

## **Committee on Development and Intellectual Property (CDIP)**

**Thirtieth Session**  
**Geneva, April 24 to 28, 2023**

**PROJECT PROPOSAL ON EMPOWERING YOUTH (K-12) TO INNOVATE FOR A  
BETTER FUTURE – SUBMITTED BY THE UNITED STATES OF AMERICA AND  
THE REPUBLIC OF KOREA**

*prepared by the Secretariat*

1. By way of a communication dated February 21, 2023, addressed to the Secretariat, the Permanent Mission of the United States of America to the United Nations and other international organizations in Geneva, has submitted a project proposal entitled “Empowering Youth (K-12) to Innovate for a Better Future”, on behalf of the Delegations of the Republic of Korea and the United States of America, for consideration by the Thirtieth session of the Committee on Development and Intellectual Property (CDIP).

2. The above-mentioned project proposal, developed with the support of the Secretariat, is contained in the Annexes to this document.

*3. The CDIP is invited to consider  
the information contained in the  
Annexes to this document.*

[Annex follows]

<b>1. Introduction of the Project</b>
<b>1.1 Project Code</b>
DA_1_3_10_19_30_01
<b>1.2 Project Title</b>
Empowering Youth (K-12) to Innovate for the Better Future
<b>1.3 DA Recommendations</b>
<p><i>Recommendation 1:</i> WIPO technical assistance shall be, inter alia, development-oriented, demand-driven and transparent, taking into account the priorities and the special needs of developing countries, especially LDCs, as well as the different levels of development of Member States and activities should include time frames for completion. In this regard, design, delivery mechanisms and evaluation processes of technical assistance programs should be country specific.</p> <p><i>Recommendation 3:</i> Increase human and financial allocation for technical assistance programs in WIPO for promoting a, <i>inter alia</i>, development-oriented intellectual property culture, with an emphasis on introducing intellectual property at different academic levels and on generating greater public awareness on intellectual property.</p> <p><i>Recommendation 10:</i> To assist Member States to develop and improve national intellectual property institutional capacity through further development of infrastructure and other facilities with a view to making national intellectual property institutions more efficient and promote fair balance between intellectual property protection and the public interest. This technical assistance should also be extended to sub-regional and regional organizations dealing with intellectual property.</p> <p><i>Recommendation 19:</i> To initiate discussions on how, within WIPO's mandate, to further facilitate access to knowledge and technology for developing countries and LDCs to foster creativity and innovation and to strengthen such existing activities within WIPO.</p> <p><i>Recommendation 30:</i> WIPO should cooperate with other IGOs to provide to developing countries, including LDCs, upon request, advice on how to gain access to and make use of intellectual property-related information on technology, particularly in areas of special interest to the requesting parties.</p>
<b>1.4 Project duration</b>
36 months
<b>1.5 Project Budget</b>
The total Project Budget is of 574,300 Swiss Francs, all related to non-personnel expenditures.

## 2. Description of the Project

The proposed pilot project aims at empowering schoolchildren (K-12 or 5–18-year-olds) in participating countries to engage in science, technology, engineering, and mathematics (STEM) education and in innovative activities, by supporting them and their teachers in learning about and using the intellectual property (IP) system in order to enable the next generation of innovators to address pressing local or global issues and challenges.

One of the challenges encountered in many countries in involving youth in innovation activities is the lack of comprehensive programs and/or initiatives for children focused on STEM education and enabling innovation/creativity at schools and out-of-schools.

An additional challenge is the lack of programs for teachers that would prepare and support them in enabling creativity and innovation among students.

To achieve this objective, this pilot project proposes: (1) to increase the understanding of the main stakeholders in the beneficiary countries on the state of STEM education and innovative activities in public schools in their respective countries; (2) to identify ways to enable and encourage innovative and creative activities among schoolchildren; and (3) to empower teachers to support youth creativity and innovation.

### 2.1 Project Context

There are about 1.7 billion school-age children (between ages 5 and 18) in the world,<sup>1</sup> which represents about 22% of the entire world population. Most of them live in developing and least developed countries. Africa has the youngest population worldwide with about 40 percent of the population below 15 years old.<sup>2</sup>

Children are naturally curious and creative; however, schools are generally not well-equipped to nurture this “unbridled enthusiasm for discovery.”<sup>3</sup> That is why the role of teachers in encouraging, supporting, and enabling youth innovation and creativity cannot be underestimated. However, oftentimes at schools covering and relaying information to students is prioritized over encouraging their creative or innovative thinking.<sup>4</sup> “Embracing students’ innate sense of creativity greatly enhances both their personal passion and professional preparation. It helps motivate and energize them in their current studies, as well as better prepare them for the challenges and opportunities that will undoubtedly present themselves in a future world full of so many unknowns.”<sup>5</sup> As one prominent educator and innovator said: “Innate creativity is inside every student, waiting to be unleashed. However, without intentional programs in our schools, creativity is underdeveloped, and students’ passion, talent, and energy remain some of our most underutilized resources. We cannot allow this to continue, as our society is faced with ‘wicked’ problems that appear unsolvable unless we innovate to find solutions. Our goal with these courses is to combine students’ natural creativity with purpose, helping them develop as innovators whose work is truly meaningful and makes a difference on issues that matter.”<sup>6</sup>

Experts agree that STEM will drive new innovations across disciplines, accelerate discoveries and find creative ways to solve global challenges.<sup>7</sup> Exposing young children to innovation and

<sup>1</sup> <https://data.unicef.org/how-many/how-many-children-are-in-the-world/>

<sup>2</sup> <https://www.statista.com/statistics/265759/world-population-by-age-and-region/>

<sup>3</sup> <https://thelearningcounsel.com/article/cultivating-creative-classrooms>

<sup>4</sup> *Id.*

<sup>5</sup> *Id.*

<sup>6</sup> <https://www.ednewsdaily.com/schools-struggling-to-prepare-kids-for-the-future/>;

<https://thelearningcounsel.com/article/understanding-education-age-innovation>

<sup>7</sup> <https://www.nsf.gov/ehr/Materials/STEM%20Education%20for%20the%20Future%20->

teaching them STEM skills is essential for creating an innovative mindset and preparing them for the jobs of tomorrow.<sup>8</sup> There are multiple ways to inspire innovation among schoolchildren, including through introducing students to inspiring innovators, hands-on learning through play, as well as after- and out-of-school activities, such as camps, competitions, and challenges.<sup>9</sup>

## 2.2 Project Objectives, Outcomes and Outputs

The overall project **objective** is to empower schoolchildren (K-12 or 5–18-year-olds) in participating countries to engage in science, technology, engineering, and mathematics (STEM) education and in innovative activities, by supporting them and their teachers to learn about and use the intellectual property (IP) system.

The project's intended **outcomes** are to: (1) increase the understanding of the main stakeholders in the beneficiary countries on the state of STEM education and innovative activities in public schools in their respective countries; (2) identify ways to enable and encourage innovative and creative activities among schoolchildren; and (3) empower teachers to support youth creativity and innovation.

The project will deliver the following **outputs**:

- i. A mapping/assessment of STEM education and innovation among schoolchildren in participating countries, and steps/solutions required to enable, promote, and advance STEM education and innovative activities among elementary, middle and high school children.
- ii. Established national baselines in the four participating countries, identifying local or regional partners and supporters to promote STEM education and support activities that encourage innovation and creativity in schools.
- iii. Developed/expanded network of educators involved in STEM education at schools that would provide continuous support for STEM education and innovation activities at schools.
- iv. Developed set of educational materials, and toolkits (including a compilation of case studies or best practices) for children and teachers/parents. This will be developed with a view to also allow other countries/regions to use them in order to establish or expand their youth innovation and creativity support programs.
- v. Created/expanded local or regional competition programs, challenges and other activities for young innovators.
- vi. Created/expanded online "Education and IP Resource Centers" for teachers, parents and students hosted by local/regional IP Offices or Technology and Innovation Support Centers (TISCs).

## 2.3 Project Implementation Strategy

The project outcomes and outputs will be achieved through the following **activities**:

**Output 1** – A mapping/assessment of STEM education and innovation among schoolchildren in participating countries, that defines steps/solutions for enabling, promoting, and advancing STEM education and innovative activities among elementary, middle and high school children.

<sup>8</sup> [https://www.invent.org/sites/default/files/2019-06/The\\_Importance\\_of\\_Early\\_Exposure\\_to\\_Innovation\\_FINAL.pdf](https://www.invent.org/sites/default/files/2019-06/The_Importance_of_Early_Exposure_to_Innovation_FINAL.pdf)

<sup>9</sup> *Id.*

**Activities:**

- (a) Undertake a literature review/study of the situation of STEM education and youth innovation activities in public schools in the participating countries.
- (b) Collect good practices, models and examples of programs, tools, activities, and initiatives designed to support young innovators and educators/parents.
- (c) Collect individual stories of young innovators from developing countries on their experiences in protecting and bringing to market their inventive and innovative outputs.

**Output 2** – Established national baselines in the four beneficiary countries, identifying local or regional partners and supporters to promote STEM education and support activities that encourage innovation and creativity in schools.

**Activities:**

- (a) Undertake an assessment of each beneficiary country to identify challenges faced by young innovators and educators as well as opportunities for enabling them.
- (b) Identify national focal points, relevant educational and/or research institutions, associations, organizations, and individuals active in the field of STEM education and innovation, as well as potential mentors, leading educators and innovators, STEM education networks, etc.
- (c) Facilitate partnership agreements/arrangements with local/regional educational or research institutions for continuous support of STEM education and innovation activities in schools.
- (d) Identify well-known local or regional inventors and arrange for their presentations at local schools in participating countries to inspire schoolchildren to innovate.
- (e) Partner with local/regional IP Offices for support in raising awareness, hosting events and other activities for schoolchildren and teachers.

**Output 3** – Developed/expanded network of educators involved in STEM education at schools that would provide continuous support for STEM education and innovation activities at schools.

**Activities:**

- (a) Organize local or regional networking events for teachers focused on best practices and tools in STEM education and innovation activities at schools.
- (b) Organize an international workshop/conference for educators on youth innovation support activities.

**Output 4** – Developed set of educational materials and toolkits (including a compilation of case studies or best practices) for children and teachers/parents. This will be developed with a view to also allow other countries/regions to use them in order to establish or expand their youth innovation and creativity support programs.

**Activities:**

- (a) Develop easily accessible educational material and toolkits for children, teachers, and parents based on age/grade and cultural specifics. These could also contain a compilation of case studies/best practices in order to assist other countries to establish or expand youth innovation support programs.

**Output 5** – Created/expanded local or regional competition programs, challenges and other activities for young innovators.

- (a) Assess the availability of competition programs or challenges for young innovators in the participating countries.
- (b) If practical and feasible, in cooperation with local/regional partners and/or other international organizations, create new/enhance the existing competition programs, with prizes to attract participation. The focus of such programs should be, if possible, on

- creating solutions to address local emerging issues (e.g., recycling or upcycling materials, clean water/air, health, green technology, sustainable agriculture, etc.)
- (c) Promote the existing/new competition programs/challenges and encourage local youth to participate.
  - (d) Establish or expand innovation clubs, camps and other extracurricular activities at schools.

**Output 6** – Created/expanded online “Education and IP Resource Centers” for teachers, parents and students hosted by local/regional IP Offices or Technology and Innovation Support Centers (TISCs).

**Activities:**

- (a) Assist local/regional IP offices and/or TISCs to create online resource centers for schoolchildren and educators.
- (b) Raise awareness of these resource centers among students and educators.
- (c) Develop a communication plan or strategy to promote these resource centers among students and educators.

The following are the main stakeholders identified for this project:

- IP Offices
- Ministries of Education and other relevant educational institutions
- Schools
- Teachers' associations
- TISCs

**2.4 Project Indicators**

<u>Project Objectives</u>	<u>Objective indicators</u>
To empower schoolchildren (K-12 or 5–18-year-olds) in participating countries to engage in science, technology, engineering, and mathematics (STEM) education and in innovative activities, by supporting them and their teachers to learn about and use the intellectual property (IP) system.	<ul style="list-style-type: none"> <li>- 50% of schoolchildren in the participating countries felt more empowered to engage in STEM education and in innovative activities at the end of the project implementation; and</li> <li>- 50% of teachers in participating countries have demonstrated an increased knowledge on the use of IP at the end of the project implementation.</li> </ul>
<u>Project Outcomes</u>	<u>Outcome indicators</u>
(1) to increase the understanding of the main stakeholders in the beneficiary countries on the state of STEM education and innovative activities in public schools in their respective countries.	- 50% of the main stakeholders in the beneficiary countries have demonstrated an increased understanding of the state of STEM education and innovative activities in public schools in their respective countries.
(2) to identify ways to enable and encourage innovative and creative activities among schoolchildren.	At least one identified activity in each of the beneficiary country that enables and encourages innovation and creativity among schoolchildren.

<p>(3) to empower teachers to support youth creativity and innovation.</p>	<p>50% of teachers in participating countries considered that they were more empowered, at the end of the project, to support youth creativity and innovation.</p>
<p style="text-align: center;"><u>Project Outputs</u></p> <p>A mapping/assessment of STEM education and innovation among schoolchildren in participating countries, and steps/solutions required to enable, promote, and advance STEM education and innovative activities among elementary, middle and high school children.</p>	<p style="text-align: center;"><u>Output Indicators</u></p> <ul style="list-style-type: none"> <li>- a literature review/study of the situation of STEM education and youth innovation activities in public schools in the participating countries developed and published within the agreed timeline.</li> <li>- good practices, models and examples of programs, tools, activities, and initiatives designed to support young innovators and educators/parents, collected within the agreed timeline.</li> <li>- individual stories of young innovators from developing countries on their experiences in protecting and bringing to market their inventive and innovative outputs, collected within the agreed timeline.</li> </ul>
<p>Established national baselines in the four participating countries, identifying local or regional partners and supporters to promote STEM education and support activities that encourage innovation and creativity in schools.</p>	<ul style="list-style-type: none"> <li>- an assessment of each participating country to identify challenges faced by young innovators and educators as well as opportunities for enabling them undertaken within the agreed timeline.</li> <li>- national focal points, relevant educational and/or research institutions, associations, organizations, and individuals active in the field of STEM education and innovation, as well as potential mentors, leading educators and innovators, STEM education networks, identified within the agreed timeline.</li> <li>- at least one partnership agreement/arrangement facilitated with local/regional educational or research institution for continuous support of STEM education and innovation activities in schools in each beneficiary country by the end of the project.</li> <li>- well-known local or regional inventors identified, and presentations by them at local schools in participating countries undertaken.</li> <li>- local/regional IP Offices for support in raising</li> </ul>

	awareness, hosting events and other activities for schoolchildren and teachers identified in each participating county.
Developed/expanded network of educators involved in STEM education at schools that would provide continuous support for STEM education and innovation activities at schools.	<ul style="list-style-type: none"> <li>- local or regional networking events for teachers focused on best practices and tools in STEM education and innovation activities at schools, organized within the agreed timeline.</li> <li>- an international workshop/conference for educators on youth innovation support activities, organized within the agreed timeline.</li> </ul>
Developed set of educational materials, and toolkits (including a compilation of case studies or best practices) for children and teachers/parents.	- easily accessible educational material and toolkits for children, teachers, and parents based on age/grade and cultural specifics, developed within the agreed timeline and distributed amongst children, teachers, and parents.
Created/expanded local or regional competition programs, challenges and other activities for young innovators.	<ul style="list-style-type: none"> <li>- the availability of competition programs or challenges for young innovators in the participating countries, assessed.</li> <li>- new or enhanced competition programs, with prizes to attract participation created in cooperation with local/regional partners and/or other international organizations.</li> <li>- existing/new competition programs/challenges promoted amongst schoolchildren.</li> <li>- innovation clubs, camps and other extracurricular activities at schools established or expanded by the end of the project.</li> </ul>
Created/expanded online “Education and IP Resource Centers” for teachers, parents and students hosted by local/regional IP Offices or Technology and Innovation Support Centers (TISCs).	<ul style="list-style-type: none"> <li>- one online resource center for schoolchildren and educators in each participating country created and hosted by local/regional IP Offices and/or TISCs.</li> <li>- at least one awareness raising activity held, to promote the online resource centers among students and educators in each participating country.</li> <li>- a communication plan or strategy to promote the online resource centers among students and educators created and disseminated at the end of the project.</li> </ul>

**2.5 Sustainability Strategy**

To ensure the sustainability of the project’s outputs all the relevant material and tools developed in the context of the project will be made available on the WIPO website. In addition, they will be presented to other Member States in the context of the CDIP, and other



information events. Beneficiary Member States are also strongly encouraged to make those outputs available for broader use by the interested public.

In addition, the educational materials and toolkits, as well as awareness-raising material will be developed in a way that could be easily customized by other countries.

Updates to the sustainability strategy will be provided in the course of the project implementation.

## **2.6 Selection Criteria for Pilot/Beneficiary Countries**

The project will be implemented in four pilot countries.

The selection of the pilot countries will be based on the following criteria:

- Existence of national innovation entities or associations interested in working with educational institutions/associations;
- Willingness of government authorities to develop, coordinate, sustain and promote educational and innovative programs, initiatives and activities;
- Willingness of national educational authorities to contribute and be involved in the project;
- Willingness and ability of the participating countries to host and expand the Education and IP Resource Centers; and
- Commitment of the country to allocate the necessary resources for the effective implementation of the project and its sustainability.

Member States wishing to participate in the project must submit their statement of interest by submitting the form contained in Annex II to this document. In that statement, they must also indicate the institution in charge of managing the project and appoint a person responsible for monitoring the project implementation in country (i.e., a National Focal Point).

## **2.7 Implementing Organizational Entity**

WIPO Academy, Regional and National Development Sector

## **2.8 Links to other Organizational Entities**

- Regional Divisions, Regional and National Development Sector
- Development Agenda Coordination Division, Regional and National Development Sector IP for Innovators Department (IPID), IP and Innovation Ecosystems Sector
- Office of the Assistant Director General, Global Challenges and Partnerships Sector

## **2.9 Links to other DA Projects**

[Establishment of “Start-Up” National IP Academies](#) (Phases I and II)

## **2.10 Contribution to Expected Results in WIPO’s Program and Budget**

**E.R. 1.1.** More effective communication and engagement worldwide to raise awareness of and increase knowledge about the potential of IP to improve the lives of everyone, everywhere.

**E.R. 4.1.** More effective use of IP to support growth and development of all Member States and their relevant regions and sub-regions, including through the mainstreaming of the Development Agenda recommendations.

## **2.11 Risk and Mitigation**

**Risk 1:** Possibility of recurrence of Covid-19 crisis and, consequently, lockdowns and other restrictive measures that may hamper the project’s implementation.

**Mitigation Strategy 1:** Close follow-up of the sanitary situation in each beneficiary country in coordination with National Focal Points; adaptation of the modalities of implementation of activities (ex.: virtual meetings prioritized, travel minimized), where feasible.

**Risk 2:** Lack of engagement by the relevant stakeholders, in particular by the relevant national authorities in charge of education and teachers.

**Mitigation Strategy 2:** Rigorously select beneficiary countries that fit the selection criteria and work closely with the nominated National Focal Points/coordinators to ensure regular and smooth communication and involvement of the relevant stakeholders. Should this risk occur at a later stage during the project implementation, the project team will reassess some of the project deliverables, as needed.

**Risk 3:** Political instabilities, restructuring of national institutions or changes in the school curricula over time and shift in local priorities.

**Mitigation 3:** Should such risk occur, the project team would develop a revised timeline and re-assess together with beneficiary countries the priorities and project implementation strategy.

**Risk 4:** Insufficient utilization of the educational material and tools developed in the context of the project.

**Mitigation 4:** Improve the dissemination of the results of the project, through reports, publications, and events hosted by WIPO and beneficiary countries.

### 3. TENTATIVE IMPLEMENTATION TIMELINE

Deliverables	Quarters											
	2024				2025				2026			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Pre-implementation activities <sup>10</sup> : - Selection of beneficiary countries - Appointment of national coordinators - Hiring of a Fellow												
Undertake a literature review/study of the situation of STEM education and youth innovation activities in the participating countries.	X	X										
Collect good practices, models and examples of programs, tools, activities, and initiatives designed to support young innovators and educators/parents.	X	X										
Collect individual stories of young innovators from developing countries on their experiences in protecting and bringing to market their inventive and innovative outputs.	X	X										
Undertake an assessment of each participating country to identify challenges faced by young innovators and educators, as well as opportunities for enabling them.		X	X									
Identify national focal points, relevant educational and/or research institutions, associations, organizations, and individuals active in the field of STEM education and innovation, as well as potential mentors, leading educators and innovators, STEM education networks, etc.	X	X	X									
Facilitate partnership agreements/arrangements with local/regional educational or research institutions for continuous support of STEM education and innovation activities in schools.				X	X	X	X	X	X			
Identify well-known local or regional inventors and arrange for their presentations at local schools in participating countries to inspire schoolchildren to innovate.			X	X	X							
Partner with local/regional IP Offices for support in raising awareness, hosting events and other activities for schoolchildren and teachers.					X	X	X	X				

<sup>10</sup> Implementation will start only once the pre-implementation activities have been delivered, that is: (i) all beneficiary countries of the projects have been selected, (ii) focal points have been appointed in each country, and (iii) the project implementation team is established.



#### 4. TOTAL RESOURCES BY OUTPUT

<i>(in Swiss francs)</i>	2024		2025		2026		Total
	Personnel	Non-Personnel	Personnel	Non-Personnel	Personnel	Non-Personnel	
<b>Project Outputs</b>							
Project coordination and implementation support	-	77,100	-	77,100	-	77,100	231,300
A literature review/study of the situation of STEM education and youth innovation activities in the participating countries.	-	10,000	-	-	-	-	10,000
Collection of good practices, models and examples of programs, tools, activities, and initiatives to support young innovators and educators/parents.	-	10,000	-	-	-	-	10,000
Collection of individual stories of young innovators from developing countries.	-	10,000	-	-	-	-	10,000
Assessment to identify challenges faced by young innovators and educators, as well as opportunities for enabling them.	-	5,000	-	-	-	-	5,000
Identification of national focal points, relevant educational and/or research institutions, associations, organizations, and individuals active in the field of STEM education and innovation.	-	-	-	-	-	-	-
Facilitate partnership agreements/arrangements with local/regional educational or research institutions for continuous support of STEM education and innovation activities in schools.	-	-	-	-	-	-	-
Identify well-known local or regional inventors and arrange for their presentations at local schools in participating countries to inspire schoolchildren to innovate.	-	-	-	-	-	-	-
Partner with local/regional IP Offices for support in raising awareness, hosting events and other activities for schoolchildren and teachers.	-	-	-	-	-	-	-
Organize local or regional networking events for teachers focused on best practices and tools in STEM education and innovation activities at schools.	-	-	-	42,000	-	-	42,000

<i>(in Swiss francs)</i>	2024		2025		2026		Total
	Personnel	Non-Personnel	Personnel	Non-Personnel	Personnel	Non-Personnel	
Organize an international workshop/conference for educators on youth innovation support activities.	-	-	-	103,000	-	-	103,000
Develop easily accessible educational material and toolkits for children, teachers, and parents based on age/grade and cultural specifics.	-	-	-	24,000	-	-	24,000
Assess the availability of competition programs or challenges for young innovators in the participating countries.	-	-	-	-	-	-	-
Create new/enhance the existing competition programs, with prizes to attract participation.	-	-	-	-	-	12,000	12,000
Promote the existing/new competition programs/challenges and encourage local youth to participate.	-	-	-	-	-	8,000	8,000
Establish or expand innovation clubs, camps and other extracurricular activities at schools.	-	-	-	-	-	8,000	8,000
Assist local/regional IP offices and/or TISCs to create online resource centers for schoolchildren and educators.	-	-	-	-	-	80,000	80,000
Raise awareness of these resource centers among students and educators.	-	-	-	-	-	16,000	16,000
Develop a communication plan or strategy to promote these resource centers among students and educators.	-	-	-	-	-	-	-
Project evaluation.	-	-	-	-	-	15,000	15,000
<b>Total</b>	-	<b>112,100</b>	-	<b>246,100</b>	-	<b>216,100</b>	<b>574,300</b>



<i>(in Swiss francs)</i>	Travel, Training and Grants				Contractual Services				Total
	Staff Missions	Third-party Travel	Training and related travel grants	Conferences	Publishing	Individual Contractual Services	WIPO Fellowships	Other Contractual Services	
<b>Activities</b>									
Identify well-known local or regional inventors and arrange for their presentations at local schools in participating countries to inspire schoolchildren to innovate.	-	-	-	-	-	-	-	-	-
Partner with local/regional IP Offices for support in raising awareness, hosting events and other activities for schoolchildren and teachers.	-	-	-	-	-	-	-	-	-
Organize local or regional networking events for teachers focused on best practices and tools in STEM education and innovation activities at schools.	20,000	10,000	-	12,000	-	-	-	-	42,000
Organize an international workshop/conference for educators on youth innovation support activities.	20,000	80,000	-	3,000	-	-	-	-	103,000
Develop easily accessible educational material and toolkits for children, teachers, and parents based on age/grade and cultural specifics.	-	-	-	-	4,000	20,000	-	-	24,000
Assess the availability of competition programs or challenges for young innovators in the participating countries.	-	-	-	-	-	-	-	-	-
Create new/enhance the existing competition programs, with prizes to attract participation.	-	-	-	-	-	12,000	-	-	12,000
Promote the existing/new competition programs/challenges and encourage local youth to participate.	-	-	-	-	4,000	-	-	4,000	8,000
Establish or expand innovation clubs, camps and other extracurricular activities at schools.	-	-	-	-	-	-	-	8,000	8,000



<i>(in Swiss francs)</i>	Travel, Training and Grants				Contractual Services				Total
	Staff Missions	Third-party Travel	Training and related travel grants	Conferences	Publishing	Individual Contractual Services	WIPO Fellowships	Other Contractual Services	
<b>Activities</b>									
Assist local/regional IP offices and/or TISCs to create online resource centers for schoolchildren and educators.	-	-	-	-	-	80,000	-	-	80,000
Raise awareness of these resource centers among students and educators.	-	-	-	-	4,000	-	-	12,000	16,000
Develop a communication plan or strategy to promote these resource centers among students and educators.	-	-	-	-	-	-	-	-	-
Project evaluation	-	-	-	-	-	15,000	-	-	15,000
<b>Total</b>	<b>40,000</b>	<b>90,000</b>	<b>-</b>	<b>15,000</b>	<b>12,000</b>	<b>162,000</b>	<b>231,300</b>	<b>24,000</b>	<b>574,300</b>

[Annex II follows]

## 6. REQUEST TO PARTICIPATE AS A PILOT/BENEFICIARY COUNTRY

<b>TEMPLATE FOR THE SUBMISSION OF REQUESTS TO PARTICIPATE AS A PILOT / BENEFICIARY COUNTRY</b>	
<b>Selection criteria</b>	<b>Brief description</b>
1. Expression of interest	Confirmation that the intellectual property bodies of the requesting country are interested in participating in the project.
2. Institutions and legal framework	Please indicate the national body or institution that oversees the subject matter of IP the project addresses (education, innovation, patents) Links to the institution website and the legal texts should be provided, where possible.
3. Criteria as per DA project document	<ul style="list-style-type: none"> <li>• Existence of national innovation entities or associations interested in working with educational institutions/associations;</li> <li>• Willingness of government authorities to develop, coordinate, sustain and promote educational and innovative programs, initiatives and activities;</li> <li>• Willingness of national educational authorities to contribute and be involved in the project;</li> <li>• Willingness and ability of the participating countries to host and expand the Education and IP Resource Centers; and</li> <li>• Commitment of the country to allocate the necessary resources for the effective implementation of the project and its sustainability.</li> </ul>
4. Need of support	Brief justification of the actual need for the support that will be provided by the project
5. Commitment	Confirmation that the requesting country is committed to devoting the necessary resources and logistical support as needed for the effective implementation of the project and its sustainability.
6. National Coordinator/ National Focal Point	The requesting country should propose a person, along with the person's position and organization, to act as national coordinator for the duration of the project and as the country's institutional representative.
7. Comments	Any other information the requesting country wishes to provide.

[End of Annex and of document]