Teaching of Intellectual Property

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Introduction

Teaching intellectual property (IP) now requires re-thinking, as circumstances surrounding IP have dynamically changed during the last decade. This paper addresses the following questions about IP teaching at the university level, as well as some thoughts on how IP teaching, and more broadly, how IP education, should be reviewed and delivered. Five fundamental questions will be asked: Why should we teach IP? To whom should IP be taught? What subjects should be taught? How should IP be taught? With whom can we cooperate in respect to IP teaching? In answering these questions, activities of the World Intellectual Property Organization (WIPO) will also be reviewed. Lastly, a concrete proposal of lending IP lecturers will be introduced for the purpose of promoting the international networking of universities which are, or will soon start, teaching IP.

Why do we teach IP?

First, it is most effective to discuss IP teaching in the context of the global strategy which the international IP community has adopted. WIPO has set its strategic goals for the next six years. Enhancement of the programs to nurture IP culture is one of those goals. The concept of "IP culture" can be briefly described as the environment and mindset of people which enable all stakeholders of IP to play their respective roles in realizing the potential benefits of IP as an effective tool for economic, social and cultural development. This dynamic IP culture should be founded not only on a solid, effective and balanced legal system of IP but also on the active, well-informed users of the IP system, augmented by government policies and strong support from all other stakeholders. Consequently, the development of human resources is a basic premise to the creation of the IP culture. IP teaching and education are particularly important for countries where the IP legal system has recently been modernized or revised to bring it into line with international standards; it is the skilled and well-informed human resources who will be able to actively use the IP system and manage IP rights as an economic assets for effective and measurable economic development and business success.

Second, the implication of IP has significantly changed, and as such, the requirements for IP teaching also need to change. A few decades ago, the subject of IP was regarded purely as one of merely legal rights. However, as economies have become increasingly based on knowledge and information rather than on conventional elements such as land and labor, IP has evolved and developed to where it now plays a crucial, valuable role in economic and cultural activities. IP is now referred to as economic and cultural assets, which have high value and mobility (i.e., IP can easily be exchanged or commercially transacted). New objectives emerging from the redefined role of IP should be reflected in the development of human resources, and as such, the teaching of IP should be updated and refined to reflect the foregoing developments.

To whom should IP be taught?

Who needs IP education? To answer this question, we need to know who is expected to use the IP system. To illustrate how IP is created and how IP is used as economic and cultural assets, a process of creating, exploiting and enforcing IP may be explained in a chart, showing a typical life cycle of IP creation, which is sometimes called IP value chain.

There are four different and consecutive steps in the IP value chain. The first step consists of IP assets creation. This can be done either by importing technology from other countries, or by creating IP as a result of research or innovation at research institutes, universities or industry. As the second step, this chain includes the protection of IP. Some types of IP, such as patents, require registration at government authorities for the protection of legal rights. The third step is commercial exploitation of IP. This step involves, for instance, the implementation of a project to manufacture goods protected by IP rights, and licensing of IP if the owner of IP is not interested in making his own production. The last step is the maintenance and management of IP. Certain IP rights can infringe other rights or vice versa; these types of situations need to be reviewed to decide whether it is worthwhile maintaining such rights, as their maintenance may require additional resources. If IP continues to be used, it may need marketing of goods in which IP is embodied. Such marketing efforts and brand making need to be enhanced through the strategic use of certain types of IP, such as trademarks, geographical indications and industrial designs. This continuous chain will create sustainable economic development with an accumulation of national knowledge and the enhancement of technological capacity. An effective IP value chain needs not only proactive support from the government and civil society, as well as academia, but also the mindset of innovators, entrepreneurs, inventors, authors, and performers who are actual creators of IP assets.

Accordingly, human resource development should incorporate and serve the different needs of the different targeted groups who are involved in the IP value chain. In many countries, universities teaching IP are expected to take the lead in human resources development. For example, professors of IP should be able to provide pertinent advice to current policy makers, and to train future policy makers through IP education. In this regard, IP teaching requires interdisciplinary and diversified aspects of IP bearing in mind that IP assets need strong support from economic, cultural and trade policies. The developers who actually generate IP assets and manage them are researchers, engineers and business managers of private companies as well as authors, performers and designers. IP education should customize the way IP is taught to convey the appropriate information and message to those groups. The maintenance and the management of IP assets sometimes require a working knowledge of IP enforcement including litigation and infringement of IP rights. In those countries where the IP legal system has recently been reinforced, this part of human resource development is relatively weak. Officials of customs offices, police and law enforcement authorities, as well as judges in the judicial system, are expected to keep up with the dynamic evolution of IP law and practice.

IP education should be responsible for training the future teachers and lecturers of IP. An increasing number of universities has started to set up specialized and dedicated IP teaching courses, which are in addition to introductory courses. At the same time, those universities have

introduced various elements arising from the recent evolution of IP, such as the economic, social and environmental aspects of IP as well as the international development of IP laws and practices.

What is the State of Teaching of Intellectual Property in Developing Countries?

While the number of universities and other institutions at which intellectual property law is taught has increased dramatically, the fact remains that in a number of developing countries, intellectual property law has not yet been introduced as a course in the curriculum or is only taught as part of a course on commercial and other laws. This is largely because of scarce resources.

There are, nevertheless, a number of universities and other institutions in developing countries which have introduced intellectual property courses. They have also organized periodically, in cooperation with the government bodies and the legal profession, interested organizations, and with the assistance of WIPO, general introductory courses on intellectual property law. Moreover, in some developing countries, special courses, as well as workshops and seminars have been organized on particular subjects of intellectual property law, directed at university students, researchers from institutes, government officials, legal practitioners and businessmen, and even members of the public, having a particular interest in intellectual property law. Symposia and other meetings have also been organized, devoted to a review of intellectual property laws in the light of current economic, technological and social developments.

At the forefront of these developments in the teaching of intellectual property law have been university professors, administrators of universities and policy makers who have had foresight and have realized that intellectual property is not an abstract concept but that it is an indispensable instrument in achieving desired economic and cultural objectives. (See the Academy's worldwide directory of universities/education institutions and a paper describing the recent trend in IP education.)

WIPO has taken a number of initiatives in order to bring about an awareness of the programs of teaching and research in the field of intellectual property in various developing countries. These initiatives were designed to complement the activities of WIPO for the training of personnel, which are a part of WIPO's development cooperation activities.

What subjects should be taught?

The content of an IP course, and the way in which IP is taught, should be customized accordingly to address different needs. Looking at the most up to date curricula of selected universities, different needs have already been reflected in the IP teaching curricula; this customization has resulted in the awarding of different degrees at the end of the IP education.

For example, in the United States of America, in addition to introductory courses on IP, a particular emphasis seems to have been placed on teaching copyright, as indicated in the statistics which show that 48 out of 50 top university law schools are teaching copyright. Almost all law schools have now placed stronger emphasis on IP, including the possibility of post-graduate degrees or doctorate degrees specializing in the area of IP. As evidence of that emphasis, as of April 2004, there were 17 universities which offered the LL.M degree dedicated to IP. Notwithstanding the positive developments mentioned, because many different components are integral to the modern IP courses, it is increasingly difficult to find, and continue to engage, sufficient numbers of teaching staff and lecturers. In America, about 75 per cent of IP professors are adjunct professors who are also practitioners, lawyers, and/or examiners from the United States Patent and Trademark Office (USPTO). Moreover, the contribution from those who are actually involved in the daily business of managing IP assets has significantly enhanced the quality of the courses and produced up to date information in their lectures, resulting in a good combination of basic theories of IP and practical training through real world case studies.

To be noted with particular interest is an emerging trend in a number of universities in certain countries, wherein those universities have introduced an IP component in MBA and Management of Technology (MOT) degrees. For example, in Japan, the Government has taken strong initiatives to create MOT courses in universities. Following the overall national strategy of IP in Japan, policies were adopted and implemented to develop human resources who could maintain competence in high quality manufacturing and engineering situations. Universities in Japan are now in the process of reinforcing IP education with a view to developing more human resources capable of developing the management skills for technology projects with an active use of IP assets management. This trend has been observed in several other countries (for example, two Institutes of Technologies, in Switzerland, and at Queen Mary University of London in the United Kingdom, offer an MSc degree in Management of IP). In view of the expanded role of IP in knowledge-based economies and societies, it is increasingly important to teach IP to students who do not have legal background.

The concept of technology management has been evolving, from merely management of R&D in the 1960s, to corporate venturing in 2000s, according to a pioneer in this area and a co-founder of an MOT program. This evolution indicates that IP teaching should also be considered in the context of diversified requirements in running technology-related organizations in 2000s all the way up to Chief Executive Officers. Teaching of IP therefore, should not only cover legal aspects, but also technology management and business management with a view to making technology-based organizations more responsive to challenges in the knowledge-based economy.

To summarize emerging trends in the area of IP teaching, there are five points that are noteworthy: they are progressively sophisticated; there is growing demand; an interdisciplinary nature (law, business, technologies) is required; international alliances among educational institutions and universities are emerging; and partnerships with industry are also emerging. As regards the last point, it is to be noted that certain countries, like the People's Republic of China, have adopted proactive strategies and policies in order to create strategic partnerships with

industry to create more effective IP courses in certain universities (for example, in April 2004, Philips, a Dutch electronics manufacturer, concluded an agreement to financially assist the People's University of China in an effort to enhance the level of awareness and national capacity with regard to IP education and human resources development in China).

To respond to these dynamic and emerging trends in IP education, in many countries, an increasing number of universities has tried to strengthen the teaching of IP. According to a preliminary survey by WIPO, these efforts are not enough in many developing countries where no university in a given country has an IP course. These statistics also indicate the difficulties facing not only those universities which have recently started to teach IP, but also other universities which are interested in, but not yet prepared for, setting up IP courses. Their problems lie in a shortage of teaching staff, a shortage of funds, and a lack of demand (the number of students). However, the lack of demand is mainly attributable to the lack of promotion of IP education by government and educational institutions in that country. Possible solutions will be discussed later.

What Types of IP Courses Should be Developed?

Four types of intellectual property courses are typically taught at the university and law school level. These are Survey Courses, Specialized Courses, Advanced courses and Practice Courses.

Survey Courses are basic, broadly focused courses, which are intended to give an overview of the various fields of intellectual property law, with enough specific facts to interest students who might decide on a speciality in intellectual property. Survey courses, which may be titled, for example, "introduction to Intellectual Property" or "Patent, Copyright and Trademark Law", are popular with business and government students, who are looking for an economic perspective on the protection of the creations of individuals. The teaching of survey courses is especially suited for professors who are just starting to teach intellectual property—they may learn, along with the students, the breadth and the complexity of intellectual property protection. However, many experienced professors who specialize in intellectual property enjoy teaching survey courses because they find that the interaction with students from a wide range of backgrounds continually broadens their perspective.

Specialized courses focus in-depth on a single field of intellectual property. Specialized courses carry titles such as "introduction to patent law", "Copyright Law and Practice", "International Trademark Law", "Intellectual Property Licensing", "Unfair Competition", etc. These courses convey the particulars of the field of law under consideration, including a study of the statutes, regulations and procedures involved. Court interpretation of the law and judicial doctrines in common law countries, procedures for applying for and obtaining rights and procedures for enforcing rights are some of the topics which would be addressed. After finishing such a course, a student should be familiar with all the important doctrines of the field of law, and should have a good understanding of the most important standards for obtaining and enforcing rights.

Advanced Seminars are designed for students who have taken a specialized course in a particular field, and are prepared to learn more details about one or more particular aspects of that field. An example of an advanced seminar in the patent field might be a course which examines the history of the protection of an invention, from the time that a patent application is filed, through the process of examination and issuance of the patent by the Patent Office, and through all stages of enforcement of the patent through litigation in the courts. In this way, the student would learn the practical application of the principles of patent prosecution and litigation that were learned in a general form in the specialized patent course. Another type of advanced seminar might examine an aspect of intellectual property course. For example, a seminar on "Anti-trust Aspects of Intellectual Property Law" would fill in a gap that may have been left by the basic courses. Seminars can also give students the opportunity to prepare research papers on current issues for presentation to the rest of the class, or give the professor the chance to teach his/her own particular specialty in depth, or to teach new and emerging fields such as biotechnology law or computer law.

Practice Courses focus on the actual steps that an attorney would take in practice to obtain and enforce intellectual property rights. Courses such as "Patent Office Practice", "Copyright Litigation" and "Trial Advocacy for Intellectual Property Attorneys" challenge students to do the very things that they will be asked to do in their legal practice. Practice courses are often best taught by practicing attorneys as Adjunct Professors, who will be teaching the things that they are currently doing in their daily work.

The task of selecting the proper type of course to include in an intellectual property curriculum will depend on the nature of the students, the faculty, and the type of degree program offered. Most university programs, when they decide to, incorporate intellectual property education, begin with a modest program, offering a survey class and one or two specialized classes. They gradually increase the number and complexity of courses as the level of student and faculty interest increases.

What Types of Intellectual Property Programs Should be Developed?

The range of students that would benefit from intellectual property education is broad. It includes students of business, law, the fine arts, engineering, the sciences, journalism, etc. Naturally, a broad range of teaching programs should include intellectual property in their curriculum. However, of the many types of programs that might include intellectual property, three stand out as most commonly including intellectual property courses. First, almost all business programs include some overview of the basics of intellectual property. It is important for students who hope to go into business or government to have a basic understanding of the role that intellectual property plays in the modern concepts of economics and trade. Recently, students of engineering and science need to understand the role of intellectual property, as technology management requires basic knowledge of IP assets management. Second, basic law degree programs offer intellectual property courses that give students a general understanding of the philosophy and application of intellectual property law. Even law students who do not

intend to specialize in intellectual property should be familiar with the basic rights that are protected by intellectual property law. Third, specialized post-graduate (LL.M) programs typically provide a more comprehensive, specialized knowledge of the theory and practice of intellectual property law. Such programs are intended to supplement the often fragmentary knowledge that a practitioner acquires in his practice, by covering all the issues that are of importance to the protection of intellectual property.

Specialized intellectual property programs deal with three main aspects of intellectual property practice: the nature and extent of rights that are available to protect intellectual property; the process of obtaining and registering intellectual property rights (called "prosecution" where the filing and examination of an application is required), and the process of protecting and enforcing intellectual property rights once acquired, which can be done in the courts through civil "litigation", and by other, more conciliatory means.

Educational programs in business primarily focus on the first aspect—the nature and extent of the rights that are available to protect intellectual property. While such knowledge is only the starting place for an intellectual property practitioner, these are the most important aspects for business decision-makers and government policy planners. These programs give a basic understanding of the types of creative and technological products and processes that are protectable, the forms of intellectual property protection that are designed to protect each type of intellectual creation, and the effectiveness of the protection available. The student gains an understanding of the ways in which protection of intellectual property can enhance economic competitiveness. This understanding is even more important for the business planner or the economist who is concerned with the long-term economic health of his company or his country than for the author, artist or inventor, who is primarily concerned with the practical aspects of obtaining protection.

In addition to business programs, all basic university training programs for lawyers include courses in commercial law and property law, as well as courses dealing with civil and criminal procedures. Such courses are an indispensable foundation for a basic understanding of the concepts that are reflected in intellectual property law. Professors teaching such courses, particularly those of commercial, economic or property law, often include sections on various types of intellectual property protection, especially those which are of interest to the business or economics student.

Some university law schools include one or several classes, or even a complete program of classes, designed for students who intend to become intellectual property practitioners. These classes are designed to give future specialists a broad, if not deep, comprehension of the range of possible forms of intellectual property available. Such classes are valuable for the student who intends to help authors and inventors protect their works under national or foreign law, and for the student who, as a business attorney, will advise his client, the company, on this aspect of law which will have great importance for its viability and growth.

Students who enter a post-graduate specialized program in intellectual property (for instance an LL.M degree program) will typically be intellectual property practitioners who are

interested in deepening their understanding of the legal foundation of intellectual property law, and of increasing their skills in the acquisition and enforcement of intellectual property rights. Often, practitioners from one country will enroll in an LL.M. program in another country in order to gain a better understanding of the intellectual property laws in that country. Such programs go into great depth on the theoretical underpinnings of the law of intellectual property. But being designed for practitioners whose daily work consists of the acquisition and protection of intellectual property rights, such programs will also include practical classes taught by experienced practitioners, covering actual techniques of prosecution of applications for intellectual property rights and litigation to enforce those rights.

What are the Basic Pedagogical Methods?

In the legal field, there are two different basic approaches in teaching that are often used. These are the case method of teaching, and the problem method of teaching.

The Case Method of Teaching. The teaching materials which are widely used in the law schools of universities of the United States of America and the United Kingdom are based on the principles of the common law, with its overlay of statutes and administrative regulations and interpretive judicial decisions. The teaching of that law is usually approached through the traditional "case method" of teaching, which may not be practiced in other countries for a variety of reasons. Some of those reasons are attributable to the fact that the nature of the legal system in the various countries in the European continent, which influences a number of countries in French-speaking Africa and in Latin America, and to a certain extent in Asia, does not lend itself to this method of teaching. The use of such teaching materials requires that the course be constructed on the basis of those principles of common law, statutes, regulations and judicial decisions which arose from the legal system in the developing country concerned.

The Problem Method of Teaching. An alternative approach to the case method is gaining popularity even in the common law countries. Under the problem method approach, a professor will describe a particular set of circumstances which raise interesting legal problems. The students will be asked to apply the relevant principles of law to analyze and solve the problem. This requires of the student not only knowledge of the law, but also effort in thinking through all of the aspects of the circumstances and applying the law to achieve a just result. The general feeling among specialists who have looked into the question of teaching methods is that it might be possible, in the international context, to present samples or models of situations reflecting intellectual property questions and how those situations are treated under the various legal systems.

Recently, *e-learning or the distance learning method* has been frequently used as an effective self-learning tool. See more in a paper, which discusses the recent trend and suggested methodologies (Distance Learning Program).

Related to this is the *encouragement of student involvement*. A highly effective educational tool is to encourage practical student involvement outside the classroom. Many law

schools or universities allow student participation on publications such as law reviews or journals. Many of these journals specialize in aspects of intellectual property law, and most would welcome contributions in the field. Some schools also hold conferences on various topics of intellectual property. Participation, by attending or assisting in the organization of these conferences, can provide a student with a different perspective. Finally, where the educational system allows students to engage in practical employment during law school, they may work part-time for judges, lawyers or government agencies involved with intellectual property.

How should IP be taught?

Many methods of teaching IP are available and should be chosen in accordance with objectives and target groups. The WIPO Worldwide Academy has accumulated vast experience and lessons learned in advising a number of universities throughout the world, and as a result of the first six years of its activities, THE ACADEMY has come up with a list of suggested approaches in respect to IP teaching. General advice of the Academy in this regard includes: clear identification of target groups to whom IP will be taught; clear definitions of goals and objectives in accordance with target groups; system designed courses on IP including the overall curriculum, taking into account the experience of other universities (particularly those which have similar target groups and objectives); selection and acquisition of the right content and documents for IP teaching (the Academy offers a suggested list of teaching material and documents in appropriate languages); customization of IP courses with the possibility of taking full advantage of information technologies and the Internet; and partnerships with other universities and stakeholders, including practitioners and industry. During the past few years, several universities have established strategic alliances (not only in the same country but also cross-border partnerships) leading to the exchange of lecturers and students, and the sharing of useful information. Some universities have agreed on the mutual recognition of degrees.

In designing IP courses, various methods of teaching could be adopted, such as conventional classroom style lectures as well as distance learning for introductory courses, and more interactive sessions for advanced and specialized courses. For example, mock trials are particularly useful in understanding the enforcement of certain aspects of IP rights, and the way disputes of IP rights can be resolved in practical terms. In the age of information technologies, the distance learning program is particularly useful for training large numbers of students in a limited time period with minimal costs of operation. In fact, this is one of the new tools that the ACADEMY has introduced, and it has successfully trained about 10,000 students in seven different languages during 2003 alone. Participants are not only students but also government officials, businessmen from the private sector and people in academia. THE ACADEMY's distance learning program is open to anybody in the world, subject to the limited number of participants accepted in each session. To overcome difficulties facing universities in developing countries with limited financial and human resources, one possible solution is to use distance learning modules made available on the Internet. In addition to this direct service provided by the ACADEMY, there are other ACADEMY services offering advice or the provision of tools to universities, such as assistance in developing a meaningful curriculum, and identifying selected reference and other materials for IP teaching.

Intellectual Property Faculty

The quality of an intellectual property educational program will depend in large part on the level of experience and interest of the faculty. There are a number of full-time university faculty members in most countries who have made their speciality the study of one or more aspects of intellectual property. However, many universities do not have such specialists, and the education of students in intellectual property depends on professors who take a side interest in the field in addition to their main speciality.

Basic intellectual property courses in a law school curriculum are best taught by full-time law professors who can dedicate the time needed to counsel and guide students through the program and into the speciality in which they have the most ability. Ex-practitioners who become full-time professors have the advantage of their experience in the specialized job market of intellectual property law, and often acquire their counseling skills quickly. Experienced law professors have the advantage of understanding law education and the needs of law students. However, to engage full-time professors is not easy in countries where the number of practitioners and IP professionals is small.

An interim source of qualified teachers that may effectively fill the vacuum left by the lack of full-time intellectual property professors consists of practicing attorneys who are willing to give part of their time to teach intellectual property courses. Often called “Adjunct Professors”, these instructors provide an effective and economical way of building a comprehensive and high-quality intellectual property program. This is a symbiotic process—it brings the benefit of many different qualified experts to a university program, providing a breadth of expertise that would not be available in a few individuals, at a fraction of the cost and gives to the practitioners the prestige of being affiliated with a law school program, the motivation to keep abreast of new developments in the law, plus the stimulus and inspiration that comes from teaching fresh minds who engage in re-thinking old problems.

With whom can we cooperate in respect to IP teaching?

IP teaching and education are now common goals for many universities, which share many similar problems. Cooperation among those universities is necessary. One possible first step towards enhanced cooperation is to establish regional or subregional networks of universities, with a view to helping each other by lending lecturers and sharing useful information and resources. Networking could start with a mere exchange of information on the basis of a list of universities joining this initiative, and could be further expanded to strategic partnerships. Certain universities have moved to such stronger and strategic partnerships. WIPO stands by to assist those universities in creating networks of like-minded universities and educational institutions, not only in the region concerned, but also facilitating liaison and international cooperation between regional networks of universities so that there would be a global network of universities teaching IP.

In 1981, WIPO established a group called ATRIP (Advancement of Teaching and Research of IP) with a view to strengthening international cooperation among professors who teach IP (http://www.atrip.org/). Although this is not an institutional network among universities, members of this group, which currently exceed 300 professors, are extremely keen on international cooperation on an individual basis. ATRIP has an annual conference to exchange views on pedagogic aspects of IP as well as the organization and management of IP courses. ATRIP welcomes new members and the possible enlargement and enhancement of activities that ATRIP could undertake and achieve in response to growing demand for IP education in many countries.

One specific type of assistance envisaged in the use of existing and future networking of universities could be an exchange program of lecturers giving intensive courses on IP for limited period of time (for example, from one to three weeks), with a view to supplementing and assisting universities which have difficulties in engaging sufficient numbers of lecturers. In certain countries, there are more than 100 universities where IP is taught in legal and engineering faculties. With the possibility of funds established by a sponsoring organization, it would be possible for those universities to make a lecturer available for intensive courses to be delivered in universities which make a request for such assistance. These host universities could be requested to provide administrative and logistical support for such visiting professors. This model of international cooperation may not be new; however, a global network of universities and professors teaching IP would facilitate the enhancement of international cooperation and collaboration. Professors teaching in different countries are also learning about different legal systems which may be of interest to those professors. It would be a win-win situation for all parties participating in this model of international cooperation.

Conclusion

To conclude, taking note of recent trends characterized by the term “interdisciplinary,” WIPO suggests greater international cooperation in the area of IP teaching, especially in response to the growing need for IP teaching in every country. The WIPO Worldwide Academy wishes to be the nucleus of such international cooperation and networking.

Universities and other institutions will continue to contribute to the training of the persons who will be the legislators, judges, administrative officials, legal practitioners, and even the teachers and researchers, of tomorrow. Research institutes will continue to contribute to the analysis of the intellectual property system and make suggestions for its improvement.

Greater support must be given to research institutes, so that a constant evaluation of the functioning of the law governing the fields of intellectual property can take place, lending support to the teaching process and serving as a foundation for legislators, judges and administrative officials to review the prevailing policies, principles and practices.

Universities and technical institutes must receive appropriate guidance so that technological achievements are more widely known and disseminated, not only to other

researchers, but applied in industry. In this way they can be better used, and can best justify the time, skills and other resources expended on them.

Finally, the process of intellectual property teaching and research can only be effective if sufficient resources are committed to them and to the effective organization of educational and research programs. To fulfill those requirements, government and various sectors of the economy, as well as the educational community, must work together. Each must also offer to join their counterparts in other countries to identify interests in common, so that the mutual assistance through international cooperation can function.

The World Intellectual Property Organization (WIPO) and the Academy stand ready to help governments and the educational and research community in the tasks of evaluating, selecting and applying the system of intellectual property law teaching and research that best reaches their goal: WIPO will assist government and industry to meet the needs of the public, and also assist educational and research institutions in their roles as independent institutions in pursuit of learning and scientific investigation.

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