26 in total) were contacted regarding the competition and a joint effort was made to identify journalists in their regions and create a database;
- Training courses with a special methodology for journalists were designed in collaboration with INDECOPI intellectual property departments (distinctive signs, copyright, and inventions and new technologies). Success case studies were also presented to showcase the benefits of using IP tools;
- Dynamic presentations were created using simple language so that the contents of the training courses could be easily understood by journalists;
- Journalists were surveyed to ascertain the time and date for the training sessions that would suit them best, to avoid interrupting their daily work;
- Promotional material (pragmatic merchandising) was created for journalists attending the training courses; including notebooks, touch pens for mobile phones and tablets and storage devices (USBs) containing materials on the training course;

- A database of trained journalists was created so that they could stay informed on institutional matters, offering them interesting information to encourage them to increase their knowledge of IP matters.

11. The first competition was enhanced through an agreement signed with Coordinadora Nacional de Radio (CNR), to include community radio journalists, especially in the regions, given that IP tools can benefit small producers and entrepreneurs.

#### **IV. RESULTS**

12. The topics covered in the training course were as follows:

- Distinctive signs;
- Inventions and new technologies;
- Copyright; and
- Biopiracy.

13. The following results were achieved:

- 462 journalists were trained nationwide over three competitions;
- 47 journalistic works on IP were presented in the competition and disseminated in the national media; and
- 2,555 publications were disseminated in the media on IP-related matters from 2013 to 2016.

It is worth noting that in 2012, before the launch of the competition, the number of publications on IP matters was 367. This increased to 2,555 publications between 2013 and 2016.

#### **V. AWARDS AND WINNERS**

14. The prizes were provided by INDECOPI's strategic partners, AmCham, Peru and WIPO.

- The first prize was an all-expenses-paid trip to WIPO in Geneva, Switzerland to participate in an internship; this prize was awarded to the winners of each category;
- The second prize was a tablet awarded to the runners up in each category.

15. The winners were the following:

##### 2014

- First prize, television  
Work: "The valley of the Apurímac, Ene and Mantaro rivers (VRAEM) and its potential for legal businesses"  
Author: Alexander Vigo Terán  
Broadcast on TV Peru – The Peru Institute of Radio and Television;

##### 2015

- First prize, print media  
Work: "Patenting the key to success"  
Author: Sonia Millones Alvarado

Published in the Official Journal, *El Peruano*.

- First prize, community radio  
Work: “The collective knowledge of our biodiversity, a legacy to recover”  
Author: Sonia Ramos Baldárrago  
Broadcast on Radio Yaraví.

## 2016

- First prize, print media and websites  
Work: “Incahuasi combats poverty by selling edible mushrooms”  
Author: Patricia Hoyos Salazar  
Published in the newspaper *la República*, a touching story about hundreds of co-owners, united by a collective brand that enables them to compete in the market.
- First prize, television  
Work: “The brand of success”  
Author: Joanna Castro Castro  
Broadcast on RPP Television, this work highlights entrepreneurship and creativity in the fashion industry through the experience of a Peruvian designer whose brand conquers the national and international markets.
- First prize, radio  
Documentary: “Peruvians that create, Peruvians that believe”  
Author: Edgard Vásquez Acosta, from *Radio Ozono*  
This work highlights the accounts of talented entrepreneurs and inventors from the village of Trujillo who protect their creations by using the trademark registration and patenting systems.

# TRUE HUNTERS: THE GAME THAT TEACHES TEENAGERS TO RESPECT INTELLECTUAL PROPERTY

*Contribution prepared by Ms. Giada Marinensi, Ms. Stefania Barca and Ms. Brunella Botte, Researchers, Link Campus University, Rome, Italy*\*

## ABSTRACT

True Hunters is a “serious game” that aims to sensitize teenagers aged 14 to 16 to Intellectual Property (IP) and its related issues, highlighting the value of authentic and original products and showing counterfeiting and piracy risks in daily life. This particular target was chosen because in recent years the younger generation has been more exposed to the issues related to IP and counterfeiting because of an increase in their purchasing power and the wide use of the new communication technologies. The first episode of True Hunters is freely available online (<http://truehunters.eu/en/>), in both English and Italian language. Stakeholders (high school leaders and teachers) who are interested in using True Hunters can also find online the project handbook, an e-book which has the aim of facilitating the use of this serious game and its potential adaptation.

## I. INTRODUCTION

1. True Hunters is a web based “serious game”, that is to say, a computer game with a pedagogic purpose, that aims to inform teenagers aged 14 to 16 about intellectual property (IP) and its related issues, highlighting the value of authentic and original products and showing counterfeiting and piracy risks in their daily lives.

2. This year-long project has been developed thanks to the support of the European Union Intellectual Property Office (EUIPO), within the call for proposal GR/001/15, *Support for Awareness Raising Activities About the Value of IP and the Damages of Counterfeiting and Piracy*.

3. Teenagers have been chosen as the target group in which to promote the value of IP, a group that nowadays is more exposed to issues related to IP and counterfeiting because of both the increase in young people’s purchasing power and the widespread use of new communications technologies. The True Hunters game has both educational and social purposes and aims at:

- raising awareness of the value of IP;
- increasing knowledge about the different types of IP;
- helping citizens to understand how the violation of IP rights can affect their daily lives.

## II. WHY A SERIOUS GAME ABOUT IP RIGHTS?

4. The use of game with educational purposes is a common practice in kindergartens and primary schools. Traditionally, however, at higher school levels and even more in adult learning, a distinction has been made between educational and play activities, due mainly to a preconception that games are simply for entertainment and even inconsistent with educational activities. In recent years this perception has weakened. The extraordinary growth of the gaming sector has entailed a substantial development of the field of educational games supported by technology and a substantial integration of such games into educational processes.

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5. The choice of developing a serious game to talk about counterfeiting was made in light of the advantages offered by this kind of solution to engage youngsters. Serious games, in particular, allow stimulating identification and active participation. The player has to immerse himself in the game context and make decisions in the first person. In this way learning occurs through experience and the player has the chance to see the immediate consequences of a specific decisional process. The player is prompted to find out further information to progress in the game and achieve a final goal.

### III. STORY AND MAIN CHARACTERS

6. In order to enhance involvement and engagement by players, True Hunters is characterized by a strong storytelling component.

7. The story of the serious game takes place in the year 2610, a future where piracy and counterfeiting are overflowing, with devastating consequences for economic, political and social conditions. To counteract this threat, an international special unit has been created: the True Hunters. This special unit is composed of four lead members, each one representing a subject matter expert associated with a specific topic in order to highlight a particular aspect of IP.



*Figure 1: The True Hunters group*

8. The group of the game leading characters is composed by:

- Els van Raven (Raven): who is True Hunters' supervisor, a specialist in IP and mentor of the True Hunters team. Her main task is to assign the different missions to her team and evaluate their work;
- Kris Klaus: who is an expert in patents, trademarks and industrial designs. He is an inventor himself and has a mechanical arm;
- Berenice "Byte" Hyte: who is a genius in the field of Information Technologies (IT) and is skilled in finding anything online. She is also an expert in copyright;

- Maximilien “Max” Prevó: who is the youngest of the True Hunters team and is a very friendly person. He is the expert on geographical indications and appellations of origin;
- Dusk Levinson: who is a young recruit who wants to join the True Hunters team and participate in their training activities. He becomes involved in different investigative cases related to the violation of IP rights.

9. The set of four main characters was carefully created and characterized both from a narrative and a visual point of view. Each one has specific personality traits and a certain personal background related to the IP area for which they are responsible.

10. Each character’s role and personality led the development of his or her graphic design. Even if the group wears the same uniform that identifies them as a part of the True Hunters team, each character has been designed to be easily recognizable by the players and has been characterized using specific visual shapes and colors. Moreover, each one of them has a unique feature related to his or her role and expertise: Els has her holographic tablet to manage the missions, Kris has a mechanical arm built by himself, Byte has a portable holographic device and Max has a robot called RICE (Robotic Investigative Cute Entity) that helps him analyzing evidence.

#### **IV. GAME STRUCTURE AND FIRST EPISODE**

11. True Hunters has a modular structure. It is divided in episodes so that teachers can easily integrate the game into educational activities. Each episode deals with a specific branch of the IP domain and is designed to be played in a game session of about 20-30 minutes. This kind of structure focuses the target’s attention on a particular communicative or information goal, and is a suitable design strategy to deal with a wide subject matter such as IP, which covers many different aspects and sectors (financial, creative, juridical etc.). Moreover, the modular structure gives the chance to add new stories as needed.

12. During the game sessions, the player will be involved in investigations and in significant decision-making moments, offering the opportunity to influence the development of the events and to deepen his or her knowledge about IP.

13. The first episode of True Hunters is entitled *Murderous Design*. In this episode, students are introduced to the True Hunters’ headquarters and are informed about Professor Andrée Verbeke’s mysterious death, a case on which True Hunters are working with the police.



Figure 2: The first episode of True Hunters is entitled “Murderous Design”

14. Students start to gain information about IP and in particular about the protection of product designs, and have to make decisions in a short time, to solve problems and to reflect on the consequences that their choices may have on the environment.
15. The main learning points of the first episode are:
  - What is IP?
  - What is a product design?
  - How can a designed product be protected?
  - What is the difference between registered and unregistered designs?
  - What is the difference between industrial designs and marks?
  - What are the consequences of infringing an industrial design?

## V. DEVELOPMENT PROCESS

16. The development process adopted for True Hunters broadly comprised three phases:
  - preparatory activities and game concept definition: in this phase, the educational objectives with regard to the targeted users were established and functional materials needed to build the narrative and educational elements of the game were assembled;
  - game design: during this phase the narrative scenarios, game mechanics, concept art and character design were defined;
  - game development and testing: this phase, which is currently reaching its conclusion, comprises all aspects of the technical development of the game, which was managed by a team of professionals sub-divided by specific expertise: narrative and storyboarding; graphic development; sound design; and programming.

17. To strengthen the educational potential of the game, the project development process foresaw the direct involvement of members of the target group at different stages. In particular, a representative group of young people filled in a questionnaire in order to evaluate their knowledge and awareness about the subject matter and their learning needs and to define their topics of interest related to IP and counterfeiting, so as to develop the game's narrative structure.

18. Moreover, a group of students aged 14 to 16 was involved in a three-day workshop that foresaw both theoretical and practical activities to reflect on the specific topic and guide them in the creation of two narrative scenarios for True Hunters. The last day, they were able to write two synopses and one of them was used as the starting point to write one of the episodes of the serious game.



*Figure 3: Workshop dedicated to True Hunters in a high school in Rome*

19. A representative group has also been involved in the testing phase and played True Hunters in order to enable the development team to collect the first useful feedback on the product and its strengths and weakness.

## **VI. HOW CAN TRUE HUNTERS BE USED BY HIGH SCHOOL TEACHERS?**

20. In order to maximize True Hunters' efficacy and properly to organize and conduct the learning activity, teachers should follow the steps listed below:

– *Step 1 – Introduce the game*

First of all, the teacher has to introduce the game to the class: it is year 2610 and on the earth of the future counterfeiting and piracy have reached gigantic proportions, causing serious problems to society. The True Hunters have to defeat counterfeiting and piracy and they are training new recruits. Students join the team and learn to defeat these problems.

– *Step 2 – Start the gaming session*

After the teacher has shown the game to the class, students should be divided in groups of 2-3 people. They have to log in to the game website ([www.truehunters.eu](http://www.truehunters.eu)), and then they can start playing. The teacher needs to play a supporting role during the gaming session.

- *Step 3 – Focus on the topics presented in the first episode*

When the gaming session ends, the teacher encourages dialogue among students on the topics addressed in the games in order to clarify potential uncertainties, using examples and encouraging students to reflect on their experience of the game.

- *Step 4 – Questionnaire*

At the end of the activities, the improvement in the students' knowledge can be assessed through a questionnaire concerning the game topics.

## **VII. CONCLUSION AND NEXT STEPS**

21. Currently, the first episode of the game is available on the True Hunters website in English and Italian. The development team is working on the script and the graphic assets for the second episode, which will be finalized by the end of September 2017.

22. In the next release of the game, the user will have the possibility of choosing between a male or a female recruit as his or her game persona.

23. A project handbook is also available online to facilitate the use of the game for educational activities in the school context and the adaptation of the developed materials for stakeholders who are interested in applying the approach adopted.

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