German Patent
and Trade Mark Office

Reach out to the young generation by cooperating with organizations for advanced training for teachers

WIPO Advisory Committee on Enforcement (ACE) – 18th Session

Geneva, 2. June 2026

Roger A. Hildebrandt

German Patent and Trade Mark Office

Not only protecting innovations.

Agenda

1. DPMA
2. Reference Framework
3. Cooperation with the German educational sector
4. Lessons learned

The German Patent and Trade Mark Office

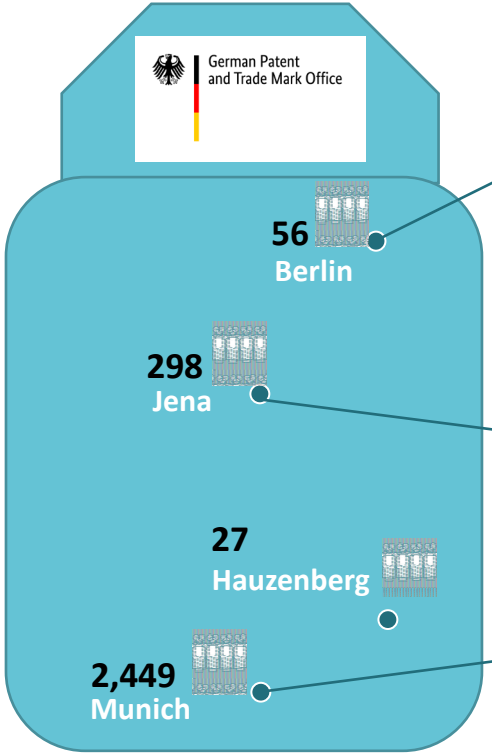
Legal form	**Higher federal authority** within the remit of the **Federal Ministry of Justice and Consumer Protection**
Foundation	as **Kaiserliches Patentamt (Imperial Patent Office)** in Berlin in **1877**
Head office	**in Munich,** since **1949**

Picture: DPMA

The DPMA ist the largest national patent and trade mark office in Europe and the sixth largest national patent office in the world.

Locations and staff

- 2,803 staff
- ~ 1,100 patent examiners
- 40 patent divisions



Berlin

Jena

Munich

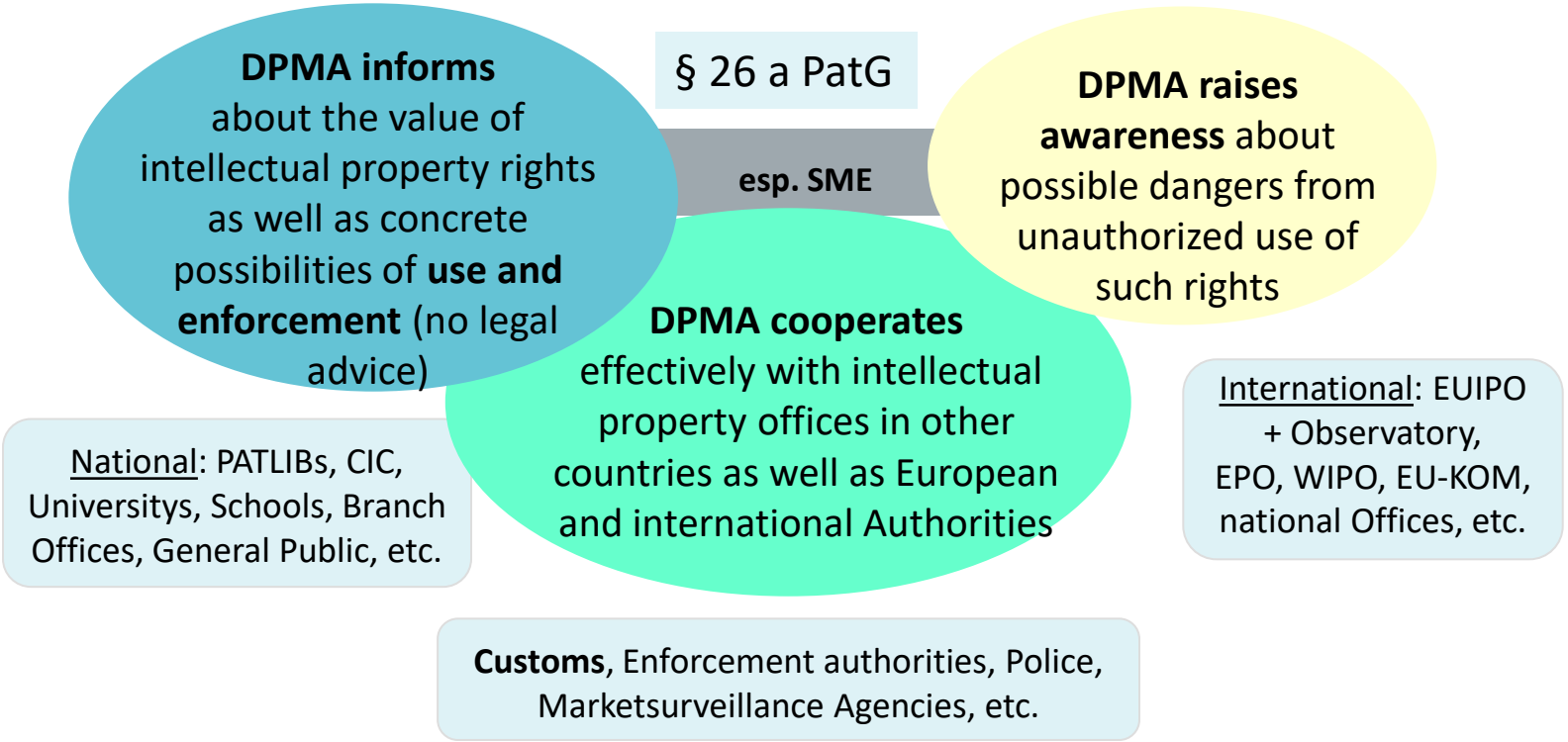
Last updated: 31 December 2025

Pictures: DPMA

Statutory duties

- examination of inventions, granting of patents, registration of trade marks, utility models and designs as well as administration of these IP rights
- informing the public about IP rights and raising IP awareness
- informing the public (especially SMEs) about using and enforcing IP rights
- cooperation with IP offices of other countries and regions
- Arbitration Board under the Employee Inventions Act
- supervisory authority and Arbitration Board under the Act on Collective Management Organisations
- patent attorney training

DPMA – new tasks acc.to §26a PatG



Key areas

DPMA key areas for pupils and students:

Increasing awareness and building respect for IP.

Working with various private and public sector partners to reach out for teachers and pupils to recognize the potential of IP for their entrepreneurship competence and encourage them to choose legitimate options over illegal sources.

Reference Framework - OECD

The **OECD Education 2030 framework** highlights "entrepreneurship competence" as a crucial element for navigating the complexities of the future. It emphasizes that students need to develop not only knowledge and skills but also attitudes and values that enable them to create new value, reconcile dilemmas, and take responsibility.

Source: https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-2040/1-1-learning-compass/OECD_Learning_Compass_2030_Concept_Note_Series.pdf

Reference framework - EU

The **European Reference Framework for Key Competences for Lifelong Learning** (European Commission, 2018a) sets the context for the development of key competences for lifelong learning. The Recommendation for Key Competences for Lifelong Learning was first adopted by the European Parliament and the Council in 2006. Following a consultation and review of this framework in 2017, a revised framework was proposed and adopted in 2018.

Entrepreneurship competence focus: YES

Source: RECOMMENDATIONS COUNCIL COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01)

Reference framework - EU

The objective of the Recommendation is to improve the development of key competences for all people throughout life and to promote measures needed to achieve this objective. It encourages Member States to better prepare people for changing labour markets and active citizenship in more diverse, mobile, digital and global societies, and to develop learning at all stages of life (ibid., p.4).

It also emphasises the **need for investment in science, technology, engineering and mathematics (STEM)** competences to nurture scientific understanding and to increase the attractiveness to follow a career in STEM.

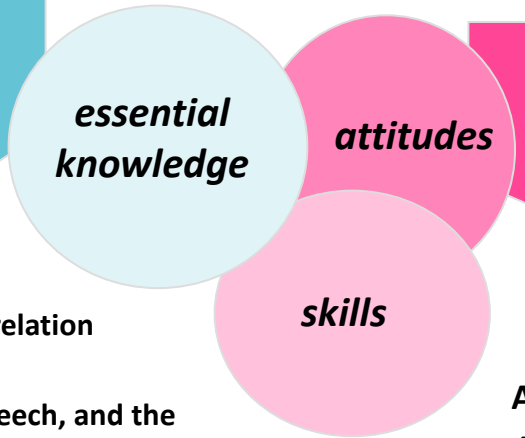
Entrepreneurship competence focus: YES

Key competencies

EU COUNCIL RECOMMENDATION of May 22, 2018 on key competences for lifelong learning.

Media / digital competence

Ability to critically and responsibly use digital technologies for learning, at work, and for participation in society.



Entrepreneurship competence

Promoting entrepreneurial skills, creativity, and initiative, especially among young people, for example by creating opportunities for young learners to gain at least one practical entrepreneurial experience during their school education.

Avoiding legal infringements in relation to copyright

Education on fake news, hate speech, and the dangers of addiction in online games, social media, etc.

Respect for authors and their works.

Education about value chains in exploitation.

Awareness of the business potential of IP

Awareness of industrial property rights (patents, trademarks, designs, etc.)

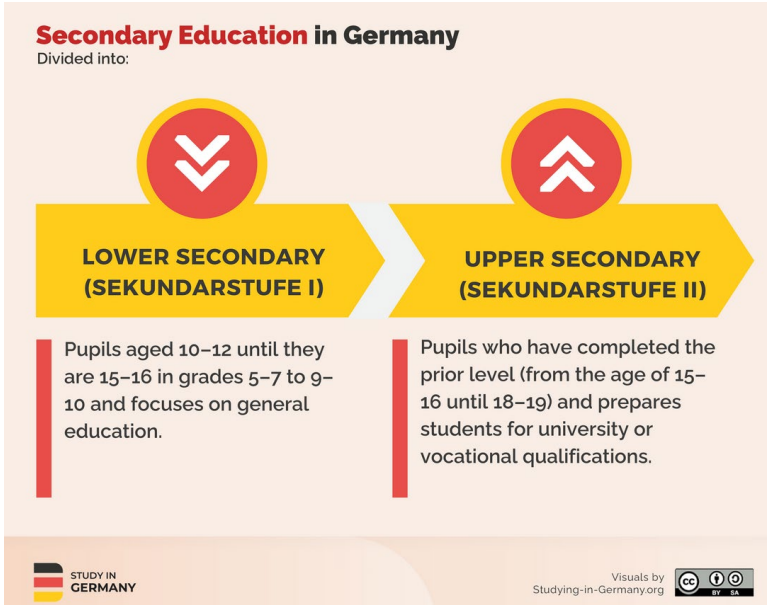
Expanding problem-solving skills through the use of IP databases

The German educational system

Key Facts

- Multi-tiered structure with various educational pathways
- Starts with **compulsory primary and secondary education**
- Followed by **optional vocational training** or **higher education** (universities or vocational schools)
- **Compulsory schooling begins at age 6**
- Typically lasts **at least 9 years** (most students stay until age 18)
- Emphasizes a **broad general education**
- Allows **transfers between different school types**

The German educational system



In the 2023/2024 school year, there were a total of **32,758 general education schools** in Germany. Of these, 24,020 were public schools and 3,089 were private schools.

In the 2023/2024 school year, around **739,460 teachers** were employed at general education schools in Germany. This figure includes full-time, part-time, and hourly teachers.

In the 2023/2024 school year, around **8.8 million pupils** attended general education schools in Germany.

Source: https://www.studying-in-germany.org/german-education-system/

Types of schools in Germany

Elementary school
Special schools
School for sick children
Middle school
Secondary school
High school
Vocational schools

- Business school
- Vocational high school
- Vocational school
- Vocational college
- Technical college
- Technical academy
- Special needs vocational schools

Cooperating institutions - educational sector

Cooperating institutions - educational sector

Teacher Training Institutions in Germany

- Large number of institutions offering teacher training
- Around **20 state-funded institutes**, supported by the federal states
- These institutes handle **teacher training and continuing education**
- **Additional institutions** include:
    - Center for Teacher Training Hamburg (ZLH)
    - Rhineland-Palatinate State Institute of Education
- **Each federal state** has at least one state institute
- Responsible for **organizing and conducting training courses** for teachers in their region

Awareness Seminars for teachers

Objectives – train the trainer:

- Raise awareness among learners about intellectual property, including: Respect for third-party IP,
- Enabling active use of intellectual property in commercial activities,
- Enabling learners to benefit from relevant databases,
- Enabling learners to recognize counterfeit products,
- Gaining knowledge about relevant issues in the field of intellectual property (and its counterfeiting/misuse).

LAND BRANDENBURG

BERLIN

Fachtag:
Geistiges Eigentum in der Bildungsarbeit

26.06.2024, 09:00-15:30 Uhr

Was?	• Wissen und Sensibilisierung zum Thema "Geistiges Eigentum" • rechtssicherer Gebrauch geistigen Eigentums im Schulalltag • Nutzung von Datenbanken und Creative-Commons-lizensierter Materialien
Für wen?	Lehrende in gesellschaftswissenschaftlichen und künstlerisch-ästhetischen Fächerbereichen an allgemeinbildenden und beruflichen Schulen
Wo?	Landesinstitut für Schule und Medien Berlin-Brandenburg, Struveweg, 14974 Ludwigsfelde
Wie?	Vorträge mit Präsentationen/Diskussion; Workshops

Awareness Seminars for teachers

09:00 Uhr	**Eröffnung, Vorstellung**
09:15 Uhr	Warum ist das Thema „Geistiges Eigentum“ von herausragender Bedeutung und in der Schule relevant? (Roger Hildebrandt, DPMA)
10:15 Uhr	Welche Arten von geistigem Eigentum gibt (Matthias Gibtner, DPMA)
11:00 Uhr	Diskussion
11:10 Uhr	**Pause**
11:20 Uhr	Urheberrecht in der Schulpraxis (Dr. Wolfg Rechtsschutz, LL.M.)
12:00 Uhr	**Mittagspause**
13:00 Uhr	Wo kann ich mich informieren? Information (Boris Angerer, LISUM)
13:15 Uhr	**Workshops (Band 1)**
	Workshop 1: Wie (angehende) Unternehme Innovation schützen können (Steffen Donat Observatory)
	Workshop 2: Umgang mit Bildrechten im Ku
	Workshop 3: Umgang mit musikalischen Werken (Karin Wittram/Martin Nestler, LISUM)
14:15 Uhr	**Pause (Wechsel der Workshops)**
14:30 Uhr	**Workshops (Band 2)**
15:30 Uhr	**Ende**

> Great! Despite the complexity of the topic and the challenging nature of the project, I was able to gain an insight into the importance of the topic and the possibilities for its implementation in teaching. < (participant)

Information for teachers

Quelle: iStock/Overearth

There are special regulations governing the use of copyrighted works in schools and universities that you should be aware of.

Teaching material

Übersichten

- FAQs (Häufig gestellte Fragen und Antworten) für Lehrende und Lernende. Ein Angebot des Amtes der Europäischen Union für geistiges Eigentum (EU IPO)
- Bundesministerium für Bildung und Forschung zum Urheberrecht an Schulen
- Bundesministerium für Bildung und Forschung zum Thema Urheberrecht in der Wissenschaft
- Übersicht des Bildungsministeriums des Landes Baden-Württemberg zum Urheberrecht

Lehrmaterialien zum geistigen Eigentum

- Lehrmaterialien des Amts der Europäischen Union für geistiges Eigentum (EU IPO)
- Bundeszentrale für politische Bildung (bpb) – Lehrmaterialien zum geistigen Eigentum

Portale

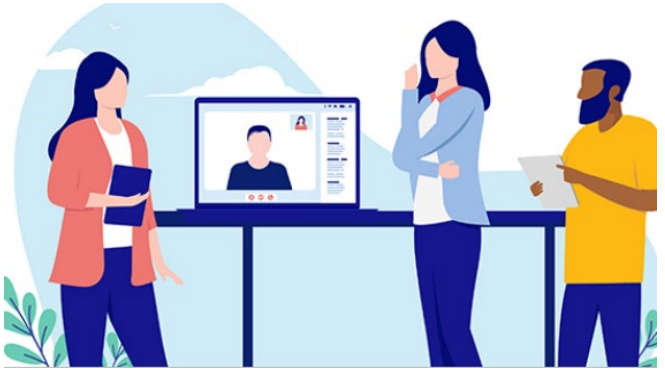
- Landesmedienanstalten

Fortbildungsangebote

- Workshops des DPMA „Schutzrechte im Überblick“
- Terminanfragen für Bildungseinrichtungen: events.berlin@dpma.de oder telefonisch: 030-25992-266

Medienangebote

- Mediathek der Landesbildstellen
- europäisches Portal für frei verfügbare Medien



Quelle: iStock/Overearth

https://www.dpma.de/service/lehrendeundlernende/index.html

Lessons learned

Some approaches that worked well in addressing to instituts for teacher traning:

- clearly highlight the connection to entrepreneurial competence and communicate the distinction from media competence
- open up for all interested teachers – no exclusion of any type or level of school
- provision of teaching material for substitute lessons (Sek.Ed. 8-10)
- integration of hands on examples and case studies from real-life context
- cross-curricular (interdisciplinary) approaches where learners experience contexts that combine a few subject areas
- Use Open Educational Resources (OER)
- Collaborate with STEM organisations

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