Report on the activity in the framework of the European Inventor Network

To be sent to:
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Name of the alumnus who implemented the activity

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Short description of the activity

The activity consisted of a series of interactive educational workshops designed to introduce students to the concepts of invention, creativity, problem-solving, and Intellectual Property (IP). Sessions included short presentations, real-world examples (such as LEGO and everyday inventions), invention challenges, group discussions, and visual materials.

Three schools participated, each representing a different educational level:

- Primary students: simplified introduction to invention, drawing activities, hands-on engagement.
- Middle-school students: structured invention challenges and creativity exercises.
- High-school students: deeper discussion of innovation, entrepreneurship, patents, and the role of intellectual property.

Date and place of the activity

Carried out across three schools in Lisbon, Portugal:

1. Escola Básica Professor Oliveira Marques
   a. Date: 21 November 2024
   b. Type: Pilot 2h session integrated in Science and Technology Week
   c. Purpose: Early test of workshop content and delivery with a younger audience.
2. Colégio Grémio de Instrução Liberal Campo de Ourique
   a. Date: 3 November 2025
   b. Sessions: Two workshops (11:15 and 12:10) of 2h, delivered onsite
   c. Purpose: Official EIN dissemination activity for middle-school students.
3. Escola Secundária Maria Amália Vaz de Carvalho (ESMAVEC)
   a. Dates:
      i. 4 November 2025 (12:00) – 1h Session with 12th-grade Economics students
      ii. 5 November 2025 (11:45) – 1h Session with 11th-grade Economics students
   b. Purpose: EIN activity for high-school students, focusing on innovation and intellectual property.

Audience (number and age of the participants)

1. Escola Básica Professor Oliveira Marques:
   a. Approx. 20–25 students, ages 9–10 (primary level).
2. Colégio Grémio de Instrução Liberal Campo de Ourique
   a. Two classes of 15–30 students each
   b. Total: approx. 30–60 students, ages 10–12 (middle school).
3. Escola Secundária Maria Amália Vaz de Carvalho
   a. Two classes of 20–30 students each
   b. Total: approx. 40–60 students, ages 16–18 (secondary school).

Overall reach across all activities: Approx. 90–140 students, from ages 9 to 18.

Outcomes and achievement

Ex: qualitative information , such as testimonials or success stories

The activities generated several qualitative outcomes across educational levels:

- Greater awareness of what an inventor is. Primary and 2nd-cycle students moved from associating "inventor" with fictional characters to recognising that inventors are ordinary people — engineers, doctors, teachers, entrepreneurs — solving real problems.
- Improved understanding of innovation and IP. Upper-secondary students connected inventions to topics in Economics, including value creation and markets. Students also acknowledged that patents and IP protect ideas and influence whether innovations reach the market.
- Active participation and creativity. Students in all schools engaged enthusiastically in group challenges where they:
    - identified a problem,
    - proposed a solution, and
    - presented it to peers.

Illustrative testimonials (paraphrased):

- Primary/middle-school teacher (Colégio Grémio): "Students stayed engaged and kept thinking about problems they wanted to solve. It helped them realise inventors can be everyday people and that creativity is something they can practise."
- Secondary-school teacher (ESMAVC): "The session aligned well with Economics. The discussion on patents and IP clarified how ideas become businesses and why innovation policies matter."

Recommendations

Ex: any recommendation for Future activities based on the Experience and outcomes of This grant-funded activity

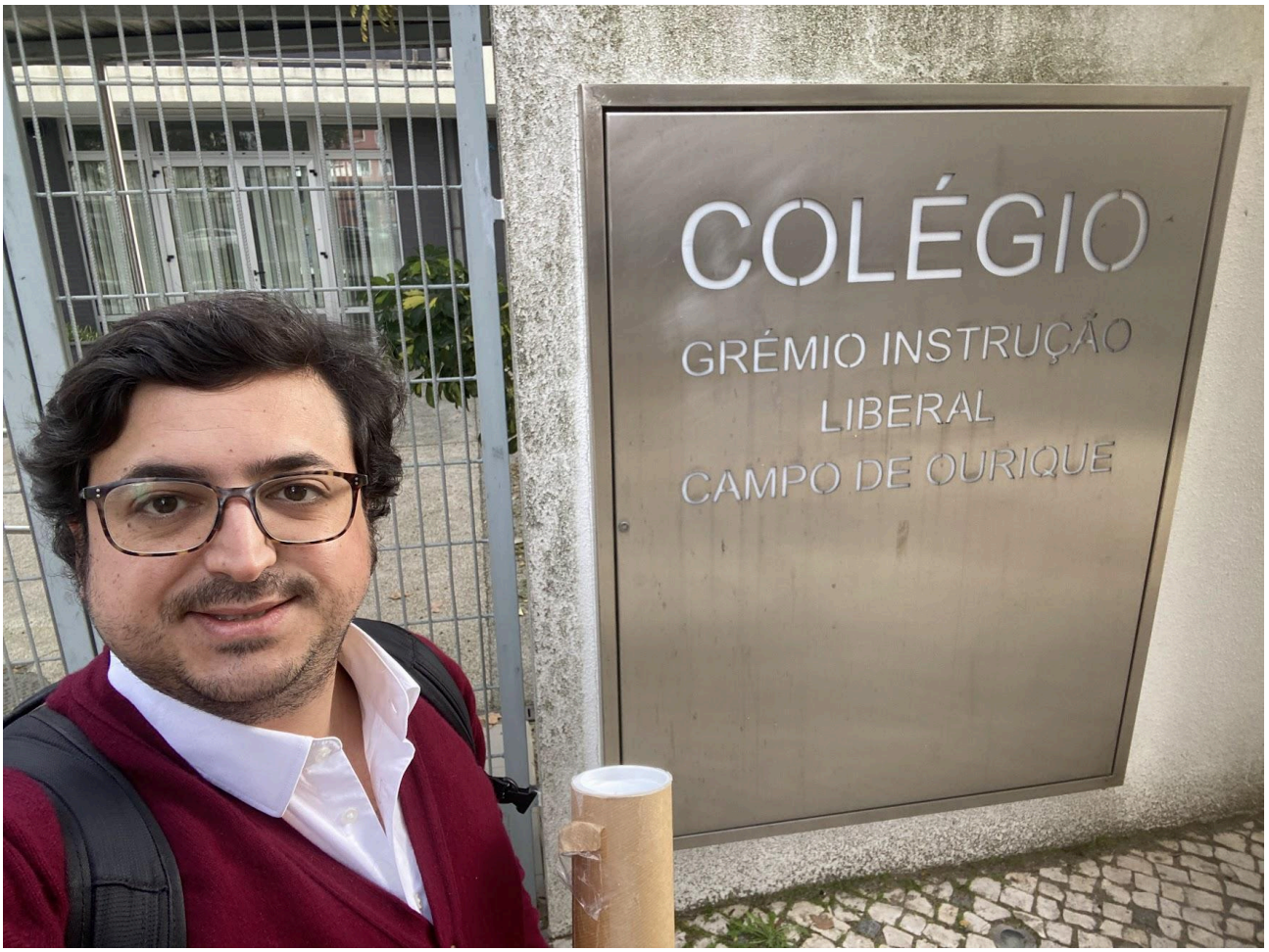
1. Plan image-rights and consent procedures earlier
    a. Schools have different privacy policies.
    b. Some could not sign standard image-rights clauses, requiring photos without visible faces.
2. Create a small "activity kit" for use across schools
    a. Simple materials such as LEGO, prototyping items, or printed "problem → solution → protection" canvases would enhance hands-on engagement.
    b. A reusable kit would ensure consistency and make it easier for other EIN participants to replicate the format.
3. Encourage follow-up activities in schools
    a. Providing teachers with short worksheets or prompts would help students continue developing their invention ideas after the session.
    b. This would extend the impact beyond a single day and reinforce learning about creativity and IP.

Escola Básica Professor Oliveira Marques

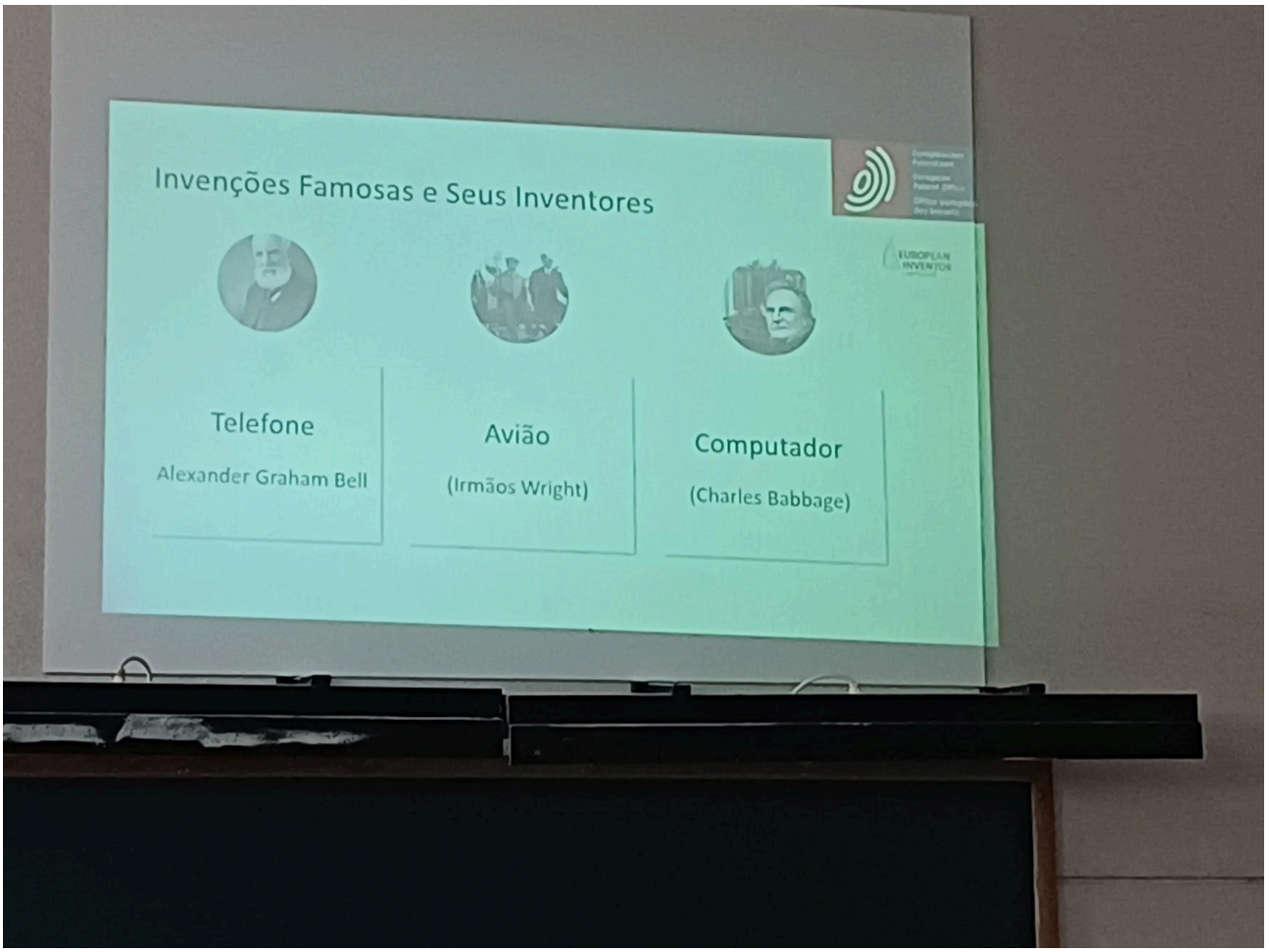

MAUI


Patent Office
Office européen des brevets
EUROPEAN PATENT OFFICE

Colégio Grémio Instrução Liberal de Campo de Ourique


COLÉGIO
GRÉMIO INSTRUÇÃO
LIBERAL
CAMPO DE OURIQUE

Escola Secundária Maria Amália Vaz de Carvalho (ESMAVC): Day 1


Invenções Famosas e Seus Inventores
Telefone
Alexander Graham Bell
Avião
(Irmãos Wright)
Computador
(Charles Babbage)


O Que é um Inventor?
TIM-TIM

Escola Secundária Maria Amália Vaz de Carvalho (ESMAVC): Day 2