

## INFORMATION SHEET No. 6

# The Global Demand for Primary Teachers – 2011 Update

### Introduction

Teachers are at the centre of the debate on education quality and children's learning outcomes. They also play an important role in transmitting cultural and social values, such as tolerance, dialogue and gender equality. An acute shortage of primary teachers represents one of the biggest hurdles to achieving the goal of universal primary education (UPE). As such, policies that effectively address teacher training and retention should be at the core of national education policies.

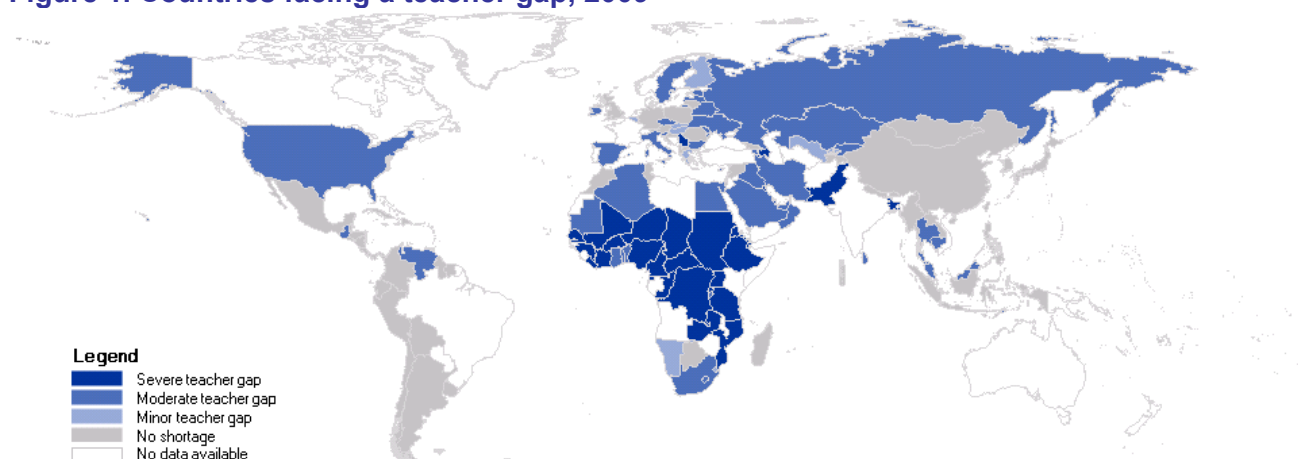
To quantify the scope of recruitment needs, the UNESCO Institute for Statistics (UIS) produces annual projections of global demand for primary teachers, needed to achieve UPE by the target year of 2015. These projections do not indicate what *will* happen but rather what *should* happen in order to attain the target. Thus, they serve as a guide toward setting realistic goals by indicating the level of resources required. Overall, countries in the developing world face the greatest challenges in meeting the demand for primary teachers. This update focuses on both gender and the situation in sub-Saharan Africa.

### Where are the shortages of primary teachers?

Not all countries are faced with the need to increase the number of primary teachers. For the purpose of these estimates, countries facing a *teacher gap* are identified as those where the number of teachers currently employed will be insufficient to provide quality education for all primary school-age children by 2015. In this way, countries that face a gap and need to expand their teaching workforce can be distinguished from those that only need to maintain or can even reduce their number of teachers.

In 2009, 112 out of 208 countries (54%) needed to further increase the size of their primary teaching workforce due to growing numbers of students, whereas 96 countries (46%) can potentially reduce their workforces (see *Annex, Tables 2 and 3*). **Figure 1** identifies the countries facing a teacher shortage, according to the magnitude of the gap.

**Figure 1. Countries facing a teacher gap, 2009**

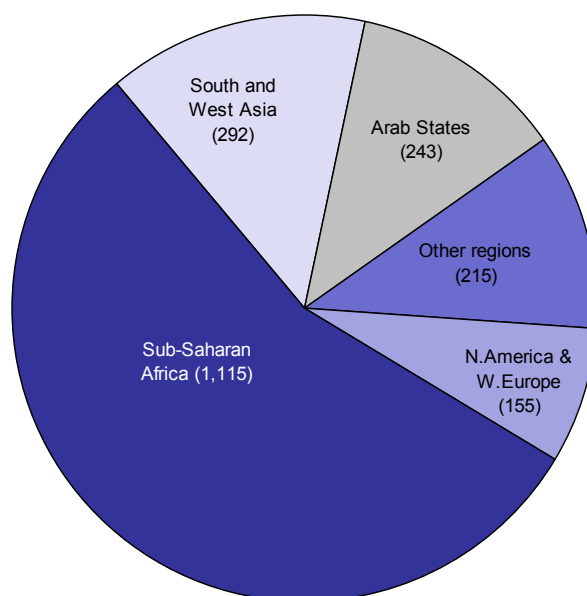


**Note:** Data are presented for 158 countries that reported teacher data for 2009. Severe teacher gaps are found in countries which need to grow by 3.0%-20.0% annually for the 2009-2015 period; moderate teacher gaps require an annual growth rate of 0.25%-2.9%; and minor teacher gaps require an annual growth rate of 0%-0.24%.

**Source:** UNESCO Institute for Statistics, see Annex, Table 4.

In total, the 112 expanding countries will need at least 2 million more teachers in classrooms by 2015 than in 2009 to provide quality primary education for all. **Figure 2** shows that more than one-half (55%) of the additional teachers are needed in sub-Saharan Africa (1,115,000). Other regions in need of additional teachers include the Arab States (243,000 or 12% of the global demand), South and West Asia (292,000 or 14%) and North America and Western Europe (155,000 or 8%). Central and Eastern Europe, Central Asia, East Asia and the Pacific, and Latin America and the Caribbean account for less than 11% of the global additional number of primary teachers needed to reach UPE by 2015.

**Figure 2. Number of additional primary teachers needed to reach UPE, 2009 (in thousands)**



**Source:** UNESCO Institute for Statistics, see Annex, Table 2.

## Which countries face the greatest challenges?

**Table 1** identifies countries (49) with moderate teacher gaps (i.e. require an annual growth rate of 0.25%-2.9%) and those countries (32) with severe teacher gaps (i.e. need to grow by 3.0%-20.0% annually) for the 2009-2015 period. In six countries, the required annual growth of teaching stocks exceeds 10% – this is excluding the replacement teachers needed for the estimated 5% of teachers who leave the profession every year. This group of countries includes: Burkina Faso (13.9%), the Central African Republic (20.9%), Chad (13.8%), Djibouti (12.0%), Eritrea (18.4%) and Niger (13.6%).

**Table 1. Countries with moderate and severe teacher gaps, 2009**

Region	Teacher gap (based on annual percentage of increase needed to meet UPE in 2015)	
	Moderate (0.25%-2.9%)	Severe (3.0%-20.0%)
Arab States	Algeria, Egypt, Iraq, Mauritania, Oman, Saudi Arabia, United Arab Emirates	Djibouti, Kuwait, Occupied Palestinian Territory, Qatar, Sudan
Central and Eastern Europe	Belarus, Bulgaria, Czech Republic, Estonia, Latvia, Republic of Moldova, Russian Federation, Slovenia, Ukraine	Serbia
Central Asia	Armenia, Kazakhstan, Kyrgyzstan	Azerbaijan
East Asia and the Pacific	Cambodia, Malaysia, Thailand, Timor-Leste, Vanuatu	-
Latin America and the Caribbean	Anguilla, Cayman Islands, Guatemala, Saint Lucia, Saint Kitts and Nevis, Trinidad and Tobago, Venezuela	Bermuda
North America and Western Europe	Andorra, Cyprus, Ireland, Italy, San Marino, Spain, Sweden, United States	-
South and West Asia	Iran, Sri Lanka	Bangladesh, Pakistan
Sub-Saharan Africa	Benin, Burundi, Cape Verde, Comoros, Ghana, Lesotho, South Africa, Togo	Burkina Faso, Central African Republic, Cameroon, Chad, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guinea, Liberia, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Uganda, United Republic of Tanzania, Zambia

**Note:** Of the 158 countries with 2009 data (see Table 4 in the Annex), the 81 countries presented in Table 1 have moderate and severe teacher gaps. Nine others (Antigua and Barbuda, Belgium, Finland, Greece, Hungary, Namibia, Slovakia, Swaziland, Uzbekistan) have minor teacher gaps.

**Source:** UNESCO Institute for Statistics, see Annex, Table 4.

## How many teachers need to be recruited?

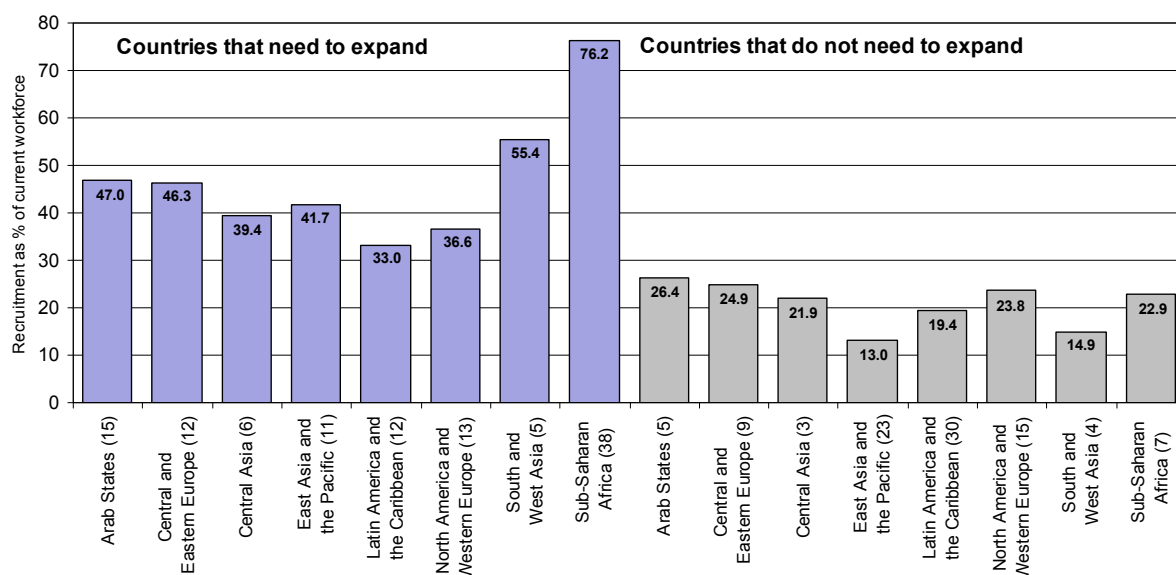
The number of teachers in the workforce is referred to as the "stock". Regulating future stocks requires enacting recruitment policy that results in either the expansion, maintenance or reduction of teacher numbers; however, policymakers must also consider the number of teachers leaving the profession (i.e. teacher attrition). Attrition has multiple origins, including retirement, death and illness, changing professions, changing education levels, or leaving the classroom to assume administrative duties. In order to accurately anticipate future teacher needs and mobilize sufficient numbers of new recruits, policymakers must examine the projected "flows" in and out of the profession. For example, to replace teachers leaving the profession, about 6.1 million new teachers are needed globally between 2009 and 2015 (*Annex, Tables 2 and 3*). Globally, attrition accounts for 74% of the 8.2 million of the teachers who need to be recruited (*Annex, Table 1*).

The 112 countries that need to expand their workforces must recruit a total of 5.4 million teachers to cover not only the 2 million additional posts to reach UPE but also 3.4 million teachers to fill the posts of those leaving the profession (assuming an annual attrition rate of 5%). Sub-Saharan African countries alone will need to recruit more than 2 million teachers in total to maintain the current workforce and to achieve the goal of UPE. In North America and Western Europe, 84% of the total recruitment is considered to replace teachers lost due to attrition (*Table 2*).

In the 96 countries where teaching workforces are sufficient (i.e. the number of school-age children is projected to decrease), the need for recruitment is substantially lower. In total, those countries can reduce their teaching stock by 2.3 million and not every teacher who leaves the profession will need to be replaced. These countries, which accounted for close to two-thirds of the world's teaching workforce (63%) in 2009, only need to recruit 2.8 million primary teachers combined to replace those departing.

The feasibility of recruiting additional staff can be assessed by comparing the number of teachers who need to be employed between 2009 and 2015 with the current number of teachers. **Figure 3** identifies countries under recruitment pressure that need to expand their teaching stock as compared to countries that already have sufficient numbers. Expanding countries in Sub-Saharan Africa will need to recruit a number of teachers equivalent to 76% of its current teaching force within the next years (from 2009 to 2015). In comparison, countries that are not faced with an increasing demand for teachers, such as those in Latin America and the Caribbean, need to recruit 19% of teachers relative to their current stock. Similarly, in East Asia and the Pacific region, those countries with a decreasing demand for teachers need to recruit only 13% of teachers relative to their current stock.

**Figure 3. Recruitment needed from 2009 to 2015 as a percentage of the current teaching workforce**



**Note:** Figures in brackets indicate the number of countries in each region.

**Source:** UNESCO Institute for Statistics, see Annex, Tables 2 and 3.

## How many teachers are needed at the country level?

Of the 158 countries reporting data for 2009, 6 would need to recruit more than 200,000 teachers in total by the year 2015. In Pakistan, about one-half of the demand (296,600) is associated with the need to expand teaching workforces. In contrast, attrition is the main reason for recruitment in the United States (662,400) and the only reason for recruitment in China (682,600) and Indonesia (238,600). In Nigeria (387,000) and Ethiopia (231,900), attrition now respectively accounts for 43% and 37% of total future recruitment.

While these numbers seem large, the annual demand represents only a small proportion of potential teachers, which is reflected by the age cohorts entering the labour market<sup>1</sup> – 2.8% for China and 5.8% for Indonesia, for example. However, based on trends in upper secondary completion, meeting the need for qualified teachers is a challenge for many countries. For example, the annual recruitment need in Mozambique is equivalent to 17.8% of 20-year-olds while the gross enrolment ratio (GER) in upper secondary education in 2009 was just 9.5%. In other words, the recruitment need exceeds the population of potential upper secondary graduates. The situation is similar in Burkina Faso, the Central African Republic, Chad, Niger, Uganda and the United Republic of Tanzania.

## What is the impact on sub-Saharan African countries?

All sub-Saharan African countries need to expand their primary teaching workforces, with the exception of Botswana, Madagascar, Mauritius, Sao Tome and Principe, and Seychelles. For the countries listed, the current teaching staff and recruiting strategies are sufficient to cover staffing needs for primary education until 2015.

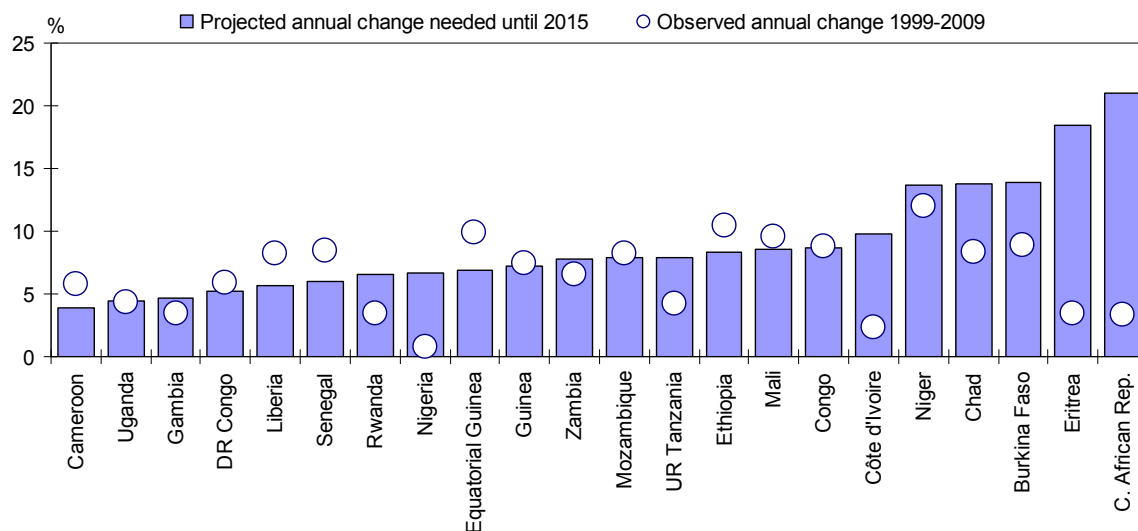
For every school year starting between 2009 and 2015, an average of 350,000 teachers should be hired in sub-Saharan Africa to fill additional posts and compensate for teachers leaving the primary teaching workforce. The total recruitment required until 2015 for the region would therefore amount to 2.1 million teachers – most of them needed in countries where access to primary education is widening. In other words, the demand for new recruitment is almost equal to two-thirds of the current number of existing teachers in the region (2.9 million).

**Figure 4** illustrates the scope of the challenge facing sub-Saharan African countries with the most critical teacher needs and assesses whether the goal to achieve UPE is realistic based on projected versus observed increases. The 22 countries identified would have to increase their number of teachers from 4.6%-21.0% annually in order to have enough teachers to achieve UPE. More specifically, the required increases range from 3%-6% for the Democratic Republic of the Congo, Gambia and Liberia; from 6%-10% for Congo, Côte d'Ivoire, Ethiopia, Equatorial Guinea, Guinea, Mali, Mozambique, Nigeria, Rwanda, Senegal, the United Republic of Tanzania and Zambia; and finally, 10% and more for countries with the greatest needs – Burkina Faso, the Central African Republic, Chad, Eritrea and Niger.

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<sup>1</sup> The population of 20-year-olds is used here as proxy for the size of the population joining the labour force.

**Figure 4. Actual increases since 1999 and projected needs to 2015 (in percentages) for sub-Saharan countries with severe teacher gap**



**Note:** Observed data for the Central African Republic cover the period 2005-2009.

**Source:** UNESCO Institute for Statistics, see Annex, Table 4 and <http://stats.uis.unesco.org> for 1999 data

The growth in teacher stocks observed over the last ten years suggests that some countries in sub-Saharan Africa could potentially overcome even severe teacher gaps. For example, Cameroon, Equatorial Guinea, Liberia and Senegal have been able to recruit an average annual number of teachers that is higher than the estimated annual growth needed to reach 2015 targets (see Figure 4). Should these trends continue, ten sub-Saharan countries with severe teacher gaps would be on track to ensure enough teachers in classrooms to meet the UPE goal.

### Teachers and gender

The gender balance in the teaching profession varies in more- and less-developed countries due to specific economic contexts and cultural traditions. However, in light of the large number of teachers to be recruited, policies that encompass gender issues in teaching workforces should be considered as they appear to have a positive impact on access to education and completion. Countries with high proportions of female teachers in primary education are more likely to have high enrolment rates for girls in secondary education. This relationship may partly reflect the positive role models that female primary teachers play in making the classroom a safer and more inviting space for girls, thus encouraging them to continue their education. However, the presence of female teachers is not sufficient to ensure that girls enrol. For example, teacher expectations have been shown to play an important role in retaining girls in school (*Global Education Digest 2010*).

Between 1990 and 2009, the global proportion of female primary teachers increased from 56% to 62%. The proportion of women in primary teaching posts in 2009 remained relatively stable over the past two decades in regions with already high levels, including Central Asia (89%), Central and Eastern Europe (82%), Latin America and the

Caribbean (78%), and North America and Western Europe (83%). Growth was strongest in South and West Asia and in East Asia and the Pacific, where the proportion of women teachers in primary education increased from 32% to 45% and from 48% to 61%, respectively. Sub-Saharan Africa, which already has the lowest proportion of female teachers, saw marginal change. Between 1990 and 2009, the proportion of female primary teachers rose from 40% to 42%, respectively.

**Table 2** shows the percentage of female primary teachers by country. Female teachers are the minority in most countries in sub-Saharan Africa. In fact, less than one teacher in five is female in five Central and Western African countries: Benin (19%), Central African Republic (14%), Chad (14%), Liberia (12%) and Togo (13%). In contrast, women represent a clear majority in Southern African countries, including Botswana (76%), Lesotho (77%), Namibia (68%), South Africa (77%) and Swaziland (70%). They also represent a majority in Cape Verde (67%), Mauritius (68%) and Seychelles (85%). Women represent only a small proportion of teachers in Afghanistan (29%) in South and West Asia and Djibouti (27%) in the Arab States.

**Table 2. Percentage of female primary teachers, 2009**

Region	Percentage of primary teachers that are female				
	0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
Arab States (16)	-	Djibouti, Mauritania, Morocco	Algeria, Egypt, Saudi Arabia, Tunisia	Iraq, Occupied Palestinian Territory, Oman, Sudan, Syrian Arab Republic	Kuwait, Lebanon, Qatar, United Arab Emirates
Central and Eastern Europe (18)	-	-	-	-	Albania, Belarus, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Republic of Moldova, Romania, Russian Federation, Serbia, Slovakia, Slovenia, TFYR Macedonia, Ukraine
Central Asia (8)	-	-	-	Tajikistan	Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Uzbekistan
East Asia and the Pacific (17)	-	Timor-Leste	Cambodia, China, Fiji, Indonesia, Laos, Thailand, Vanuatu	Brunei Darussalam, China (Hong Kong), Malaysia	China (Macao), Cook Islands, Myanmar, Philippines, Republic of Korea, Singapore
Latin America and the Caribbean (32)	-	-	-	Barbados, Belize, Chile, Columbia, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Saint Vincent and the Grenadines, Trinidad and Tobago	Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, British Virgin Islands, Cayman Islands, Costa Rica, Dominica, Guyana, Montserrat, Saint Kitts and Nevis, Saint Lucia, Suriname, Venezuela
North America and Western Europe (18)	-	-	-	Andorra, Finland, Greece, Liechtenstein, Luxembourg, Spain	Austria, Belgium, Cyprus, Germany, Ireland, Israel, Italy, Malta, San Marino, Sweden, United Kingdom, United States
South and West Asia (8)	-	Afghanistan, Bhutan, Nepal	Bangladesh, Iran, Pakistan	Maldives	Sri Lanka
Sub-Saharan Africa (38)	Benin, Central African Republic, Chad, Liberia, Somalia, Togo	Burkina Faso, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Mali, Mozambique, Senegal, Uganda	Burundi, Cameroon, Congo, Madagascar, Niger, Nigeria, Rwanda, Sao Tome and Principe, United Republic of Tanzania, Zambia	Botswana, Cape Verde, Lesotho, Mauritius, Namibia, South Africa, Swaziland	Seychelles

## What methodology is used to estimate the demand for teachers?

The UIS has been providing projections related to teacher needs since 2006 in order to assist national and international policymakers to identify and evaluate the recruitment challenges and budgetary implications associated with achieving the UPE goal by 2015. Thus, these projections are intended to serve as a guide for countries to set realistic goals.

Although UIS projections help to quantify the global teacher demand to reach this target, a reading of these projections over time may lead to errors in interpretation. For example, from year to year estimations of the total number of teachers needed tends to decrease; however, this is largely due to the reduced time interval between each successive year and 2015 and not necessarily due to progress in countries. As such, caution is important when interpreting the data over time. Based on education data for 2007, the UIS estimated the global demand for teachers to be 10.3 million (see *UIS Technical Paper No. 3*). Using education data for 2008, this need diminishes to 9.1 million teachers (see *UIS Information Sheet No. 5*). Now using data for 2009, the global demand further decreases to 8.2 million teachers.

The estimation process is divided into two steps. First, the number of teachers needed to maintain the current pupil-teacher ratio is calculated by applying this ratio to the projected school-age population for 2015. This figure works under the assumption that every teacher hired stays in the workforce for an indefinite period. Since this number does not account for teachers who leave the profession, the UIS factors attrition to the model as the second step of the estimation process. For example, should the average teaching career be five years, a teacher entering the workforce in 2004 would have to be replaced twice before 2015, only once if the teacher began working in 2009, and not at all if the teacher started in 2011. Therefore, the resulting number of teachers needed to replace those leaving the profession diminishes as the 2015 target year approaches.

A full description of the methodology used to estimate the demand for teachers can be found in the annex of UIS Technical Paper No. 3 [www.uis.unesco.org/publications/teachers2009](http://www.uis.unesco.org/publications/teachers2009).

## Annex

### Statistical tables

**Table 1. Regional figures (all countries)**

		(1)	(2)	(3)	(4)	(5)	(6)
No. of countries	Region	Stock in 2009 (000s)	Teachers needed in 2015 (000s)	Absolute change in stock (column 2-1) (000s)	Total recruitment needed (000s)	No. of expanding countries	No. of decreasing countries
20	Arab States	1,981	2,212	231	853	15	5
21	Central and Eastern Europe	1,137	1,191	53	401	12	9
9	Central Asia	327	344	16	117	6	3
34	East Asia and the Pacific	10,203	8,920	-1,283	1,612	11	23
42	Latin America and the Caribbean	2,986	2,751	-235	631	12	30
28	North America+Western Europe	3,711	3,807	96	1,221	13	15
9	South and West Asia	5,067	4,853	-214	1,276	5	4
45	Sub-Saharan Africa	2,924	4,024	1,100	2,102	38	7
208	World	28,337	28,102	-235	8,212	112	96

**Note:** World total may differ from regional sum due to rounding.

**Table 2. Regional figures for countries with expanding needs**

		(1)	(2)	(3)	(4)	(5)
No. of countries	Region	Stock in 2009 (000s)	Teachers needed in 2015 (000s)	Additional posts needed (column 2-1) (000s)	Estimated attrition (000s)	Total recruitment needed (column 3+4) (000s)
15	Arab States	1,604	1,846	243	510	753
12	Central and Eastern Europe	550	630	80	175	255
6	Central Asia	257	278	22	80	101
11	East Asia and the Pacific	992	1,096	104	310	414
12	Latin America and the Caribbean	381	392	10	116	126
13	North America+Western Europe	2,640	2,795	155	811	966
5	South and West Asia	1,290	1,583	292	422	715
38	Sub-Saharan Africa	2,687	3,802	1,115	933	2,048
112	World	10,401	12,421	2,020	3,356	5,376

**Note:** World total may differ from regional sum due to rounding.

**Table 3. Regional figures for countries with constant or decreasing needs**

		(1)	(2)	(3)	(4)
No. of countries	Region	Stock in 2009 (000s)	Teachers needed in 2015 (000s)	Absolute change in stock (000s)	Total recruitment needed (000s)
5	Arab States	377	365	-12	100
9	Central and Eastern Europe	587	561	-27	146
3	Central Asia	71	65	-5	15
23	East Asia and the Pacific	9,210	7,824	-1,386	1,198
30	Latin America and the Caribbean	2,605	2,360	-245	505
15	North America+Western Europe	1,071	1,013	-59	255
4	South and West Asia	3,777	3,271	-506	562
7	Sub-Saharan Africa	237	222	-15	54
96	World	17,936	15,681	-2,255	2,835

**Note:** In countries with decreasing needs, total recruitment needed is less than or equal to attrition. World total may differ from regional sum due to rounding.

**Table 4. Country-level data**

Country	Teaching staff in 2009 (000s)	Teaching staff needed in 2015 (000s)	Absolute change in stock 2009-2015 (000s)	Average annual change	Total recruitment incl. attrition (000s)
Albania	11.7	8.7	-3.0	-0.04908	0.1
Algeria	141.4	151.4	10.0	0.01142	53.6
Andorra	0.4	0.5	0.1	0.02381	0.2
Anguilla	0.1 <sup>-1</sup>	0.1	0.0	0.01000	0.0
Antigua and Barbuda	0.7	0.7	0.0	0.00175	0.2
Argentina	288.8 <sup>-1</sup>	254.4	-34.4	-0.02093	47.8
Armenia	6.6 <sup>-2</sup>	6.8	0.1	0.00362	2.1
Aruba	0.6	0.5	-0.1	-0.03820	0.0
Austria	29.2	28.1	-1.1	-0.00638	7.5
Azerbaijan	44.2	53.9	9.7	0.03360	24.1
Bahamas	2.3 <sup>-1</sup>	2.1	-0.2	-0.01588	0.5
Bangladesh	361.5	434.4	73.0	0.03113	190.2
Barbados	1.6	1.2	-0.4	-0.04797	0.0
Belarus	23.9 <sup>-1</sup>	25.0	1.0	0.00717	8.3
Belgium	65.7	66.0	0.3	0.00084	20.1
Belize	2.3	2.0	-0.3	-0.02579	0.3
Benin	38.3	44.8	6.5	0.02630	18.7
Bermuda	0.6 <sup>+1</sup>	0.7	0.1	0.03881	0.3
Bhutan	3.9	3.7	-0.3	-0.01204	0.9
Bolivia	62.4 <sup>-2</sup>	60.2	-2.3	-0.00612	16.2
Botswana	13.0 <sup>-2</sup>	12.4	-0.6	-0.00781	3.2
British Virgin Islands	0.2	0.2	0.0	-0.00848	0.1
Brunei	3.7	3.5	-0.2	-0.01006	0.9
Bulgaria	15.1	16.0	0.9	0.00993	5.6
Burkina Faso	39.0	85.2	46.2	0.13921	62.8
Burundi	33.9	34.7	0.9	0.00428	11.1
Cambodia	46.7	49.9	3.3	0.01131	17.7
Cameroon	72.3	91.0	18.7	0.03902	42.6
Cape Verde	3.1	3.1	0.1	0.00306	1.0
Cayman Islands	0.3 <sup>-1</sup>	0.3	0.0	0.01673	0.1
Central African Republic	6.4	20.1	13.7	0.20968	17.0
Chad	27.4	59.6	32.2	0.13804	43.8
Chile	67.2 <sup>-1</sup>	61.1	-6.1	-0.01572	13.3
China	6,018.8	5,024.4	-994.4	-0.02965	682.6
China, Hong Kong	23.3	18.2	-5.1	-0.04029	1.2
China, Macao	1.6	1.5	-0.1	-0.00721	0.4
Colombia	180.8	153.9	-26.9	-0.02646	23.9
Comoros	3.7 <sup>-1</sup>	4.1	0.4	0.01660	1.5
Congo	10.4	17.2	6.8	0.08677	10.6
Cook Islands	0.1	0.1	0.0	-0.02426	0.0
Costa Rica	28.9	25.4	-3.5	-0.02127	4.7
Côte d'Ivoire	56.6	99.3	42.7	0.09826	64.4
Croatia	11.8	11.3	-0.5	-0.00739	3.0
Cuba	92.0	77.2	-14.8	-0.02886	10.9
Cyprus	3.9	4.2	0.3	0.01169	1.5
Czech Republic	24.9	28.2	3.4	0.02131	11.2
Democratic Republic of the Congo	274.5	372.2	97.7	0.05207	191.5
Djibouti	1.6	3.2	1.6	0.12027	2.2
Dominica	0.5	0.4	-0.1	-0.04270	0.0
Dominican Republic	52.9	52.9	-0.1	-0.00025	15.8
Ecuador	105.2 <sup>-1</sup>	87.1	-18.1	-0.03097	11.1
Egypt	382.5	418.6	36.1	0.01515	155.3
El Salvador	30.5 <sup>-1</sup>	22.3	-8.2	-0.05085	0.0
Equatorial Guinea	3.4	5.1	1.7	0.06936	2.9
Eritrea	7.8	21.5	13.7	0.18429	17.4
Estonia	6.1 <sup>-1</sup>	6.9	0.7	0.01856	2.6
Ethiopia	234.2	379.4	145.2	0.08370	231.9
Fiji	3.9 <sup>-1</sup>	3.9	-0.1	-0.00216	1.1
Finland	25.7	25.8	0.0	0.00022	7.8
Gambia	6.4	8.4	2.0	0.04640	4.2
Georgia	33.5	31.1	-2.4	-0.01242	7.3

Country	Teaching staff in 2009 (000s)	Teaching staff needed in 2015 (000s)	Absolute change in stock 2009-2015 (000s)	Average annual change	Total recruitment incl. attrition (000s)
Germany	242.3	212.1	-30.2	-0.02193	38.6
Ghana	110.5	118.1	7.6	0.01108	41.6
Greece	62.1 <sup>-2</sup>	62.8	0.7	0.00190	19.4
Grenada	0.8	0.8	-0.1	-0.01226	0.2
Guatemala	85.0 <sup>-1</sup>	89.8	4.8	0.00926	30.9
Guinea	31.8	48.4	16.6	0.07248	28.0
Guyana	3.9	3.2	-0.8	-0.03482	0.3
Honduras	38.3 <sup>-1</sup>	34.9	-3.4	-0.01547	7.6
Hungary	37.1	37.5	0.4	0.00176	11.6
Indonesia	1,800.0	1,533.0	-267.0	-0.02641	238.6
Iran	278.0	315.0	37.0	0.02105	124.9
Iraq	286.9 <sup>-2</sup>	337.7	50.8	0.02756	143.1
Ireland	31.5	35.1	3.6	0.01795	13.5
Israel	65.9	64.4	-1.5	-0.00382	18.1
Italy	273.1 <sup>-2</sup>	284.3	11.2	0.00673	94.5
Japan	396.4	361.9	-34.5	-0.01506	80.0
Kazakhstan	58.0	65.5	7.5	0.02061	25.9
Kuwait	24.6	29.5	4.9	0.03093	12.9
Kyrgyzstan	16.3	17.8	1.5	0.01482	6.6
Laos	29.5 <sup>-1</sup>	27.3	-2.2	-0.01303	6.3
Latvia	10.9	12.1	1.1	0.01653	4.5
Lebanon	33.3	29.2	-4.1	-0.02173	5.3
Lesotho	11.5	12.0	0.5	0.00667	4.0
Liberia	22.3 <sup>-1</sup>	30.9	8.7	0.05641	16.4
Liechtenstein	0.3	0.3	0.0	-0.01417	0.1
Lithuania	10.1	9.1	-1.0	-0.01788	1.9
Luxembourg	3.0 <sup>-1</sup>	3.0	0.0	-0.00227	0.9
Madagascar	90.3	81.5	-8.8	-0.01692	17.2
Malaysia	209.9 <sup>-1</sup>	225.0	15.2	0.01169	80.0
Maldives	3.5	3.0	-0.5	-0.02595	0.5
Mali	38.4	62.8	24.4	0.08547	38.7
Malta	2.5 <sup>-1</sup>	2.2	-0.4	-0.02644	0.3
Mauritania	13.1	14.1	0.9	0.01159	5.0
Mauritius	5.5	5.0	-0.4	-0.01349	1.2
Mexico	528.6	436.5	-92.1	-0.03140	54.5
Mongolia	8.3	5.8	-2.5	-0.05827	0.0
Montserrat	0.0	0.0	0.0	-0.00477	0.0
Morocco	144.7	143.0	-1.7	-0.00200	41.5
Mozambique	82.8	130.7	48.0	0.07921	78.3
Myanmar	179.3	159.4	-19.9	-0.01942	31.3
Namibia	13.5	13.6	0.0	0.00058	4.1
Nepal	143.6	113.1	-30.4	-0.03893	8.7
Nicaragua	32.3 <sup>-1</sup>	28.8	-3.6	-0.01923	5.7
Niger	40.0	86.1	46.1	0.13619	63.0
Nigeria	466.8 <sup>-2</sup>	688.2	221.4	0.06683	387.0
Oman	25.6	30.0	4.5	0.02712	12.7
Pakistan	465.3	605.7	140.3	0.04491	296.6
Occupied Palestinian Territories	14.1	20.0	5.8	0.05922	10.7
Panama	18.7	17.9	-0.7	-0.00661	4.8
Peru	184.6 <sup>-1</sup>	174.1	-10.6	-0.00978	43.5
Philippines	390.4 <sup>-2</sup>	381.0	-9.5	-0.00409	106.5
Poland	238.7	223.9	-14.9	-0.01066	54.9
Qatar	7.5	9.3	1.7	0.03493	4.2
Republic of Korea	155.6	124.4	-31.1	-0.03653	11.5
Republic of Moldova	9.2	9.6	0.4	0.00649	3.2
Romania	54.1	53.7	-0.4	-0.00115	15.8
Russian Federation	284.8 <sup>-1</sup>	334.8	50.0	0.02734	141.5
Rwanda	33.2	48.7	15.5	0.06605	27.3
Saint Lucia	1.0	1.0	0.0	0.00494	0.3
Samoa	0.9	0.8	-0.2	-0.03352	0.1
San Marino	0.3	0.3	0.0	0.01227	0.1
Sao Tome and Principe	1.3	1.1	-0.1	-0.02005	0.2
Saudi Arabia	284.8	302.6	17.9	0.01021	105.5
Senegal	47.7	67.5	19.8	0.05971	36.5
Serbia	17.4	28.6	11.1	0.08579	17.6
Seychelles	0.6	0.6	-0.1	-0.01451	0.1
Singapore	16.9	14.8	-2.1	-0.02221	2.7

Country	Teaching staff in 2009 (000s)	Teaching staff needed in 2015 (000s)	Absolute change in stock 2009-2015 (000s)	Average annual change	Total recruitment incl. attrition (000s)
Slovakia	13.9	13.9	0.0	0.00025	4.2
Slovenia	6.2	6.6	0.4	0.00919	2.3
South Africa	232.2	242.3	10.1	0.00715	81.0
Spain	212.6	231.7	19.1	0.01441	85.2
Sri Lanka	69.9	76.1	6.2	0.01416	27.9
Saint Kitts and Nevis	0.4	0.5	0.0	0.01028	0.2
Saint Vincent and the Grenadines	0.9	0.8	-0.1	-0.02193	0.1
Sudan	123.6	179.4	55.8	0.06403	99.3
Suriname	4.4 <sup>-1</sup>	4.0	-0.4	-0.01469	0.9
Swaziland	7.2 <sup>-2</sup>	7.3	0.1	0.00237	2.3
Sweden	61.4	67.2	5.8	0.01508	24.9
Syrian Arab Republic	132.1 <sup>-1</sup>	131.3	-0.8	-0.00098	38.8
Tajikistan	30.5 <sup>-1</sup>	29.9	-0.6	-0.00335	8.5
TFYR Macedonia	6.9	5.5	-1.4	-0.03759	0.5
Thailand	348.0 <sup>-1</sup>	379.2	31.2	0.01442	139.4
Timor-Leste	7.4	8.1	0.8	0.01646	3.1
Togo	28.2	30.4	2.3	0.01308	11.0
Trinidad and Tobago	7.4	7.6	0.1	0.00255	2.4
Tunisia	60.4	56.6	-3.8	-0.01070	13.9
Uganda	168.4	218.1	49.7	0.04404	106.1
Ukraine	98.3	110.6	12.3	0.01989	43.3
United Arab Emirates	19.5	20.5	1.0	0.00859	7.0
United Kingdom	244.4 <sup>-1</sup>	238.7	-5.7	-0.00390	66.9
United Republic of Tanzania	157.2	248.6	91.4	0.07940	149.0
United States	1,772.4	1,888.7	116.4	0.01065	662.4
Uruguay	23.6 <sup>-1</sup>	20.3	-3.3	-0.02460	3.4
Uzbekistan	116.6	118.2	1.6	0.00226	36.8
Vanuatu	1.6 <sup>-2</sup>	1.8	0.2	0.01983	0.7
Venezuela	238.6	243.6	4.9	0.00341	77.1
Zambia	48.1 <sup>-1</sup>	75.3	27.2	0.07771	44.8

**Notes:** Data for teaching staff refer to the school year ending in 2009.

<sup>+1</sup> data refer to 2010.

<sup>-1</sup> data refer to 2008.

<sup>-2</sup> data refer to the school year ending in 2007.