

# OECD Health Statistics 2025

## Definitions, Sources and Methods

### Professional nursing graduates

Number of students who have obtained a recognised qualification as a professional nurse in a given year (see definition for "professional nurses").

#### Exclusion

- Graduates from a midwifery programme
- Graduates from an associate professional nurse programme

**Note:** In the European Union, a Directive has defined the training of nurses responsible for general care as comprising at least three years of study or 4600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one-third and the duration of the clinical training at least one half of the minimum duration of the training. Member States may grant partial exemptions to persons who have received part of their training on courses which are of at least an equivalent level (article 31, Directive 2005/36/EC of the European Parliament and of the Council which has been updated with Directive 2013/55/EC).

#### Sources and Methods

##### Australia

###### Source of data:

- 2004 onwards: **Australian Department of Education**. Award course completions (unpublished data).
- 2001-2003: **Australian Department of Education, Employment and Workplace Relations**. Award course completions 2008: selected higher education statistics tables ([www.deewr.gov.au](http://www.deewr.gov.au)).
- 1989-2000: **Australian Institute of Health and Welfare 2003**. Nursing labour force 2001. National Health Labour Force Series 26. Cat. no. HWL 26. Canberra: AIHW (also at [www.aihw.gov.au](http://www.aihw.gov.au)) or unpublished statistics. Also presented in **AIHW 2008**. Nursing and midwifery labour force 2005. National health labour force series no. 39. Cat. no. HWL 40. Canberra: AIHW (and previous issues). Also at [www.aihw.gov.au](http://www.aihw.gov.au).
- 1986-1988: **Commonwealth Department of Employment, Education and Training 1991**. National nurse labour market study. Volume 2: Detailed report. Canberra: AGPS.

###### Coverage:

- Data are based on universities in Australia - this may exclude overseas campuses of Australian-based universities.

Break in time series: Break in series in 2001 due to change in classification of field of education.

##### Austria

Source of data: **Statistics Austria**, School Statistics, University Statistics.

Reference period: Nursing graduates from non-academic schools are reported for the examination year (e.g. 20xx), nursing graduates from universities of applied sciences are reported for the year of study (e.g. 20xx/yy).

Coverage: Included are domestic and foreign graduates who have obtained a recognised qualification in professional nursing as defined by Directive 2005/36/EC (ISCO 2221). Training for a higher service in health care and nursing lasts three years and comprises at least 4 600 hours of theory and practice. A

distinction is made between training in general health care and nursing, specialised basic training in paediatric and adolescent nursing and specialised basic training in psychiatric health care and nursing. Excluded is further education.

Deviation from the definition:

Estimation method: Since the non-academic degrees are only available at time t+3, the number of these graduates is extrapolated along the development of pupil numbers.

Break in time series:

Note: Since 2008, nursing education has been undergoing a transition from non-academic to academic education. This means that non-academic nursing schools are gradually being transformed into academic universities of applied sciences. The statutory requirement profile for training as a qualified health and care professional (ISCO 2221) has remained unchanged. Figures up to 2010 include only non-academic degrees; since 2011, both academic and non-academic degrees are included. The change in nurses' qualifications from non-academic to academic may lead to inhomogeneous developments in the time series.

## Belgium

Data not available.

## Canada

Source of data:

- Prior to 2005, **Canadian Nurses Association** and **Canadian Association of Schools of Nursing**, The National Student and Faculty Survey of Canadian Schools of Nursing, except for Quebec. **L'Ordre des infirmières et infirmiers du Québec**, Rapports Annuels, for Québec data.

- From 2005 onwards: **Health Workforce Database** at **Canadian Institute for Health Information**. The database includes information from The Canadian Nurses Association, The Canadian Association of Schools of Nursing, The National Student and Faculty Survey of Canadian Schools of Nursing, L'Ordre des infirmières et infirmiers du Québec.

Coverage: Includes RN and RPN graduates. Excludes nurse practitioner graduates as only entry-to-practice programmes were included.

- Data are for graduates from registered nurses (RN) programmes. They represent the number of students who successfully graduated from RN entry-to-practice diploma and baccalaureate programmes, as reported in The National Student and Faculty Survey of Canadian Schools of Nursing conducted jointly by the Canadian Nurses' Association and the Canadian Association of Schools of Nursing. The number of schools participating in the survey may vary each year as will the response rate. For more details, contact [hhr@cihi.ca](mailto:hhr@cihi.ca).

Break in time series:

- 2005, due to the change in data sources.

- 2018 data is underestimated as it includes only RN graduates due to quality issues with the count of RPN graduates (the number of RPN graduates was 294 in 2017).

- Data is unavailable after 2018.

## Chile

Source of data: **National Council of Education** (Consejo Nacional de Educación, CNED), <https://datosabiertos.mineduc.cl/titulados-en-educacion-superior/> and **Ministry of Education** Data Bases System (SIES): [www.mineduc.cl](http://www.mineduc.cl). The Ministry of Health, through the Department of Health Human Resources Planning, collects data from the Ministry of Education. Data is reported from "Índice" which is a database held by the National Education Council, available since 2005, and SIES (Superior Education Information System: [www.mifuturo.cl/sies/](http://www.mifuturo.cl/sies/)) held by the Ministry of Education since 2007. The Universities, Professional Institutes and Technician's Training Centers feed these databases.

Reference period:

- Annual periodicity.

- The figure provided for a given year refers to those who graduated during the previous year, because the calendar of studies in the south hemisphere is from March to January. The graduation takes place most of

the time in March or April. The inclusion in the CNED and SIES Registers takes place the following year of the graduation.

Coverage:

- The high level of Graduate Professional Nurses reached since 2013 is explained by the important increase in the number of in-take in Universities since 2008, mainly due to the number of Universities, which offer Professional Nurses career growth. The training of Professional Nurses goes on for five years in Chile.

Break in time series: In 2021-22, there has been a change in the trend of graduates. Due to the COVID-19 pandemic, the graduation of many students, which should have occurred in 2021, was delayed to 2022. This explains the low number of graduates in 2021, and the high number in 2022.

## Colombia

Source of data: Calculations by the Direction of Human Talent Development in Health, **Ministry of Health, and Social Protection**, from the information published by the **Ministry of National Education**.

Coverage: National.

## Costa Rica

Data not available.

## Czechia

Source of data: **Ministry of education, youth, and sports.**

Reference period:

Coverage:

- Graduates in general and pediatric nurse educational programmes from tertiary paramedical schools, graduates in the nursing bachelor programme of study (excluding midwifery field of study) and graduates in the nursing bachelor field of study (included in other programmes of study) from universities are included.

- Foreign graduates are included.

## Denmark

Source of data:

- 1980-2021 **The Danish Health Data Authority**, Labour Register for Health Personnel
- 2022-2023 **The Danish Health Data Authority**, Educational Statistic, STIL Educational Statistic, STIL.

Reference period: 31<sup>st</sup> December

Coverage: The number of nurse graduates from Danish schools. 1980-2021

Break in time series: In 2022, there is a break in time series, as we have changed Labour Register for Health Personnel to Educational Statistics.

## Estonia

Source of data:

- **Statistical Office**, annual reporting.
- **Ministry of Education and Research.**

Reference period: Given academic year.

Break in time series: 1999.

- In 1999, the length of time of the educational programme of nursing specialists was extended.

## Finland

Source of data: The students and qualifications of educational institutions statistics kept by **Statistics Finland**. The statistics cover the students and attained qualifications in education leading to a qualification or degree and are part of the StatFin database maintained by Statistics Finland. The classification of

education is based on the International Standard Classification of Education 2011 (ISCED 2011).

([https://statfin.stat.fi/PxWeb/pxweb/en/StatFin/StatFin\\_opiskt/statfin\\_opiskt\\_pxt\\_11c3.px/](https://statfin.stat.fi/PxWeb/pxweb/en/StatFin/StatFin_opiskt/statfin_opiskt_pxt_11c3.px/))

Reference period: Calendar year.

Coverage: Classification of nurses consists of the 2011 ISCED codes 671101 (Bachelor of Health Care (UAS), Registered Nurse) and 671103 (Bachelor of Health Care (UAS), Public Health Nurse).

Deviation from the definition: In the Finnish Classification of Occupations kept by Statistics Finland, code 2221 refers to nurses with a supervisory role – matrons and wardens – even though the classification is largely based on ISCO. As such, we include the codes of 2221 and 3221 from the Finnish Classification of Occupations as these reflect trained nurses holding a professional nursing license and their work description aligns with the description for the ISCO-08 code 2221.

## France

Source of data: **Ministère des Solidarités et de la Santé - Direction de la Recherche, des Etudes, de l'Évaluation et des Statistiques (DREES)**. Sous-Direction de l'Observation de la Santé et de l'Assurance maladie, Bureau des Professions de santé. **Enquête “Ecoles de formation aux professions de la santé.”**

For further information: [https://data.drees.solidarites-sante.gouv.fr/explore/dataset/491\\_la-formation-aux-professions-de-sante/information/](https://data.drees.solidarites-sante.gouv.fr/explore/dataset/491_la-formation-aux-professions-de-sante/information/).

Reference period: yearly data.

Coverage:

- Data come from statistics compiled from a survey carried out in training institutions for health professionals which estimates the number of degrees valid at the national level, in metropolitan France and overseas departments and territories.

- Nurses include state-licensed nurses (“infirmiers diplômés d’État”, IDE) and psychiatric nurses (ISP). In 1992, a law ended the separate courses for psychiatric nurses who have to do a 3-month internship to obtain the common single degree (“diplôme unique”, IDE). In 1994, a decree granted a nursing degree (DEI) without any conditions to all psychiatric nurses (ISP) requesting it.

In 2025 the time series were filled back to 1980.

Reference period: yearly data.

Deviation from the definition: Professional nurses include anaesthetist nurses, operating block nurses, nursery nurses and health executive of all specialities, as it is not possible to distinguish precisely which graduates are health executive nurses. According to the most recent data available on students training to become health executive, around 80% of them had trained as nurses.

## Germany

Source of data: **Federal Statistical Office**, Statistics on vocational training 2023/2024; Statistisches Bundesamt 2024, *Statistischer Bericht: Berufliche Schulen und Schulen des Gesundheitswesens - Berufsbezeichnungen, Schuljahr 2023/2024*, table 21121-20; <http://www.destatis.de>.

Reference period: school year 2023/2024.

Coverage:

- Passed examinations in nursing care.

- Professional nurses with a 3-year education (nurses, paediatric nurses and nurses for the elderly) who passed their examinations are included.

- Professional nurses who have completed training as a nursing supervisor at a professional school are also included.

- Midwives and nurses with a 1-year education are excluded.

- Data are available from 1996 onwards.

Break in time series: As of reporting year 2012 a new classification of occupation (KIDB-2010) has been introduced. Therefore, the data are comparable only in a restricted manner to previous years.

## Greece

Source of data: **Hellenic Statistical Authority (EL.STAT.), Survey on Tertiary Education (Universities and Technological Institutions)** <https://www.statistics.gr/en/statistics/-/publication/SED33/>

Reference period: 31<sup>st</sup> December.

Coverage: All the data refer to graduates from Greek universities. The 1980-1982, 1986, 1987, 1989, 1990 figures cannot be retrieved from publications.

Deviation from the definition: Data collected for the academic year t/t+1 including students that graduated in year t+1 but the whole time series are classified in year t.

Break in time series: Yes, please see above.

## Hungary

### Source of data:

- Up to 2012: **Hungarian Central Statistical Office** (KSH in Hungarian) [www.ksh.hu](http://www.ksh.hu) on the basis of the data collection of the Ministry of Human Resources.

- From 2013 until 2014: **Office of Health Care Authorisation and Administrative Procedures** (EEKH in Hungarian) [www.eekh.hu](http://www.eekh.hu). Basic register.

- From 2015 to 2016, **Health Registration and Training Center** (ENKK in Hungarian) [www.enkk.hu](http://www.enkk.hu). Basic register.

- From 2017, **National Healthcare Service Center** (ÁEEK in Hungarian) [www.enkk.hu](http://www.enkk.hu). Basic register.

- From 2021, **National Directorate General for Hospitals** (OKFÓ in Hungarian) [www.okfo.gov.hu](http://www.okfo.gov.hu), Basic register.

Reference period: 31st December.

### Coverage:

- Up to 2012: Data are provided for college and bachelor level graduates in health care.

- From 2013: Besides the college and bachelor level graduates in health care the data contains graduates from other training of nurses responsible for general care as comprising at least three years of study or 4600 hours of theoretical and clinical training.

- Data on the professions of optometrists, dental technicians, pharmacy assistants, orthopaedic mechanics, medicinal gymnastics, medicinal massage therapists, sports massage therapists and infant and child attendants are not included.

### Break in time series:

- 2017: The system of the Hungarian vocational training had been transformed in 2010 and, as a part of it, the access to the nursing profession became a multi-stage process. In order to enter the professional nurse training, graduates have to obtain a practice nurse qualification, which falls under the category of associate nurse. As a result, these professionals can appear in the series of multiple years, at first under the category of the associate nurses and later - after an additional one-year-long training - in the category of professional nurses. Practising nurse training was phased out in the fall of 2022.

- From reference year 2017: With regards to the training requirements laid down in Directive 2005/36/EC, nursing graduates were regrouped:

- Professional nursing graduates: only nurses which have an education in compliance with the EC Directive on professional qualifications (e.g., minimum 3 years for a general nurse) and
- Nursing graduates who do not meet the requirements of the Directive 2005/36/EC were moved to the Associate professional nurse category.
- Ambulance nursing graduates are excluded from the group of Nursing graduates.

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## Iceland

### Source of data:

- As of 1996: **Statistics Iceland**, Register of graduations.

- 1980-1995: **Directorate of Health**.

Reference period: As of 1996, the calendar year.

Coverage:

- Includes: Nursing graduates (BS 120 credits-units) and Nursing graduates - specially organised BS in nursing (45 credits-units). These refer to those who had already graduated as nurses when the education was at a lower level.
- Excludes: Graduates from midwifery programme and practical/associate nurse graduates whose education is at an upper-secondary level.

Break in time series: 1996.

## Ireland

Source of data:

- Up to 1998: **Nursing and Midwifery Board of Ireland - An Bord Altranais** (<https://www.nmbi.ie/Home>).
- From 1999 onwards: **Higher Education Authority** (<https://hea.ie/>).

Reference period: Calendar year.

Coverage: Universities, Institutes of Technology, and designated institutions.

- From 2021, figures are rounded to the nearest 5 due to the source's disclosure control policy.
- The figures from 1999 relate to the number of graduates in a given year.

Break in time series:

- From 2021: Due to change in coding structure by the HEA, data refers to all graduate students from the ISCED field/discipline code 0913 (Nursing & Midwifery), excluding courses relating to midwifery. Therefore, data pre-2021 is not directly comparable due to potential impacting changes in classification in the relevant field of study and/or level.
- The figures from 1999 relate to the number of graduates in a given year.

## Israel

Source of data: The data are based on the Nurses License Registry maintained by the Nursing Division and the Health Information Division in the **Ministry of Health**, for which the demographic information is periodically updated from the Population Registry at the Ministry of Interior.

Coverage: Data are for new licensed professional nurses who graduated in Israel.

Note: The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

## Italy

Source of data: **Ministry of Education**; "National Register of Graduates" (<http://dati.ustat.miur.it/organization/ace58834-5a0b-40f6-9b0e-ed6c34ea8de0?tags=Universit%C3%A0&tags=Laureati&tags=Studenti>).

Reference period: Year.

Coverage: All graduated in Italy.

Deviation from the definition: None.

Estimation method: None.

Break in time series: None.

## Japan

Source of data: **Ministry of Health, Labour and Welfare**, Survey on enrolment and graduates from nursing schools.

## Korea

Source of data:

- From 2019: **Korean Education Development Institute**, Educational Statistics.
- Until 2018: **Ministry of Education**, Statistical Yearbook on Education.

## Latvia

### Source of data:

- Until 2022 - **Central Statistical Bureau (CSB)**.
- From 2023 - National information system for education, owner and manager **Ministry of Education and Science of Latvia**.
- Source of data prior to 2008 not clear.

Reference period: Nursing graduates are reported for the academic year (e.g., 2022/2023).

### Coverage:

- Until the academic year 2020/2021 the data include graduates from college, bachelor, and master programmes. Whereas starting from the academic year 2021/2022 due to the educational reform (transitioning from a college-level education to bachelor-level education) college graduates are not included anymore.
- In accordance with the concept of nursing profession development approved by the Latvian government on 29 October 2019, an educational reform, introducing the profession of general nurse and transitioning from a college-level education (3 years) to bachelor-level education, was implemented. Consequently, as of 31 December 2021, the first-level professional higher education programme Nursing implemented in medical colleges will no longer be implemented and, as of 1 January 2022, students will continue their studies in the second-level professional higher education study programme offering qualification Nurse (general care nurse). The introduction of the reform has caused fluctuations in the graduate statistics, as nurses who after 3 years in medical college were due to graduate in 2022 continued their studies at university for another year.
- Fluctuations in the nursing programme graduate statistics in 2024 were still caused by the educational reform implemented in 2019.
- Without graduates from “doctor’s assistants” programmes. In 2024 there are 459 graduates in this programme.

### Break in time series:

- 2008: Change in data source
- 2010-2014: The significant increase in nursing graduates is due to the fact that nurses have taken the opportunity to raise professional qualifications by completing bachelor’s degree in nursing programme. This programme was financed by the European Social Fund (ESF) and was free for the students. ESF programme was started in September 2009 and ended in 2014. The aim of this project was to provide nurses with the educational programme following the basic education. After graduation from this programme, nurses acquired specialization. The programme did not stipulate a definite number of new entrants; therefore, the large variation in the number of graduates in years 2010-2013.
- 2023: Change in data source.

## Lithuania

Source of data: **Statistics Lithuania**, data of entire annual survey of education institutions. Report “Health Statistics of Lithuania” available from <https://www.hi.lt/sveikatos-statistikos-leidiniai/#--lietuvos-sveikatos-statistika>. Available on Official Statistics Portal of Statistics Lithuania <http://osp.stat.gov.lt/en>.

### Reference period:

Coverage: The number of graduates includes graduates with university and college education, not include rehabilitation graduates.

## Luxembourg

Source of data: Ecole nationale de santé du Luxembourg (ENSA) (previous name: **Lycée technique pour professions de santé (LTPS)**).

Reference period: data as of December 31.

## Mexico

Source of data:

- 2000 to 2017: **Ministry of Education, General Directorate of Professions.**
- From 2018 onwards: **National Association of Universities and Institutions of Higher Education (ANUIES).**

Coverage:

- Includes persons who have graduated and have obtained the professional license.

Note: In 2020, the COVID pandemic delayed the graduation process, the number of graduates being regularized in subsequent years.

## Netherlands

Source of data: **Statistics Netherlands**, Statistics of education. Primary source: Dienst Uitvoering Onderwijs of the Ministry of Education, Culture and Science. Integral data of funded educational institutions. Participants' higher education:

[https://duo.nl/open\\_onderwijsdata/databestanden/ho/ingeschreven/](https://duo.nl/open_onderwijsdata/databestanden/ho/ingeschreven/); Participants MBO (for associate professional nurses): [https://duo.nl/open\\_onderwijsdata/databestanden/mbo/onderwijsdeelnemers/](https://duo.nl/open_onderwijsdata/databestanden/mbo/onderwijsdeelnemers/).

Reference period:

Coverage:

- The number includes nursing graduates in senior vocational secondary education (in Dutch: MBO) and nursing graduates in higher education (HBO). The number in is the sum of senior vocational, bachelor and master graduates. The number of nursing graduates in higher education (in this case vocational colleges) is based on the "integrated higher education project". In this project, Statistics Netherlands is working together with the Information Management Group (IBG), Higher Professional Education Council (HBO-Raad), Association of Dutch Universities (VSNU) and the Ministry of Education, Culture and Science (OCW). The number of nursing graduates in senior vocational secondary education is based on data from the Ministry of Education, Culture and Science (OCW).

Break in time series: - As from 2011, data have been rounded to multiples of ten.

## New Zealand

Source of data: **Nursing Council of New Zealand**, Annual Reports.

Reference period: Year ending 31<sup>st</sup> March, e.g. 2019 data refer to all candidates from 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019.

Coverage:

- Figures are for numbers of graduates of accredited Bachelor degrees in nursing who sat the state final examination. (The purpose of the examination ensures that all graduates entering the New Zealand Register of Nursing have achieved certain standards of knowledge and competency).
- Figures provided for 'Professional Nursing Graduates' are for registered nurse candidates for state examinations.
- Figures for NZ midwifery graduates are excluded.

## Norway

Source of data: **Statistics Norway.**

- Statistics Norway collects student data from the administrative systems of the various tertiary institutions. The administrative systems in tertiary institutions create data files in the format specified by Statistics Norway. Information on completed doctoral degrees is collected from NIFU

(<http://www.nifustep.no/English/Pages/default.aspx>).

- Tertiary graduation statistics include all individuals who have completed a degree of 2 years or longer from an educational institution classified by the Standard Industrial Classification as a tertiary institution. Registration of completed educational activities occurs during the period 1 October in year x, 30 September in year x+1.

- See [http://www.ssb.no/english/subjects/04/02/40/eksuvh\\_en/](http://www.ssb.no/english/subjects/04/02/40/eksuvh_en/) and then 'About the statistics'.

Reference period:

Coverage: Complete coverage as statistics are based on enumeration of graduates in tertiary education. Sampling errors and non-response errors do not exist.

Deviation from the definition:

Estimation method:

Break in time series: Individually based data on completed education have been published annually since they were first collected in 1973/74 (academic year). Most variables are comparable, but some have changed. The revised Norwegian Standard Classification of Education ([http://www.ssb.no/english/subjects/04/90/nos\\_c751\\_en/](http://www.ssb.no/english/subjects/04/90/nos_c751_en/)) recoded education courses to enable comparison of newer and older data (also including a recoding to ISCED-97). While education courses are reasonably comparable over time, other variables are not (e.g. coding of institution types).

## Poland

Source of data:

- Until 1990: publication of **Ministry of National Education**, "Higher education, basic data".
- From 1990: **Statistics Poland**, reports S-10.

Coverage:

Number of graduates with first university level or a master's degree from a nursing programme, including foreigners graduated in Poland.

Deviation from the definition: There is a concern about double counting of graduates in cases where a person first completes a bachelor's degree and then a master's degree. Each year universities give information about the number of graduates without identifying the people who continue their education in the second degree. As a result, these graduates are registered again two years later upon completion of their second degree.

Break in time series: 1990 due to change of data source.

Note:

- The education of nurses has been in a process of transformation, which means that traditional nursing schools were closed down and a new licence and master's degree-based system was established. This allowed the number of personnel with higher education to increase in these two occupational groups.
- Since 2003, Medical Universities have provided two types of studies for nurses: a 3-year licensing program and complementary studies for those who do not have the license. After graduating from these studies there is a possibility of a 2-year master's degree.
- Since the academic year 2004/2005, many nurses and midwives educated in the old system (before Poland's accession to the EU) have completed their education at the Bachelor's level through bridging studies, in order to have their qualifications recognised in other EU countries. There were at least 40,000 (approximately) nurses and midwives who graduated from these bridging studies in the period 2007-2013, explaining the large numbers of nursing and midwifery graduates. The number of people still willing to follow these studies decreased strongly in academic year 2015/16 and the number of universities conducting bridging studies also dropped (15 only, against 57 universities in 2014/15). This explains the dramatic decrease in the number of nursing and midwifery graduates in 2016.

## Portugal

Source of data:

- Since 2011: **Directorate General of Statistics of Education and Science, Ministry of Education and Science**.
- Between 2006 and 2010: **Ministry of Science, Technology and Higher Education**.
- Up to 2005: **Ministry of Education**.

Reference period: End of academic year.

Coverage: Data represent the total number of graduates.

Break in time series: Break in 2002 due to change in Nursing Education in the end of the 1990's.

## Slovak Republic

Source of data: From the reference year 2021: the **Slovak Centre of Scientific and Technical Information** ([www.cvtisr.sk](http://www.cvtisr.sk)).

Coverage: There is no distinction between professional and associate professional nurses in the Slovak Republic. All nurses are considered professional nurses.

## Slovenia

Source of data: **National Institute of Public Health, Slovenia**, Health Statistics Yearbook.

Reference period: 31<sup>st</sup> December.

Coverage: graduates in Slovenian institutions (schools).

## Spain

Source of data:

- Since 2011: **Ministry of Universities from the Statistics of University Students:**

[http://estadisticas.mecd.gob.es/EducaDynPx/educabase/index.htm?type=pcaxis&path=/Universitaria/Alumnado/EEU\\_2022/GradoCiclo/Egresados/&file=pcaxis&l=s0](http://estadisticas.mecd.gob.es/EducaDynPx/educabase/index.htm?type=pcaxis&path=/Universitaria/Alumnado/EEU_2022/GradoCiclo/Egresados/&file=pcaxis&l=s0)

- Up to 2010: **National Statistics Institute (INE)**. University Education Statistic.

[https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica\\_C&cid=1254736176744&menu=resultados&idp=1254735573113](https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176744&menu=resultados&idp=1254735573113)

Reference period: Academic Year: the data for 2021 corresponds to the graduates of the 2020-21 academic year.

Coverage:

- In 2011 there are the last students who completed studies for (old) three-year Diploma in Nursing [9.731 graduates] and the first ones who completed studies for (new) four-year Degree in Nursing (new degrees according to Bologna Plan) [1.923 graduates].

- In 2012 there are 4.550 graduates from the old Diploma in Nursing, and 3.644 graduates from the new Degree in Nursing.

- In 2008 the new university degrees in nursing (within the framework of Bologna process) began to be implemented. These new degrees have replaced the old diploma in nursing. The duration of the new degrees is four academic years (instead of three years for the former diploma). The increment of one academic year has implied the reduction of nursing graduates in 2012 because of those nurses that should have been graduated through the old diploma.

Deviation from the definition: Data include midwife graduates.

## Sweden

Source of data:

- Until 1995: **National Board of Health and Welfare**. LOVA-register.

- From 1996: **Swedish Higher Education Authority (UKÄ)**.

Reference period:

- Until 1995: 1<sup>st</sup> November.

- From 1996: 31<sup>st</sup> December.

Coverage:

- Full coverage. In 1993, the training for nurses increased from two to three years. This meant that almost no students graduated in 1995. In 1985, the training for nurses was expanded to more universities.

## Switzerland

Source of data: **Federal Statistical Office (FSO)**, Neuchâtel; Students and Degrees of Higher Education Institutions (SHIS-studex); Statistics on Certificates; yearly census.

Reference period: Annual census.

Coverage: Full coverage based on population data (full-survey).

Break in time series: 2009, inclusion of the graduates of Universities of applied science

## Türkiye

Source of data:

- Up to 2013: **General Directorate for Health Services, Ministry of Health and ESPC Higher Education Statistics**.

- From 2013 onwards: **General Directorate for Health Services, Ministry of Health and Council of Higher Education**, Higher Education Statistics.

Reference period: End of the academic year.

Coverage:

- Data refer to total number of nursing graduates of vocational high schools of health and universities.

- Nursing departments in vocational health high schools accepted an increasing number of nursing students until the mid-1990s in response to domestic needs. In the late 1990s, vocational health high schools started not to enrol any students in nursing section. However, in the early 2000s, a growing need for nurses came to the agenda again, and these vocational schools begun accepting more nursing students again, explaining the rise in the number of graduates since 2004. In 2005, the vocational health schools again started not to enrol any new students. However, in 2007, the vocational health schools accepted huge numbers of nursing students and gave huge number of graduates from 2010.

- From 2014 onwards, Vocational High Schools of Health have not accepted new admission for nursing. After this time, all nurses must graduate from universities. (2016 was the last year with nursing graduates from vocational high schools, explaining the high number of graduates in this year. In 2017, the number of nursing graduates dramatically decreased, with graduates from universities only.)

Deviation from the definition:

Estimation method:

Break in time series: From 2017 onwards, the numbers of nursing graduates include only graduates from universities.

## United Kingdom

Data not available. (Registration of Associate Professional nurses by the NMC was only approved by the NMC Council on 25th January 2017 so figures for Professional nursing graduates as distinguished from graduates from Associate professional nursing graduates are not held by the NMC at present but will be available in the future.)

## United States

Source of data:

- 2001-2011: **Health Resources and Services Administration (HRSA)**. National Center for Health Workforce Analysis. The U.S. Nursing Workforce: Trends in Supply and Education, 2001-2011. See at: <http://www.hrsa.gov/index.html> and

<http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>.

- 1997-2000; 2012-2019: **National Council of State Boards of Nursing (NCSBN)**. Nurse License Volume and NCLEX® Examination Statistics. Chicago. See at: <https://www.ncsbn.org/1237.htm>. Credit: "Portions copyrighted by the National Council of State Boards of Nursing, Inc. All rights reserved."

Coverage:

- National estimates. Excludes U.S. territories.

- In the U.S., professional nurses are designated as registered nurses (R.N.).

- Recognized qualification to practice as RN in the U.S. is given to individuals who successfully graduated and passed the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Due to the content and extent of the NCLEX-RN examination, the majority of the nurses are more likely to take such examination shortly after graduation. The data represent the number of NCLEX-RN passers, first-timers, and repeats.

- Data exclude internationally educated candidates passing the examination.

Break in time series: No breaks in time series.

## NON-OECD ECONOMIES

### Bulgaria

Source of data: **National Statistical Institute**,

[https://infostat.nsi.bg/infostat/pages/module.jsf?x\\_2=164](https://infostat.nsi.bg/infostat/pages/module.jsf?x_2=164)

<https://nsi.bg/en/node/3388>

Until 2022:

Report on tertiary education for educational-qualification degrees 'Master', 'Bachelor' and 'Professional bachelor' as of 15 November - exhaustive annual survey.

From 2023:

An administrative register of the Ministry of Education and Science.

Reference period:

Until 2022:

From 16.11 of the previous year (t-1) to 15.11 of the index year (t). E.g., data for year 2010 contains number of graduates from 16.11.2009 to 15.11.2010.

From 2023:

Calendar year.

Coverage: Full coverage.

The survey covers all authorized higher schools (colleges, universities, and equivalent higher schools) under the regulation of Higher Education Act.

The specialties for medical doctors, dentists, pharmacists, midwives, and nursing are taught in public higher schools. Ministry of Education and Science is determining annually plan scheme (limits for new entrants) for each specialty in public higher schools, which varies at different years.

Deviation from the definition:

Estimation method:

Break in time series: 2007: According to the national legislation in 2007, the length of training of nurses was increased by a year.

-2023 - Break in the time series due to a change of the data source.

## Croatia

Source of data: Ministry of Science and Education of the Republic of Croatia.

Reference period: From the year 2008, data are provided by the Ministry of Science, Education and Sports. Data refers not on calendar, but on academic years. For example, registered data for the year 2008, refers to the 2007/2008 academic year (01.10.2007 – 30.09.2008).

## Cyprus

Source of data: Annual survey conducted from the **Statistical Service of Cyprus, “Education Statistics”**.

Reference period: Year (n+1) refers to the school period: year (n)/year (n+1).

Coverage:

- Included are the graduates of the nursing school (at least 3 years are demanded for diploma acquisition) of the Public Sector (tertiary non-university level).
- Included are the nursing graduates of university level institutions both from the Public and Private Sectors (only from 2007 onwards the university level nursing schools have been established).

Deviation from the definition: No deviation.

Estimation method: Not applicable.

Break in time series: No break.

## Romania

Source of data: **National Institute of Statistics,**

Activity of Education Units (Statistical data on tertiary education) – annual survey performed by NIS.

Reference period: academic year.

Coverage:

Deviation from the definition: Since 2015, data on nursing graduates included, also, the number of midwives graduates. Beginning with 2021 the data on nursing graduates does not include midwives graduates

Estimation method:

Break in time series: 1996 (Since 1996 including private sector) and 2015.

Since 2015, data on professional nursing graduates included, also, the number of midwives graduates. Romania collects data on education as per the new ISCED Fields of Education and Training classification (ISCED-F 2013) adopted following the UNESCO's ISCED 2011 revision. Hence, as of 2015, statistical data are collected for the field of study 0913 'Nursing and midwifery'. The data are not collected distinctively for "Nursing", and "Midwifery", respectively and, as such, data on graduates from a midwifery programme cannot be subtracted. Since 2021 data are collected separately.

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<https://www.oecd.org/en/data/datasets/oecd-health-statistics.html>