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Competency-Based Learning Management – a Project of WIPO's ASPAC Bureau

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Development Sector

Overview

- **WIPO**:
  - What is it?
  - What does it do?
- **The Development Sector & the ASPAC Bureau**
- **Competency-Based Learning Management**
  - Why is ASPAC interested?
  - What is the project?
  - Why do we need one?
- **What are we hoping to achieve**?
- **What do we still need to do?**

WIPO – What is it?

- WIPO is the global forum for intellectual property services, policy, information and cooperation. We are a self-funding agency of the United Nations, with 191 member states.

- **WIPO's mission**
  - to lead the development of a balanced and effective international intellectual property (IP) system that enables innovation and creativity for the benefit of all.

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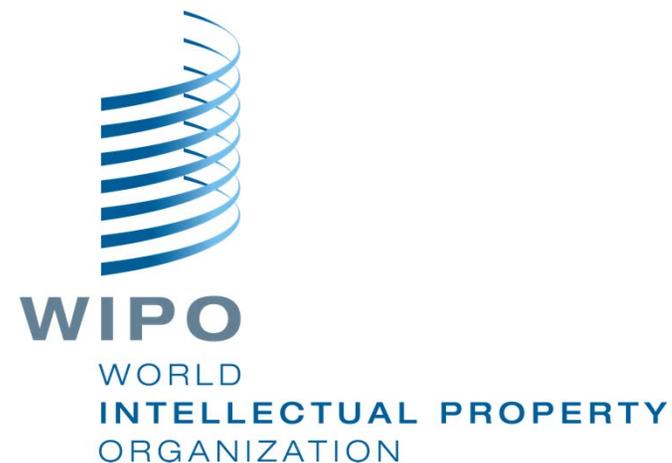
WIPO helps governments, businesses & society to realize the benefits of intellectual property.

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What does WIPO do?

- **WIPO provides:**

  - <u>a policy forum</u> for shaping balanced international IP rules for a changing world

  - <u>global services</u> to enable protection of IP across border & resolve disputes

  - <u>technical infrastructure</u> to connect IP systems and share knowledge

  - <u>cooperation and capacity-building programs</u> to enable all countries to use IP for economic, social and cultural development;

  - <u>a world reference source</u> for IP information

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1 Patent Law

2 Trademarks, Industrial Designs and Geographical Indications

3 Copyright and Related Rights

4 Traditional Knowledge, Traditional Cultural Expressions and Genetic Resources

5 The PCT System

6 Madrid, and Lisbon Systems

7 WIPO Arbitration and Mediation Center

8 Development Agenda Coordination

9 Africa, Arab, Asia and the Pacific, Latin America and the Caribbean Countries, Least Developed Countries

10 Cooperation with Certain Countries in Europe and Asia

11 The WIPO Academy

12 International Classifications and Standards

13 Global Databases

14 Services for Access to Information and Knowledge

15 Business Solutions for IP Offices

16 Economics and Statistics

17 Building Respect for IP

18 IP and Global Challenges

19 Communications

20 External Relations, Partnerships and External Offices

21 Executive Management

22 Program and Resource Management

24 General Support Services

26 Internal Oversight

30 Small and Medium-Sized Enterprises (SMEs) and Innovation

**30 PROGRAMS
7 SECTORS**

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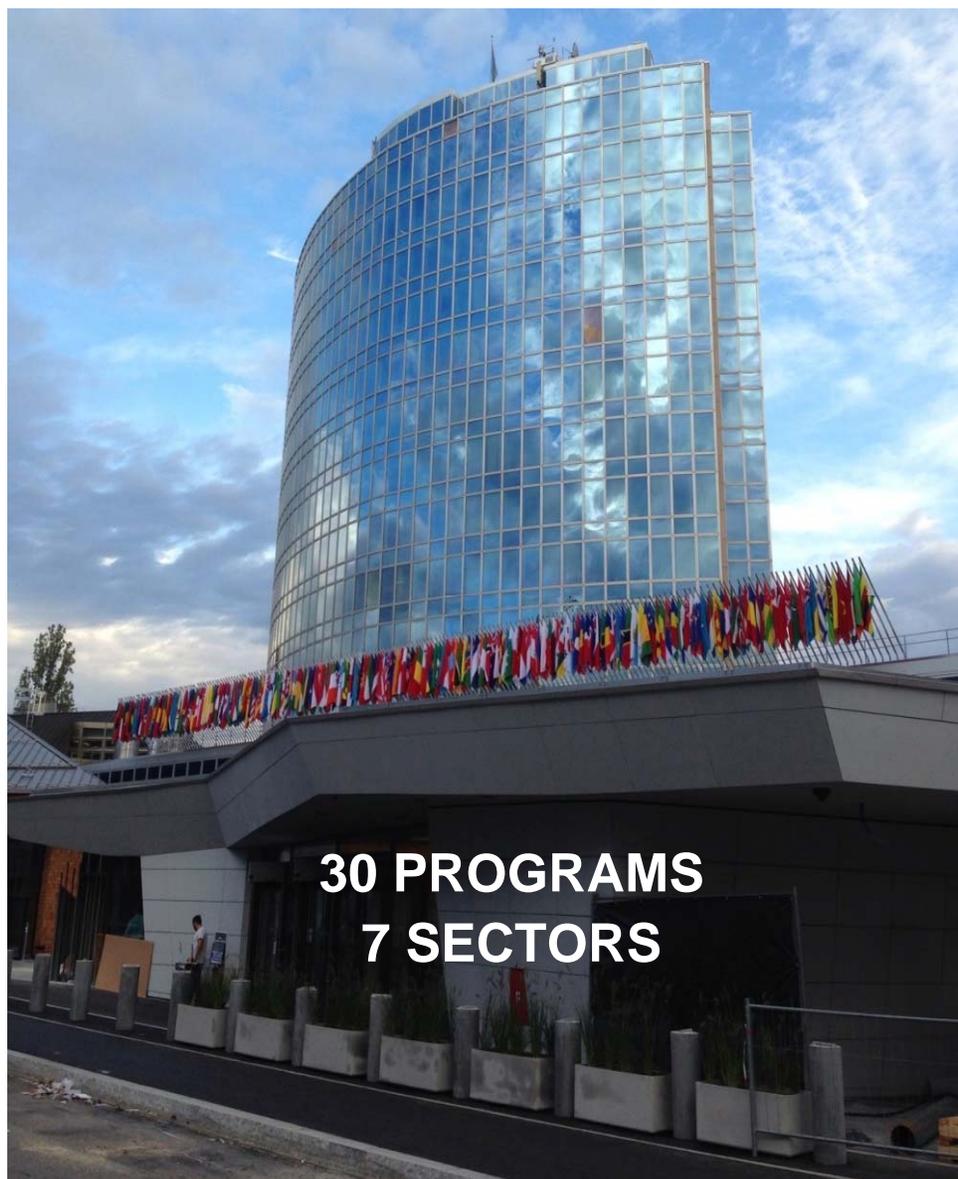
Development Sector

IP strategies

We help countries design, develop and implement national IP and innovation strategies, aligned with their development strategies.

Support to Operations of IP Offices

We provide business systems for IP offices from all regions to enable them to participate effectively in the global IP system.

Legislative & policy advice

We provide tailored advice to individual member states who request our assistance in developing their national IP legislative and policy frameworks.

Capacity building

We deliver capacity-building and training to build IP-related skills, including through workshops, seminars and WIPO Academy courses.

(PHOTO: WIPO)

Cooperation with countries and regions

Global cooperation

www.wipo.int

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WIPO's Regional Bureau for Asia & the Pacific

- **Who are we & what is the Bureau about?**

  - The Regional Bureau for Asia and the Pacific is a unit within WIPO is responsible for providing legal and technical assistance to 38 countries, comprised of 25 developing countries and 13 LDCs in the Asia Pacific region.

- **What is the Bureau's objective?**

  - To make intellectual property (IP) work for sustainable development, and the assistance is provided through project based programs in cooperation with relevant sectors in WIPO.

- **What do we do?**

  - We support member states to strengthening their IP systems by providing development oriented technical assistance and capacity building programs, as required.

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Competency Based Learning-Management Framework

- **Why is ASPAC interested?**

  - Many developing countries recognize the value in providing structured and consistent assessment of examiner training

  - Ensuring that there is a consistent and efficient framework for training of examiners across a range of competencies benefits all users of the IP system, both domestically and internationally.

  - Many developing countries do not have the institutional capability or size for establishing their own learning management framework

- **It is also our job to help!**

  - We support member states to strengthening their IP systems by providing development oriented technical assistance and capacity building programs, as required.

Competency Based Learning-Management Framework 'the project'

- **What are our objectives?**
  - to develop tools and methodologies to manage examiner training based on the needed competencies of the office

  - to create a database for offices to track the competency needs and learning acquired by each examiner from various training

Competency Based Learning-Management Framework

- **Why do we need tailored competency-based training and learning management?**

  - To improve the current "patch work" of training seminars
  - To assure that each examiner **trainee** attains **all desired competencies**
    - defined by a comprehensive **competency model**
    - **tracked** individually when participating in training opportunities
    - **tracked** in terms of competencies/skills/knowledge acquired
    - With the option of **assessing** success of competency learned in training (validating)

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Competency Based Learning-Management Framework

■ **Why do we need tailored competency-based training and learning management?**

  ■ To be able to nominate and assign suitable trainees to appropriate training

  ■ Assure efficient use of training resources provided by donor offices

    ■ Match training needs with available offerings

    ■ Minimizing redundant or duplicate training

    ■ Ensure that prerequisite qualifications for participation are met

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Competency Based Learning-Management Framework

■ **Moving from training curriculum-based to competency-based learning management…**

  ■ **Curriculum:** schedule of courses/training activities

  ■ **Syllabus:** description of subjects covered by course

  ■ **Competency (technical/functional):** what the trainee is expected to attain through participation in training activity

  ■ **Competency Framework/Model/Dictionary:** set/inventory of competencies

  ■ **Learning Management System:** software application for managing various aspects of learning

…taking the learner's perspective

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# A Framework for everyone…

- **Medium size office** (Size <> Number of examiners <> Number of applications to be treated)
    - Capable of organizing examiner **training**, i.e. in-house trainers and resources available (IPET)
    - Capable of conducting stand-alone substantive **examination**
    - Supplementary external training support may be welcome (technology specific, on the job)

- **Small office**
    - Not capable of organizing examiner **training** (staff development)
        - Depending mostly on external training support
        - "Train the trainer" not applicable
    - Not capable of conducting stand alone substantive **examination**
    - Strong impact of any staff turnover
        - Recurrent training need

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…especially for small offices

- Because they are **under-resourced** in many respects
  - Number of substantive examiners
  - Technical fields coverable
  - Access to examination tools
  - HR management (staff development)
  - Examiner training depends on externally provided opportunities
- Rarely conducting stand-alone substantive examination or not capable at all
- Depending on outsourcing or (passive) work-sharing, i.e. utilization of external examination work products available for members of patent family
- Examiner **"job descriptions"** different in comparison to bigger IPOs
  - Emphasis on work-sharing (utilization of external work products)
  - Basic prior art search techniques
  - Advisory services, e.g. patent drafting for applicants
  - Further activities, e.g. promoting patent system, teaching IP,..

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Donor offices can ensure better use of training resources
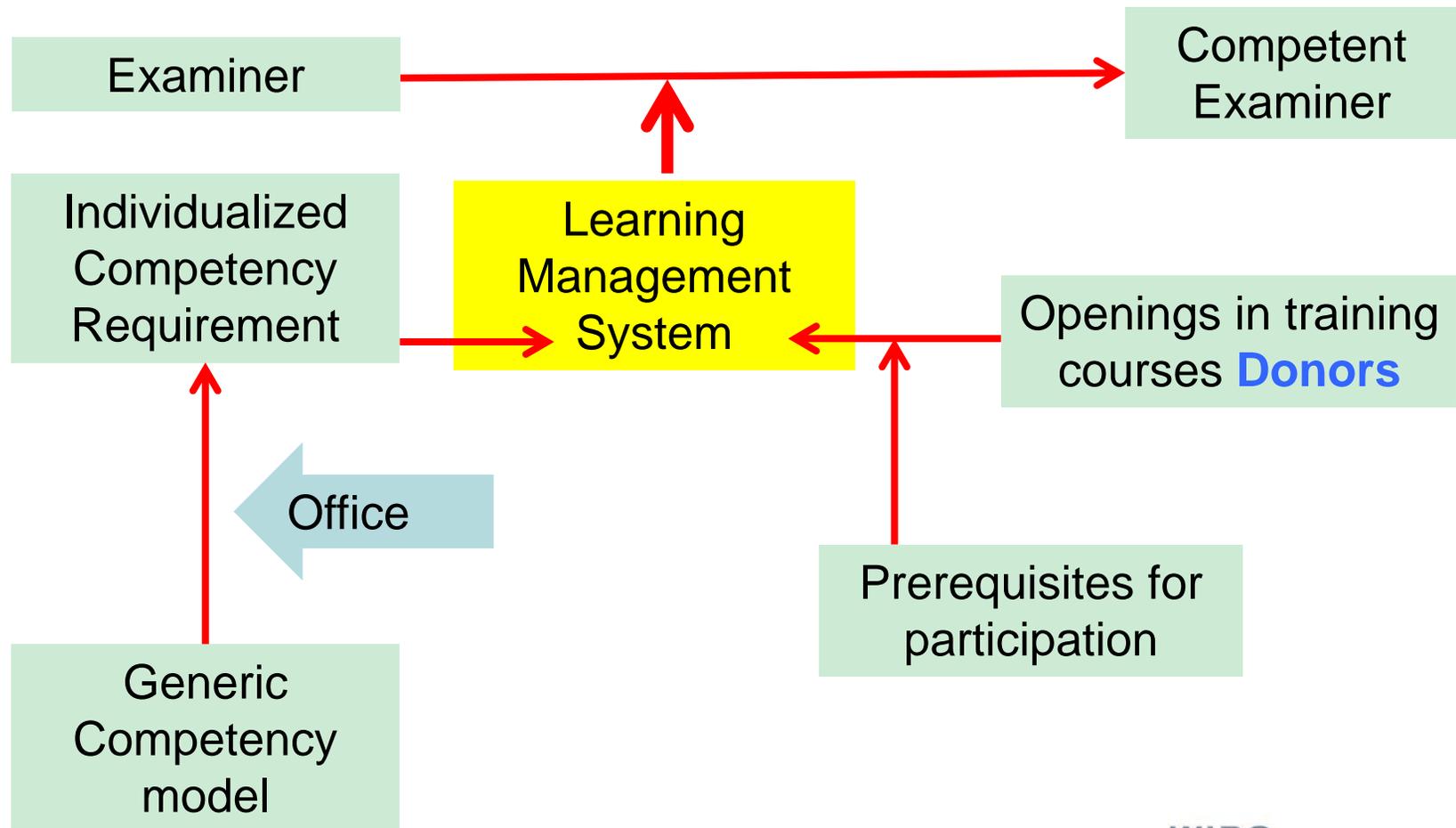
Desired Results…

Per Examiner

- tailoring and recording of competencies;

- recording of individual prior knowledge in terms of competencies;

- (automated) allocation of suitable training opportunities;

- tracking participation in training activities;

- conducting and/or recording of assessments of successful learning in terms of competencies;

- reporting of individual training progress in terms of the applicable competencies;

Per Training Activity

- describing content (learning objectives) and prerequisites for participation **in terms of competencies**;

- selecting suitable participants (based on un-met competency and prerequisite competencies) for training activity made available by a donor;

- analytical reporting of various statistics of training activities of potential interest for donor and beneficiary Offices.

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What do we still need to do?

- **Develop a suitable competency framework**
  - in cooperation and partnership with both beneficiary and donor offices, we need to develop and understand what will be the suitable framework for the relevant office needs
- **Match programs & activities to the requisite competency element**
  - assure that programs of training activities meet requirements of competency model and assessment of learning success, and match training needs, as much as possible.
- **Determine how and in what way participant offices wants to participate in the learning management system**
  - Linked sever system?
  - Sites hosted within each examination office?
  - Other?

THANK YOU!

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