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Start of Introduction of Intellectual Property Education at Educational Institutions

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In order to make intellectual property known and understood as early as possible, the Japan Patent Office, the Japan Patent Attorneys Association and other organizations related to intellectual property visit educational institutions from elementary schools to high schools and give various lectures on intellectual property. However, the lectures are given at the request of schools that are interested in intellectual property for some reason and are given on an irregular basis. In addition, the actual number of lectures is not large.

Under such circumstances, "intellectual property creation education" was incorporated in the revision of government teaching guidelines in 2017. Behind this is the need to develop human resources capable of responding to the change from a *mono*-centered society ("*mono*" refers to objects and products) in the 20th century accompanied by technological innovations such as artificial intelligence to a "*koto*-centered" society ("*koto*" refers to values and stories) in the 21st century. Specifically, it is said that the following skills are required: (1) the ability to think in ways that only humans can, (2) the ability to communicate and provide empathy and experience, (3) the ability to seek and recognize multiple solutions, and (4) the ability to design value creation mechanisms. The idea is to draw out such abilities through "intellectual property creation education". Since April last year, implementation of the revised government teaching guidelines has been starting at elementary schools. Junior high schools and high schools are scheduled to start one after another this year.

"Intellectual property creation education" aims to foster an understanding of "creating new things" and "respecting what has been created" while enjoying these aspects. Accordingly, it is not a form of education to directly teach intellectual property laws such as patent law and copyright law. In addition, it is not additionally introduced as a new curriculum, but rather as a way for teachers to be aware of the need to "create new things" in teaching current subjects.

The government teaching guidelines set forth three pillars as basic qualities and abilities to be developed: (1) acquisition of knowledge and skills that enable students to live and work; (2) development of the ability to think, judge, and express oneself in unknown situations, and (3) cultivation of a capacity and human nature toward learning that make use of learning in life and

society. In "intellectual property creation education", developing thinking, judgment, and expression skills for creating new things through "creating new things" leads to number (2) of the above pillars. In addition, learning the rules of intellectual property through "respecting what has been created" leads to number (1) of the above pillars. Meanwhile, through "creating new things" and "respecting what has been created", fostering an attitude of respect for what has been created as well as fostering an attitude to create new things leads to number (3) of the above pillars.

It is expected that clarifying the position and the direction of "intellectual property creation education" in school education will greatly deepen the relationship between schools and organizations related to intellectual property, thereby further promoting awareness of intellectual property.

This article is based on my column which appeared in the September 1, 2020 issue of Keizai Sangyo Shinpo, and has been revised and edited.

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