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MONITORING OF THE IMPLEMENTATION OF UNESCO'S STANDARD-SETTING INSTRUMENTS

SUMMARY

Following paragraphs 6 and 7 of 182 EX/Decision 31, this document contains an overall report on the three conventions and 11 recommendations that the Committee on Conventions and Recommendations (CR) is required to monitor, in particular on the status of ratification of the conventions, and the initial obstacles encountered by Member States in the ratification of these conventions, together with a detailed account of the problems encountered in implementing and monitoring these instruments

This item has no financial or administrative implications.

Action expected of the Executive Board: proposed decision in paragraph 19.

1. At its 182nd session, the Executive Board took note of the concrete measures adopted by the Secretariat to implement the new procedures adopted at its 177th session (177 EX/Dec.35, Parts I & II) on the implementation of the three conventions and 11 recommendations of UNESCO that the Committee on Conventions and Recommendations is required to monitor.

2. At the same session, the Board also invited the Director-General to report on the status of ratification and the initial obstacles encountered by Member States in the ratification of these three conventions (182 EX/Dec.31, para. 6). It further invited the Director-General to continue to submit to it, at each session, in accordance with the agreed timetable of work of the CR Committee during the period 2009-2013 (182 EX/Dec.31, para. 5), a detailed account of the problems encountered in implementing and monitoring these instruments (182 EX/Dec.31, para. 7).

A. Status of ratifications of the conventions

3. The 1960 Convention against Discrimination in Education has been ratified by 93 States,¹ the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer

¹ The Protocol instituting a Conciliation and Good Offices Commission to be Responsible for seeking the Settlement of any Disputes which may arise between States Parties to the Convention against Discrimination in Education (Paris, 10 December 1962) has been ratified by 33 States. For more information on the Commission: http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html

of Ownership of Cultural Property by 118 countries, and 17 States have ratified the 1989 Convention on Technical and Vocational Education.

4. The table below shows the number of ratifications per electoral group of UNESCO for these three conventions, together with the percentage of ratifications of these instruments within each of the six electoral groups. A full list of States party and non-party per electoral group is annexed to this document.

Convention	Number of ratifications per electoral group (percentage of ratifications within each electoral group)					
	Group I	Group II	Group III	Group IV	Group V(a)	Group V(b)
1960 Convention	15 (55.55%)	22 (88%)	18 (54.54%)	11 (25%)	18 (39.13%)	10 (55.55%)
1970 Convention	19 (70.37%)	24 (96%)	22 (66.66%)	18 (40.90%)	21 (45.65%)	14 (77.77%)
1989 Convention	0 (0%)	3 (12%)	0 (0%)	3 (6.81%)	5 (10.87%)	6 (33.33%)

B. Obstacles encountered by Member States in the process of ratification

▪ 1960 Convention against Discrimination in Education (ED)

5. Awareness is being raised on the importance of giving effect to the Convention, along with a ratification campaign to make it better known to the bodies, target groups and other entities interested in the matters dealt with by it. Some specific difficulties encountered include: (i) the federal structure of some countries is a difficulty in adhering to the Convention that must be overcome; (ii) the ratification process is not fully understood by some States; they need better understanding of it; (iii) the lack of general awareness about the Convention (National Commissions are not as active as they should be in this field in terms of the responsibilities of Member States under UNESCO's Constitution). It is encouraging that some Member States ratified the Convention during the seventh consultation in 2007. The process of organizing the eighth consultation will be initiated on the basis of the new legal framework. Moreover, UNESCO's collaboration with the Office of the High Commissioner for Human Rights is being reinforced, keeping in mind the principle of equality of educational opportunity which, as an overarching principle, is common to the work of all the United Nations human rights treaties bodies and is expressed in the Convention. A ratification campaign will be conducted. The importance of national action for creating equal educational opportunities for all, so that education becomes accessible to all without discrimination or exclusion, will be emphasized. The Convention must be disseminated broadly, projecting the principles and norms that it lays down so that these are widely embraced. Within the framework of this campaign, UNESCO will also seek concrete information on the main obstacles encountered by Member States in the ratification process. It must be emphasized that awareness-raising and the ratification campaign are the co-responsibilities of Member States. As a follow-up to the seventh consultation, the General Conference invited Member States that have not become a party to the Convention to consider doing so and to make it better known (34 C/Resolution 13).

- **1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (CLT)**

6. In response to the difficulties encountered, the following measures seem urgent: (i) to notify States not Parties to the Convention of the ratification procedure to be followed, in coordination with LA; (ii) to provide such countries with a model ratification instrument. Also to be emphasized is the insufficient ratification of the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, an instrument complementing that of UNESCO but which boasts a mere 30 States Parties of which few play any substantial part in the circulation of cultural property and the art trade. In some Member States that import cultural property, strong pressures are exerted against ratification of the Convention but also against that of UNIDROIT, notably by those involved in the art market. In this context, the support of Member States is all-important in conducting targeted national information campaigns to explain to parliamentarians and political personnel how far action developed internationally can help reinforce the legal and operational framework of States for the protection of their cultural heritage.

- **1989 Convention on Technical and Vocational Education (ED)**

7. By 181 EX/Decision 27, the Executive Board set out a calendar for the examination of draft guidelines and reports relating to UNESCO's standard-setting instruments. This calendar foresaw that the examination of draft guidelines relating to the 1989 Convention on Technical and Vocational Education and 2001 Revised Recommendation concerning Technical and Vocational Education would take place during the 184th session of the Executive Board. Since then, the Executive Board has adopted a UNESCO Strategy for Technical and Vocational Education and Training (see 181 EX/Decision 8 and 182 EX/INF.5). This strategy provides for the formal monitoring by UNESCO of the implementation of its two normative instruments on TVET in 2012, and states that as a preliminary step: "the Education Sector will commission an independent study on the impact of the instruments, examining in particular why only 17 Member States have ratified the Convention. Based on this study, the Organization may choose to update the Recommendation, decide on the future of the Convention, or prepare a new normative instrument on skills and competencies across the education and training sector" (see 182 EX/INF.5, para. 16). In view of this, the Secretariat has decided to postpone examination of draft guidelines relating to the instruments and has commissioned an independent study as described above. The study will analyse the obstacles encountered by Member States in the process of ratifying the Convention and will make proposals for action based on these. The study will be finalized in the coming months. At that time, the Secretariat will inform the CR Committee of the findings of the study and will set out proposals for monitoring based on them.

C. Detailed account of the problems encountered in implementing and monitoring the conventions and recommendation

- **1960 Convention against Discrimination in Education and 1960 Recommendation against Discrimination in Education (ED)**

8. Experience shows that countries are not always able to meet their reporting obligations since they lack the capacity to prepare comprehensive quality reports. This requires technical assistance. Ensuring equality of opportunity in education in law and in fact remains a challenge. There is a need to create greater awareness of the Convention and the Recommendation and their significance, particularly in the context of EFA, and to involve National Commissions and UNESCO field offices more actively in this process.

- **1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (CLT)**

9. CLT keeps a regular watch on follow-up to ratifications at national level: (i) through the adoption of suitable legislation giving effect to the treaty ratified; (ii) through the ratification of

instruments supplementing the Convention, such as the UNIDROIT Convention. The UNESCO Cultural Heritage Laws Database facilitates such monitoring but legal and technical training, in the form of national and regional workshops, is repeated as often as possible, thanks essentially to extrabudgetary contributions. UNESCO and UNIDROIT are working with a group of independent experts to draw up model legal provisions which could be proposed to States as examples for their own legislation and adapted to their own legal tradition. Only about 30 States have introduced the export certificate recommended in Article 6 of the Convention, despite the awareness-raising campaigns conducted with the World Customs Organization. Ignorance in States Parties of the principles promoted by the Convention and its tools are slowing its implementation and monitoring. Efforts are being made to remedy this by increasing the number of awareness-raising and promotion activities by means of publications, films, workshops and meetings, media appearances and written contributions in a variety of periodicals.

▪ **1989 Convention on Technical and Vocational Education and 2001 Revised Recommendation concerning Technical and Vocational Education (ED)**

10. The observations of ED in paragraph 7 of this document also apply to the difficulties encountered in implementing and monitoring the 1989 Convention and the revised Recommendation of 2001.

▪ **1966 Recommendation concerning the Status of Teachers and 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel (ED)**

11. ED is envisaging the preparation of a report on the status of academic freedom worldwide, which could be submitted to the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART). The CEART would examine this report, among other papers of concern to the Joint Committee, and prepare its report, which is then submitted to the Executive Board and the Governing Body of ILO. However, obtaining feedback on academic freedom is a persistent challenge.

▪ **1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (ED)**

12. Technical assistance needs to focus both on a better understanding of the objectives of the instrument in question and on practical procedures for the preparation of their reports. Training, seminars and workshops at the regional level could be envisaged to respond to this need, with the assistance of UNESCO field offices. Education for peace, human rights and democracy should ideally be integrated in all spheres and at all stages of education. However, experience points to difficulties in achieving this owing to limited financial and human resources as well as the lack of clearly defined tasks among the different levels of policy-making. Several countries encounter obstacles related to insufficient pre-service and in-service training as well as the lack of clear guidelines and relevant materials for teachers and school personnel, including managers and administrators at the local level. At the conceptual level, some countries experience religious and cultural resistance to integrating human rights-related values and principles in education. Teachers are often confused regarding related disciplines (education for citizenship, peace, etc.). Lack of effective partnerships with the media limits the social change that education in and for human rights seeks to encourage.

▪ **1974 Recommendation on the Status of Scientific Researchers (SHS)**

13. Planning is under way for preliminary consultations about the best mechanisms for reporting on implementation of the Recommendation. In particular, intersectoral discussion is ongoing to ensure effective coordination of the science policy and science ethics components of the Recommendation. At this early stage, no relevant information about obstacles or difficulties is

available. After consultation, a questionnaire will be addressed to Member States in late 2010 in order for the required monitoring report to be prepared for the Executive Board at its 187th session.

- **1976 Recommendation on the Development of Adult Education (ED)**

14. ED took advantage of the preparation, implementation and follow-up of the sixth International Conference on Adult Education (CONFINTEA VI) held in Brazil in December 2009. The final document adopted by this Conference, the Belém Framework for Action, includes an explicit call to UNESCO to review and update this Recommendation by 2012. As an input to this Conference, a Global Report on Adult Learning and Education was produced on the basis of 154 national reports submitted by Member States. This report provides a comprehensive picture of the development of adult education in all world regions since 1997. Special attention is given to aspects of policy development and governance, provision of and participation in adult education, quality of adult education and financing. It provides sufficient background information and data for a separate special report on the monitoring of the Recommendation. Through this document, the request for an update of the Recommendation will be addressed.

- **1978 Revised Recommendation concerning the International Standardization of Educational Statistics (UIS)**

15. The TAP² has reviewed the results from the regional discussions and set up an editorial subgroup in order to lead the work on drafting text for integration into the ISCED manual. This draft will be approved by the TAP at their April meeting and will serve as the basis for the global consultation that is scheduled to start in May 2010. This global consultation will include international agencies (such as the World Bank, the United Nations Statistics Division, ILO and UNICEF), regional partners and others. UIS continues to update the global ISCED database, which draws information from UIS, OECD and EU data collections. This is an essential source for the review as it enables classification issues to be easily identified by country and education level. ISCED mappings that explain the correspondence between the national education system and the international ISCED framework are updated regularly on the UIS website once they are validated by the country.

- **1980 Recommendation concerning the Status of the Artist (CLT)**

16. The difficulties encountered in monitoring are the following: (i) low rate of response to the questionnaire; (ii) disparities in response rates according to regions; some replies to the questionnaires are sent in languages that are not working languages of the Organization. Regarding implementation of the Recommendation, not many Member States have adopted national legal frameworks. Where such frameworks do exist, they must deal with two major challenges: their relevance and suitability to the social context, and their actual application. Artists in a large number of States, whether they are independent or salaried workers, lack adequate social protection. With the dissemination of the concept of the protection and promotion of the diversity of cultural expressions, States, particularly developing countries, are showing a resurgence of interest in adopting cultural policies and are demonstrating a political desire to develop legal frameworks for the social protection of artists. Financial resources and the necessary expertise are nevertheless often lacking.

- **1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)**

17. The Recommendation is being monitored through the implementation of the six regional and interregional Conventions on the Recognition of Qualifications, which cover all UNESCO world regions and have been ratified by over 100 Member States. In this regard, ED has been ensuring

² The ISCED Technical Advisory Panel (TAP) is composed of the UIS, OECD and Eurostat, in addition to 12 education experts representing the following regions: Africa (Francophone and Anglophone countries), Asia (South-West and East), Europe and Latin America.

the implementation of these UNESCO Conventions through the organization of their respective Intergovernmental Committees as well as support for the different networks of experts that ensure the application of the Convention at the national and regional levels (e.g. the ENIC/NARIC network in the framework of the Lisbon Recognition Convention and the MERIC network in the framework of the Mediterranean Recognition Convention). With regard to challenges to the monitoring of this Recommendation, the main issue is ensuring adequate funding for the implementation of the related UNESCO Recognition Conventions.

▪ **2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)**

18. No particular difficulty was encountered in the implementation process. As regards the practical follow-up that will lead to the second report to be presented at the 36th session of the General Conference, it is to be noted that, in addition to the normal request for reporting that will be sent together with the approved reporting guidelines, CI also intends to contact Member States proactively in order to avoid the usually relatively low level of responsiveness by Member States to the requests for reports on the implementation by national authorities of this Recommendation in national policies, programmes, strategies and legislation. In conclusion, it would be helpful to have a sort of an appeal and possibly a specific decision by the Executive Board on the reporting mechanisms in order to increase significantly the number of Member States participating in, and contributing to, the reporting process.

Action expected of the Executive Board

19. In the light of the foregoing, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 15 C/Resolution 12.2, 23 C/Resolution 29.1, 165 EX/Decision 6.2, 32 C/Resolution 77, 170 EX/Decision 6.2, 171 EX/Decision 27, 174 EX/Decision 21, 175 EX/Decision 28, 176 EX/Decision 33, 177 EX/Decision 35 (I and II), 34 C/Resolution 87, 180 EX/Decision 31, 181 EX/Decision 27 and document 182 EX/31 relating to the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), which concerns the implementation of UNESCO's standard-setting instruments,
2. Having examined document 184 EX/20 and the report of the Committee on Conventions and Recommendations thereon (184 EX/...),
3. Invites Member States once again to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken on conventions and recommendations;
4. Takes note of the revised timetable of work of the CR Committee for 2009-2013 on the monitoring and implementation of UNESCO's standard-setting instruments;
5. Requests the Director-General to ensure the implementation of this new legal framework by the programme sectors and the UNESCO Institute of Statistics (UIS), which have responsibility for the conventions and recommendations monitored by the Committee on Conventions and Recommendations;
6. Decides to continue consideration of the matter at its 185th session.

ANNEX**Status of ratification as at 1 February 2010****A. Convention against Discrimination in Education (Paris, 14 December 1960)**

Group I (States Parties to the Convention: 15 out of 27 = 55.55%)	
States Parties	States not Parties
Cyprus, Denmark, Finland, France, Germany, Israel, Italy, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden, United Kingdom of Great Britain and Northern Ireland	Andorra, Austria, Belgium, Canada, Greece, Ireland, Iceland, Monaco, San Marino, Switzerland, Turkey, United States of America
Group II (Parties to the Convention: 22 out of 25 = 88%)	
States Parties	States not Parties
Albania, Armenia, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Georgia, Hungary, Latvia, Montenegro, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Tajikistan, The former Yugoslav Republic of Macedonia, Ukraine, Uzbekistan	Azerbaijan, Estonia, Lithuania
Group III (Parties to the Convention: 18 out of 33 = 54.54%)	
States Parties	States not Parties
Argentina, Barbados, Belize, Brazil, Chile, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, Guatemala, Jamaica, Nicaragua, Panama, Peru, Saint Vincent and the Grenadines, Uruguay, Venezuela (Bolivarian Republic of)	Antigua and Barbuda, Bahamas, Bolivia (Plurinational State of), Colombia, El Salvador, Grenada, Guyana, Haiti, Honduras, Mexico, Paraguay, Saint Kitts and Nevis, Saint Lucia, Suriname, Trinidad and Tobago
Group IV¹ (Parties to the Convention: 11 out of 44 = 25%)	
States Parties	States not Parties
Afghanistan, Australia, Brunei Darussalam, Indonesia, Iran (Islamic Republic of), Kyrgyzstan, Mongolia, New Zealand, Philippines, Solomon Islands, Sri Lanka	Bangladesh, Bhutan, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Fiji, India, Japan, Kazakhstan, Kiribati, Lao People's Democratic Republic, Malaysia, Maldives, Marshall Islands, Micronesia

¹ On 17 October 1999, China notified the Director-General of UNESCO that the Convention would continue to apply to the Macao Special Administrative Region of the People's Republic of China with effect from 20 December 1999. The Democratic Republic of Viet Nam and the Republic of South Viet Nam (the latter having replaced the Republic of Viet Nam) united on 2 July 1976 to form a new State, the Socialist Republic of Viet Nam (Viet Nam). To date, the Government of Viet Nam has not made known its position regarding any succession.

	(Federated States of), Myanmar, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Republic of Korea, Samoa, Singapore, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Vanuatu, Viet Nam
Group V(a) (Parties to the Convention: 18 out of 46 = 39.13%)	
States Parties	States not Parties
Benin, Central African Republic, Congo, Côte d'Ivoire, Guinea, Liberia, Madagascar, Mali, Mauritius, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Swaziland, Uganda, United Republic of Tanzania	Angola, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Chad, Comoros, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea-Bissau, Kenya, Lesotho, Malawi, Mozambique, Namibia, Sao Tome and Principe, Seychelles, Somalia, Togo, Zambia, Zimbabwe
Group V(b) (Parties to the Convention: 10 out of 18 = 55.55%)	
States Parties	States not Parties
Algeria, Egypt, Iraq, Libyan Arab Jamahiriya, Jordan, Kuwait, Lebanon, Morocco, Saudi Arabia, Tunisia	Bahrain, Mauritania, Oman, Qatar, Syrian Arab Republic, Sudan, United Arab Emirates, Yemen

B. Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 14 November 1970)

Group I (Parties to the Convention: 19 out of 27 = 70.37%)	
States Parties	States not Parties
Belgium, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Italy, Norway, Netherlands, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom of Great Britain and Northern Ireland, United States of America	Andorra, Austria, Ireland, Israel, Luxembourg, Malta, Monaco, San Marino
Group II (Parties to the Convention: 24 out of 25 = 96%)	
States Parties	States not Parties
Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Lithuania, Montenegro, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia,	Latvia

Slovenia, Tajikistan, The former Yugoslav Republic of Macedonia, Ukraine, Uzbekistan	
Group III (Parties to the Convention: 22 out of 33 = 66.66%)	
States Parties	States not Parties
Argentina, Bahamas, Barbados, Belize, Bolivia (Plurinational State of), Brazil, Colombia, Costa Rica, Cuba, Dominican Republic, El Salvador, Ecuador, Grenada, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela (Bolivarian Republic of)	Antigua and Barbuda, Chile, Dominica, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago
Group IV (Parties to the Convention: 18 out of 44 = 40.90%)	
States Parties	States not Parties
Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Democratic People's Republic of Korea, India, Iran (Islamic Republic of), Japan, Kyrgyzstan, Mongolia, Nepal, New Zealand, Pakistan, Republic of Korea, Sri Lanka, Viet Nam	Brunei Darussalam, Cook Islands, Fiji, Indonesia, Kazakhstan, Kiribati, Lao People's Democratic Republic, Malaysia, Maldives, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, Niue, Palau, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Vanuatu
Group V(a) (Parties to the Convention: 21 out of 46 = 45.65%)	
States Parties	States not Parties
Angola, Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Gabon, Guinea, Madagascar, Mali, Mauritius, Niger, Nigeria, Rwanda, Senegal, Seychelles, South Africa, United Republic of Tanzania, Zambia, Zimbabwe	Benin, Botswana, Burundi, Cape Verde, Comoros, Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Ghana, Guinea-Bissau, Kenya, Lesotho, Liberia, Malawi, Mozambique, Namibia, Sao Tome and Principe, Sierra Leone, Somalia, Swaziland, Togo, Uganda
Group V(b) (Parties to the Convention: 14 out of 18 = 77.77%)	
States Parties	States not Parties
Algeria, Egypt, Iraq, Libyan Arab Jamahiriya, Jordan, Kuwait, Lebanon, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Syrian Arab Republic, Tunisia	Bahrain, Sudan, United Arab Emirates, Yemen

C. Convention on Technical and Vocational Education (Paris, 14 November 1989)

Group I (Parties to the Convention: 0 out of 27 = 0%)	
States Parties	States not Parties
	Andorra, Austria, Belgium, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Ireland, Iceland, Israel, Italy, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, Turkey, United Kingdom of Great Britain and Northern Ireland, United States of America
Group II (Parties to the Convention: 3 out of 25 = 12%)	
States Parties	States not Parties
Bulgaria, Lithuania, Uzbekistan	Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Czech Republic, Estonia, Georgia, Hungary, Latvia, Montenegro, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Tajikistan, The former Yugoslav Republic of Macedonia, Ukraine
Group III (Parties to the Convention: 0 out of 33 = 0%)	
States Parties	States not Parties
	Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Ecuador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela (Bolivarian Republic of)
Group IV (Parties to the Convention: 3 out of 44 = 6.81%)	
States Parties	States not Parties
Indonesia, Kyrgyzstan, Mongolia	Afghanistan, Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Fiji, India, Iran (Islamic Republic of), Japan, Kazakhstan, Kiribati, Lao People's Democratic Republic, Malaysia, Maldives, Marshall Islands, Micronesia (Federated States of), Myanmar,

	Nauru, Nepal, New Zealand, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Vanuatu, Viet Nam
Group V(a) (Parties to the Convention: 5 out of 46 = 10.87%)	
States Parties	States not Parties
Central African Republic, Niger, Rwanda, Zambia, Zimbabwe	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Nigeria, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania
Group V(b) (Parties to the Convention: 6 out of 18 = 33.33%)	
States Parties	States not Parties
Bahrain, Iraq, Jordan, Kuwait, Oman, United Arab Emirates	Algeria, Egypt, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, Yemen