

The word "Syllabus" is written in white, sans-serif font inside an orange hexagonal shape. The background of the entire page is a photograph of a power substation at sunset, with silhouettes of high-voltage towers and power lines against a sky transitioning from blue to orange. Overlaid on this background are several semi-transparent hexagons in shades of blue and orange, connected by thin lines, creating a network-like graphic.

Syllabus



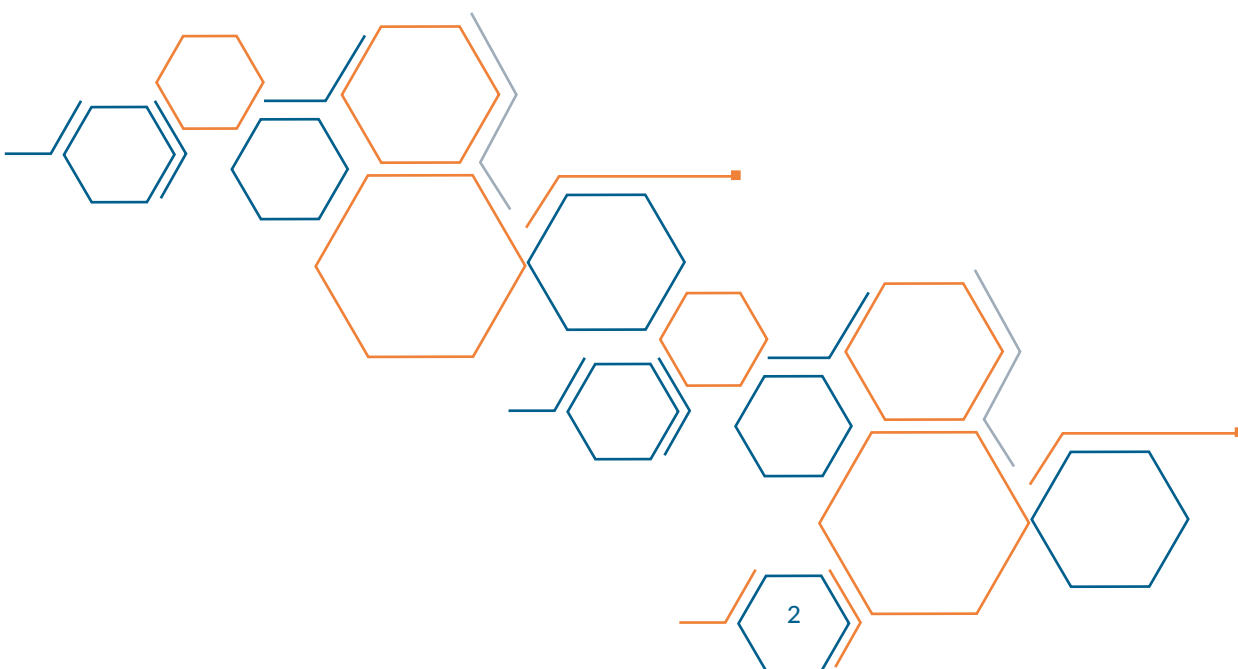
STOCKHOLM CONVENTION

POPs-NIP course

National Implementation
Plans (NIPs) and the
Stockholm Convention
on Persistent Organic
Pollutants (POPs)

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1. Background

The Stockholm Convention on Persistent Organic Pollutants (POPs) was adopted in 2001 with the following objective (Article 1):

Mindful of the precautionary approach as set forth in Principle 15 of the Rio Declaration on Environment and Development, the objective of this Convention is to protect human health and the environment from persistent organic pollutants.

Under Article 7 of the Convention, Parties are required to develop and endeavour to implement national implementation plans (NIPs). These NIPs are to be transmitted to the Conference of the Parties (COP) within two years of entry into force of the Convention for the transmitting Party. The Stockholm Convention is dynamic, in that Parties regularly add chemicals to the lists in Annexes A, B and/or C to the Convention. This has implications; NIPs addressing newly added chemicals are due within two years of the entry into force of the amendment which added them to the scope of the Convention. Parties are also required under Article 7 to review and update, as appropriate, their NIPs on a periodic basis.

Article 7 further calls on Parties, where appropriate, to “cooperate directly or through global, regional and subregional organizations, and consult their national stakeholders, including women’s groups and groups involved in the health of children, in order to facilitate the development, implementation and updating of their implementation plans.” Finally, Parties are to integrate their NIPs into their sustainable development strategies where appropriate.

This course provides an introduction to the process of preparing, reviewing and updating NIPs.

The course was developed by the Secretariat of the Basel, Rotterdam and Stockholm (BRS) Conventions, in cooperation with the United Nations Institute for Training and Research, and funded through the European Union and the Government of Sweden.

The course aims to, among others, strengthen the capacity of Parties to implement and enforce relevant provisions and obligations under Article 7 of the Stockholm Convention with respect to:

- Preparing, reviewing and updating their NIPs and transmitting them to the COP in a timely manner;
- Undertaking POPs inventories through consultations with relevant stakeholders; and
- Integrating their NIPs into sustainable development strategies.

The course enhances knowledge and understanding of the Stockholm Convention, in particular with respect to POPs inventories, and helps learners identify and use available guidance, tools and technical assistance. With such knowledge and tools, learners are better equipped to undertake the preparation, review and updating of NIPs, thereby better protecting human health and the environment.

2. Target Audience

The primary target audiences of this course are:

- Official Contact Points and National Focal Points of Parties for the Stockholm Convention;
- Members of national steering committees or coordinating bodies for developing and updating NIPs (coordination units) and their different task teams; and
- Stakeholders, from government, the private sector, civil society and the general public, participating in any of the phases of NIPs preparation, review and updating.

The course is suited for learners irrespective of their level of pre-existing knowledge of the Stockholm Convention. It is focused on the NIPs process and is not intended to provide a comprehensive overview of all the provisions of the Convention.

3. Learning Objectives

This course explains the important contribution of NIPs towards meeting the objective of the Stockholm Convention: to protect human health and the environment from POPs. The course can serve as a foundation for learners to be able to fully engage in the preparation, review and updating of NIPs, as well as allow them to apply lessons to their own national circumstances. It also targets learners who already have some knowledge that they can enhance and use in the development or revision/update of NIPs. The course presents the range of guidance and tools available under the Stockholm Convention as part of the NIP process, so the learner can know when and how to use them.

After completing the course, learners will be able to:

- Describe the important contribution of NIPs towards meeting obligations of the Stockholm Convention (Lesson 1)
- Explain steps required to prepare, review and update NIPs (Lesson 2)
- Identify the challenges in the process of undertaking POPs inventories (Lesson 3)
- Describe how POPs inventories are used in planning exercises (Lesson 4)
- Discuss strategies to strengthen NIPs (Lesson 5)
- Explain the importance of putting in place the means of regularly reviewing and updating NIPs (Lesson 6)



4. Methodology

This course is self-paced and adapted to the schedule of full-time working professionals. The six lessons of the course were developed with a logic and flow in mind, and are designed to be completed in sequence. The six lessons are grouped into three modules (see section 5).

Learners are provided with the opportunity to learn through various experiences: absorb (read); interact (activity); and reflect (relate to one's own reality). The six lessons are interactive, meaning that they make use of clickable objects, such as buttons, hotspots, tabs, accordions and flipping cards. Moreover, within each lesson, learners complete activities that help them to master the key concepts presented. Finally, in order to complete each module and move on to the following one, learners have to pass a quiz, with multiple-choice questions.

5. Course Structure and Content

The course is structured into three modules, each consisting of two lessons (total of six lessons):

Module 1: NIPs and the Stockholm Convention on POPs

LESSON 1: How do NIPs contribute to meeting Stockholm Convention obligations?

LESSON 2: What are the steps required to prepare, review and update NIPs?

Module 2: Preparing NIPs: POPs inventories

LESSON 3: What are the challenges of undertaking POPs inventories for NIPs?

LESSON 4: How are POPs inventories used in planning exercises?

Module 3: Reviewing and Updating NIPs

LESSON 5: What are strategies to strengthen NIPs?

LESSON 6: Why regularly review and update NIPs?



LESSON 1: How do NIPs contribute to meeting Stockholm Convention obligations?

Content

This lesson introduces the obligations related to National Implementation Plans (NIPs) under the Stockholm Convention. It includes information on trends of submission of NIPs and NIPs updates. The process through which persistent organic pollutants (POPs) are added to Annexes A, B and/ or C to the Convention is briefly explained, especially since it triggers a requirement to update and transmit updated NIPs. The lesson lays out the advantages stemming from accurate inventories and streamlined planning for complying with Convention obligations.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Summarize Parties' obligations relating to NIPs, such as development, implementation, transmission, revision and update.
- Describe how NIPs may influence financial resources and replenishment of the Global Environment Facility (GEF).

LESSON 2: What are the steps required to prepare, review and update NIPs?

Content

This lesson provides an overview of the phases of NIPs preparation and introduces the learner to the range of guidance documents available to support Parties. The lesson also provides examples of institutional arrangements that can allow for and facilitate the development, implementation and transmission of NIPs, notably through stakeholder engagement.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Discuss the five phases for preparing NIPs
- Describe institutional arrangements that can allow for and facilitate the development, implementation and transmission of NIPs.
- Explain the importance of stakeholder engagement

LESSON 3: What are the challenges of undertaking POPs inventories for NIPs?

Content

This lesson introduces you to the POPs inventory, a key step in the NIPs process. It explains some of the challenges commonly encountered, but also solutions, in gathering data on POPs within a country. It addresses POPs grouped in different categories, since approaches and challenges can vary greatly across these categories. The lesson highlights the types of stakeholders that might be most involved in actions to address different POPs categories. The tiered approach of collecting data is detailed, explaining the difference between indicative, quantitative and qualitative methodologies. Considerations relating to the quality assurance and control of data being collected are also presented.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Recognize the difference between indicative, quantitative and qualitative methodologies for data collection (i.e. the tiered approach).

- List the different categories of POPs for inventory purposes.
- Describe the types of stakeholder groups that might be relevant for assessing each category of POPs.

LESSON 4: How are POPs inventories used in planning exercises?

Content

This lesson introduces the learner to strategies for translating the results from inventories into action plans under the NIPs. It explains different strategies for setting and prioritizing goals, identifying opportunities for synergies with other priorities, and developing NIPs that are tailored to domestic needs and contexts.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Identify the key steps for translating inventory data into an action plan.
- Explain the importance of setting priorities for action.

LESSON 5: What are strategies to strengthen NIPs?

Content

This lesson highlights the importance of reviewing and strengthening NIPs prior to their finalization and transmission to the Conference of the Parties through the Secretariat. The lesson details several approaches that might be employed to do so, in particular by highlighting opportunities for linkages with other obligations under the Convention as well as for synergies with the implementation of other chemicals and waste management obligations and with national sustainable development strategies. The lesson also discusses the importance of transmitting NIPs to the Conference of the Parties.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Identify relevant opportunities for synergies with other chemicals and waste management obligations and sustainable development strategies.
- Explain the importance of Parties transmitting their NIPs.

LESSON 6: Why regularly review and update NIPs?

Content

This lesson covers the circumstances under which the review and updating of NIPs are required. Strategies for facilitating arrangements that streamline the periodic review and updating of NIPs are considered.

Learning objectives

Upon completion of this lesson, learners will be able to:

- Recognize circumstances that warrant reviewing and updating NIPs.
- Characterize best practices for reviewing and updating NIPs.

6. Certification

The successful completion of the course rewards the learner with a certificate of completion. To earn this certificate, the learner must pass a quiz associated with each of the three modules with a minimum grade of 70% from no more than three attempts for each quiz.

7. Learning Resources

To support this learning, the course features a range of interactive learning activities and experiences. This includes interactive lessons, a learning journal and a quiz at the end of each module.

Interactive lessons

The interactive lessons are provided with the purpose of achieving the specific learning objectives per module and contain a series of interactive spaces. These guide the learner through the various themes and key messages of the module in a coherent and progressive manner. Each lesson features a variety of instructional tools, such as clickable objects, navigation buttons, hotspots, tabs, accordions, flipping cards, videos and check-for-understanding spaces.

Learning journals

The learning journals are documents which accompany the interactive lessons and contain the same content in a static format for offline consultation.

Check-for-understanding:

The interactive lessons contain formative activities, mostly in the form of reflection points aiming to check the learners' understanding of the content as they progress through the course. These formative activities are part of the learning process. They do not count towards meeting the 70% threshold for passing the quiz at the end of each module.

Final quiz:

Each module ends with a 10-question quiz. To complete a module successfully, the learner has to pass the quiz with a minimum grade of 70% from a maximum of three attempts.

The quizzes assess the achievement of the learning objectives for each module. Once the three quizzes are passed, learners can download a certificate of completion from the course home page.

Further reading:

A list of reference materials for further reading is provided at the end of each module and is included in the learning journals.

Course evaluation

Learners are requested to provide feedback on the course by filling in a feedback form that can be accessed in the 'Certification' section on the course home page.

8. Technical Requirements

Browser:

- The course works best with Firefox 3.6 or higher (download for free at <https://www.mozilla.org/en-GB/>)
- The course is also compatible with Google Chrome (download for free at <https://www.google.com/intl/en/chrome/>)
- For technical reasons, it is not recommended to use Internet Explorer.

Note: JavaScript & Cookies must be enabled.

Software:

- Adobe Acrobat Reader (download for free at <http://www.adobe.com/products/acrobat/readstep2.html>).
- Adobe Flash Player (download for free at <https://get.adobe.com/flashplayer/>)
- Microsoft Office (Windows or Apple version) or Open Office (download for free at <http://www.openoffice.org>)

Platform: Windows 95, 98,2000, NT, ME, XP or superior; MacOS 9 or MacOS X Hardware: 64MB of RAM, 1 GB of free disk space

Modem:56 K