



AMBA APPLICATION AND ENROLMENT REPORT 2020



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FOREWORD



**ANDREW
MAIN WILSON,
CEO,
AMBA & BGA**

I am delighted to publish AMBA's Application and Enrolment Report 2020.

This year's study offers the latest picture of both the profile of AMBA, and how our accredited Schools are performing in the MBA market.

The data included in this report provides insight at a time of great uncertainty in the global economy and the geopolitical landscape.

The results from this study demonstrate the continued excellence of AMBA-accredited Business Schools and their ability to expand their programmes in this ever-more demanding world. This report captures the various aspects of MBA delivery throughout the globe, including diversity and regional variances.

Outlined in this report are findings from the 2019 calendar year, using reported figures from AMBA-accredited programmes. It incorporates data from almost all AMBA-accredited Business Schools from that year. I am also delighted to say that this study represents AMBA's largest synthesis of applications and enrolments, with 237 Schools contributing to this year's study.

Their contribution reflects the continued growth of AMBA's network of world-class MBA programmes.

AMBA asks each of its accredited Schools to provide information about the number of applications and enrolments pertaining to their MBA programmes.

These findings act as a 'pulse check' for AMBA and its stakeholders by offering insight into the marketplace for leading MBA programmes across the globe. This year's research covers more programmes, applications and enrolments than any previous study conducted on AMBA-accredited management education. It encompasses 879 MBA programmes (compared with 877 in our 2019 Application and Enrolment Report).

The report is split into two key sections. The first focuses on the profile of AMBA-accredited Schools in 2019, to provide an up to date view of the composition of the network.

The second section is an analysis of 217 Schools that participated in the study both this year and last year, allowing for an examination of how an identical set of Schools have fared between 2018 and 2019. We hope that these findings will provide useful knowledge to the Business School community, and the management education sector more broadly, as AMBA seeks to enhance understanding of MBA demand and delivery today.

I would like to thank all the Business Schools that have contributed to this valuable study. Without their input, this piece of research would simply not be possible. We greatly appreciate the many colleagues who have taken the time to complete the response templates.

2. EXECUTIVE SUMMARY

The AMBA Application and Enrolment Report 2020 aims to provide a snapshot of the MBA programmes across AMBA's global network of elite Business Schools. The report is split into two main sections, the first being an up-to-date look at the latest application and enrolment data, given for the calendar year of 2019. The second section compares changes in the data between 2018 and 2019, among Business Schools that have supplied data to AMBA for both 2018 and 2019.

A total of 237 AMBA-accredited Schools submitted data for analysis this year. Of these, 233 Schools ran MBA programmes in 2019 and it is these programmes that are the subject of the analysis in the first section of this report. Data submitted for DBA and MBM programmes will be analysed separately.

Ellen Buchan, Insight and Communications Executive,
AMBA & BGA

KEY FINDINGS

AMBA-ACCREDITED SCHOOLS IN 2019: MBA DELIVERY AND APPLICATION EXPERIENCE

- 66% of programmes delivered globally were offered in a part-time format, 19% of programmes were taught using a full-time format, and 14% were defined as modular.
- Globally, 82% of programmes were taught in a classroom, 7% online and 11% were taught using a blended delivery mode.
- Each Business School in the AMBA network received an average of 576 applications for their portfolio of programmes and an average of 153 applications per programme. Per School, 203 students enrolled on average throughout the world, with on average 54 students per programme.
- Globally, 40% of those applying and 38% of those enrolling onto MBA programmes were women.
- Globally, 30% of those applying to AMBA-accredited MBA programmes are classed as international applicants. The equivalent figure for those who ultimately enrolled is 25%. The highest number of international applications were to Business Schools in the UK (77%), followed by those in North America and the Caribbean (66%).

LIKE-FOR-LIKE ANALYSIS IN CHANGE IN APPLICATION AND ENROLMENT (2018-2019)

- Globally, applications per School and per programme both increased by 7% between 2018 and 2019.
- Enrolments per School and per programme remained largely the same, with 202 enrolled per School in 2019, compared to 203 in 2018. There was no change in enrolments per programme, with the average remaining at 54 year on year.
- The number of women applying for AMBA-accredited MBA programmes rose by two percentage points between 2018 and 2019, and the number enrolled in the programmes increased by one percentage point in the same timeframe.
- The global number of international applicants decreased by three percentage points, however, the number of international students applying for places on MBA programmes in Oceania rose by 16 percentage points year on year. The proportion of international students enrolled globally remained the same from 2018 to 2019.

3. METHODOLOGY

Data collected in relation to MBM (Masters in Business and Management) and DBA (Doctor of Business Administration) programmes are not analysed in this report. Meanwhile, the 'graduate' figures cited in the report are based on the number of individuals who completed a programme in 2019.

In instances when figures do not sum to 100% or to a combined sum, this is due to rounding.

APPROACH TO ANALYSIS

Data has been analysed with the use of nine regions which reflect the geographic spread of AMBA-accredited Business Schools and the composition of the MBA market. For example, Business Schools in India and China are treated as separate regions within this report due to their distinct and separate markets, and the high volume of AMBA-accredited Business Schools based in each country.

The full list of regions used in the report is: Africa, Asia and the Middle East (excluding India and China), China (including Hong Kong, China), Europe (excluding the UK), India, Latin America, North America and the Caribbean, Oceania and the UK. When discussing these regions in the report, we are referring to geographic base of AMBA-accredited Business Schools, unless otherwise stated. Separate analysis which bases results according to the region in which programmes are taught is specifically highlighted.

This report intends to provide two distinct pieces of analysis, offering different analytical perspectives:

- 1) The first provides a snapshot of the composition of 233 AMBA-accredited Schools in that ran an MBA in 2019 and which participated in the study. This explores their application, enrolment and programme delivery trends. Any 'trends-over-time' data within this sample of Schools may reflect differences in the Schools participating and the

In April 2020, data sheets were sent to 261 Business Schools that were accredited by AMBA in 2019. The data sheets asked Schools to provide relevant application and enrolment figures for their MBA, MBM and DBA programmes, and any other AMBA-accredited programmes delivered by the Business School in the calendar year of 2019. In total, 237 AMBA-accredited Business Schools returned their data, representing a response rate of 92%.

Due to the different start and end dates of programmes across Schools, data was collected for the whole calendar year of 2019 (1 January – 31 December) in order to ensure valid comparisons could be made.

As well as data pertaining to applications, offers, enrolment and graduation, supplementary data on applicants' gender and geographic background (domestic vs. international) was collected, as was data on the method and mode of programme delivery.

The findings presented in this report are based on data provided in relation to MBA programmes only.

evolving profile of the AMBA network, rather than definitive changes in demand.

- 2) The second offers trends of 217 Business Schools which participated both in the current study and its equivalent last year. This analysis therefore offers a comparative year-on-year analysis of 2019 and 2018 cohorts for a large sample of AMBA-accredited Schools. This analysis reflects these Business Schools only and does not factor in how the current profile of AMBA-accredited Business Schools has evolved. However, it provides the most robust insight possible into changes in MBA demand and provision.

It is important to note that application and enrolment trends are not the sole measure of Business Schools' performance in any given region. Rather, we believe that movements in the market are derived from a range of factors, including socioeconomic factors and geopolitics, as well as the standards and programme proposition provided by Business Schools.

4. AN OUTLINE OF AMBA-ACCREDITED SCHOOLS IN 2019

This section provides an overview of AMBA-accredited Business Schools in 2019, covering the average applications and enrolments in different regions; the methods of delivery and programmes; and certain demographic variations.

4.1 PROFILE OF THE PARTICIPATING AMBA-ACCREDITED BUSINESS SCHOOLS

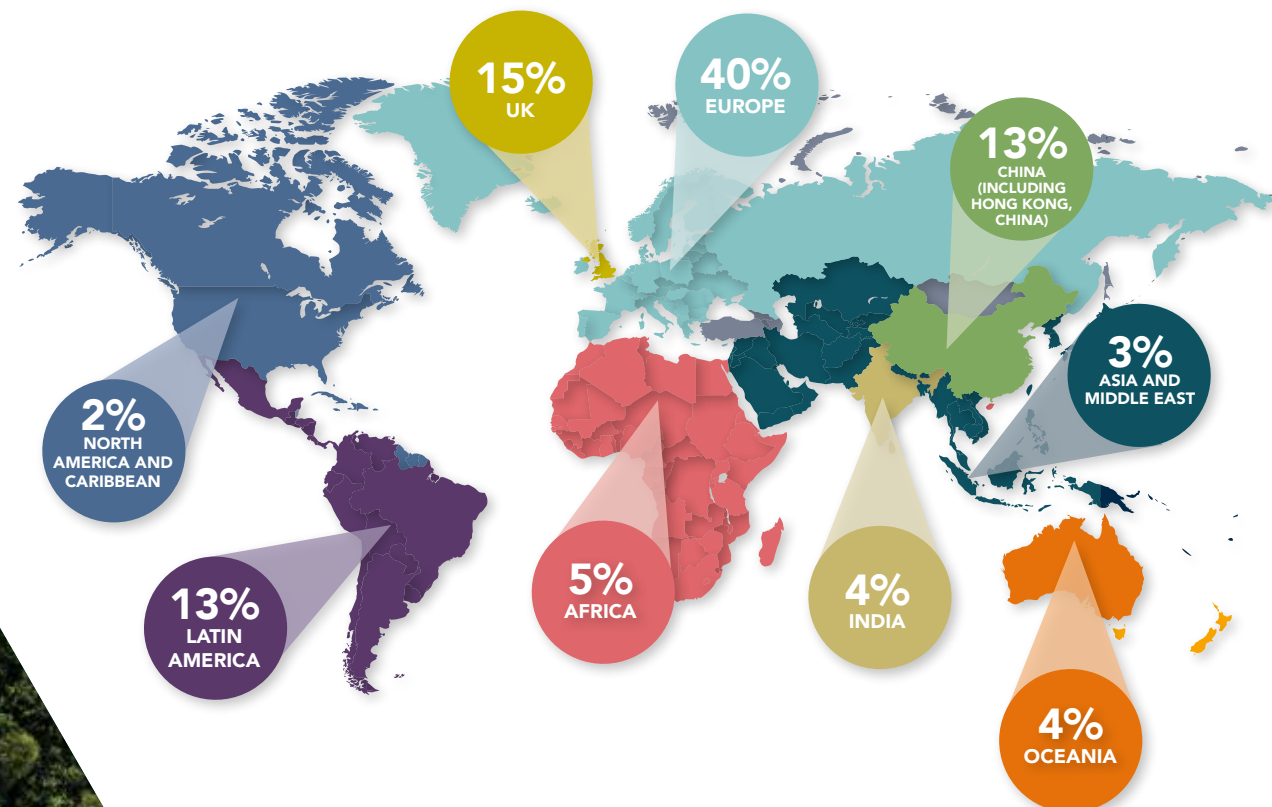
This section of the report outlines the profile of AMBA-accredited Business Schools that participated in this research. It assesses the regional profile of Business Schools, their mode of programme delivery and the volume of MBA applications and enrolments across each region. This covers 233 Business Schools that ran MBA programmes in 2019. In total, 879 MBA programmes

were run in the calendar year of 2019 (compared with 877 in 2018).

REGIONAL PROFILE

Figure 1 outlines the regional composition of the participating Business Schools that reported offering an MBA in 2019, based on where each has its headquarters. These figures show the regional profile of AMBA-accredited Business Schools and give context to the data relating to application and enrolment numbers within each region. The composition of Schools in 2019 was very similar to 2018, with no greater than a two-percentage point change in the proportional composition from any single region.

FIGURE 1: REGIONAL COMPOSITION OF PARTICIPATING BUSINESS SCHOOLS OFFERING MBAS



FORMAT AND METHOD OF PROGRAMME DELIVERY

Figure 2 shows that, globally, programmes were most likely to be delivered in a part-time format (66%), followed by full-time (19%) and modular (14%) settings. However, this varies across regions. Part-time programmes were most numerous in Latin America (80%) and China (including Hong Kong, China) (76%). Meanwhile, full-time programmes were most popular in India (53%) and Oceania (49%).

Modular programmes, which have content delivered in concentrated periods, were most common in Africa (36%) and Europe (22%).

In terms of the method of programme delivery, classroom-based learning was the most prevalent method of teaching in all regions. More than four in five (82%) of programmes were conducted in the physical classroom building, globally. Blended programmes were the next most popular method (11%), with fully online programmes being the least numerous (7%).

The UK was the region where programmes were most likely to be delivered online (17%), followed by Oceania (8%) and Europe (6%). Oceania and North America and the Caribbean were the regions in which the blended method was used most frequently in programme delivery (27% and 21%, respectively).

FIGURE 2: FORMATS OF PROGRAMME DELIVERY (%)

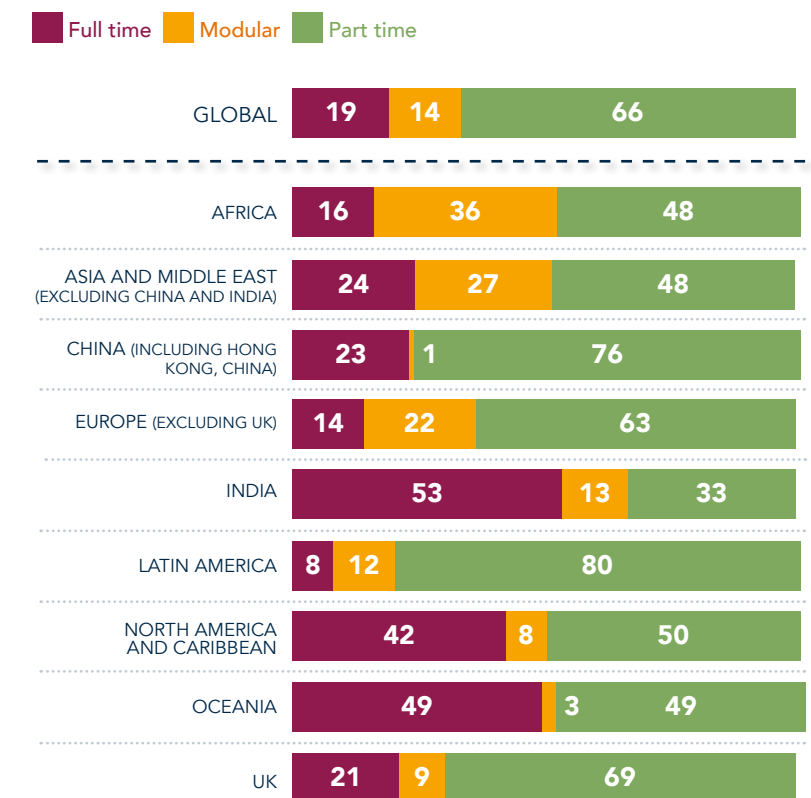
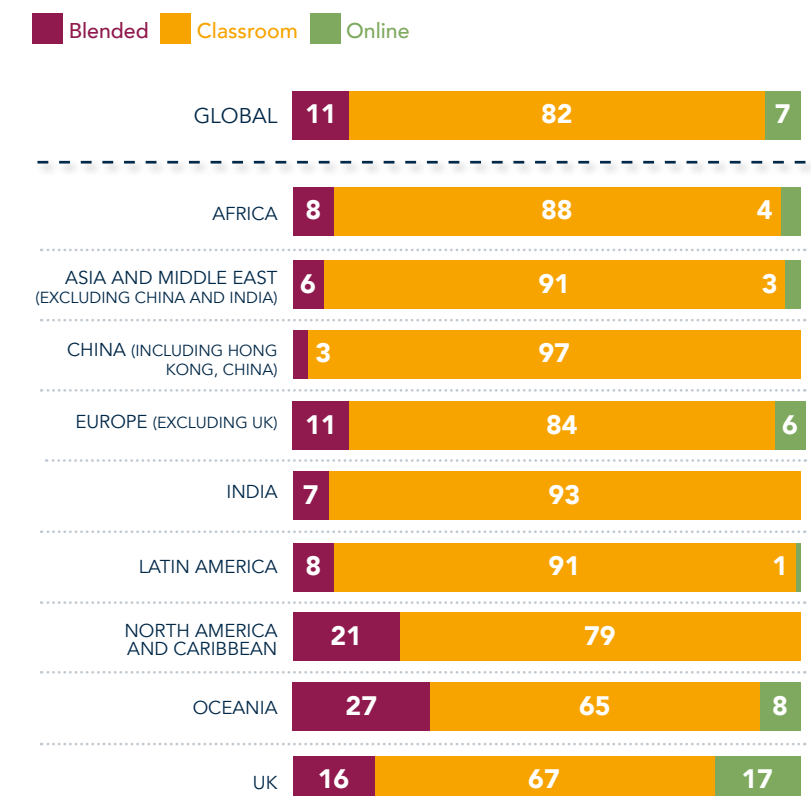


FIGURE 3: METHODS OF PROGRAMME DELIVERY (%)



4.2 APPLICATIONS AND ENROLMENTS

This section explores MBA applications and enrolments for AMBA-accredited programmes in 2019.

AVERAGE PROGRAMME SIZES

Figure 4 shows the global application and enrolment changes in AMBA's global network of Business Schools.

It is important to note that these findings reflect changes in the profile of AMBA-accredited Schools. As such, movements may to some extent reflect the different composition of the samples between the two years and not changes in demand and supply. These figures therefore solely provide a picture of how this year's study compares to last year and offers a more up-to-date indication of the profile of the AMBA network.

There was a slight increase in the number of applications, both per individual programme and per Business School as a whole in 2019. Average enrolments per programme remained consistent and there was a 1% change in the average number of enrolments per School, compared to 2018.

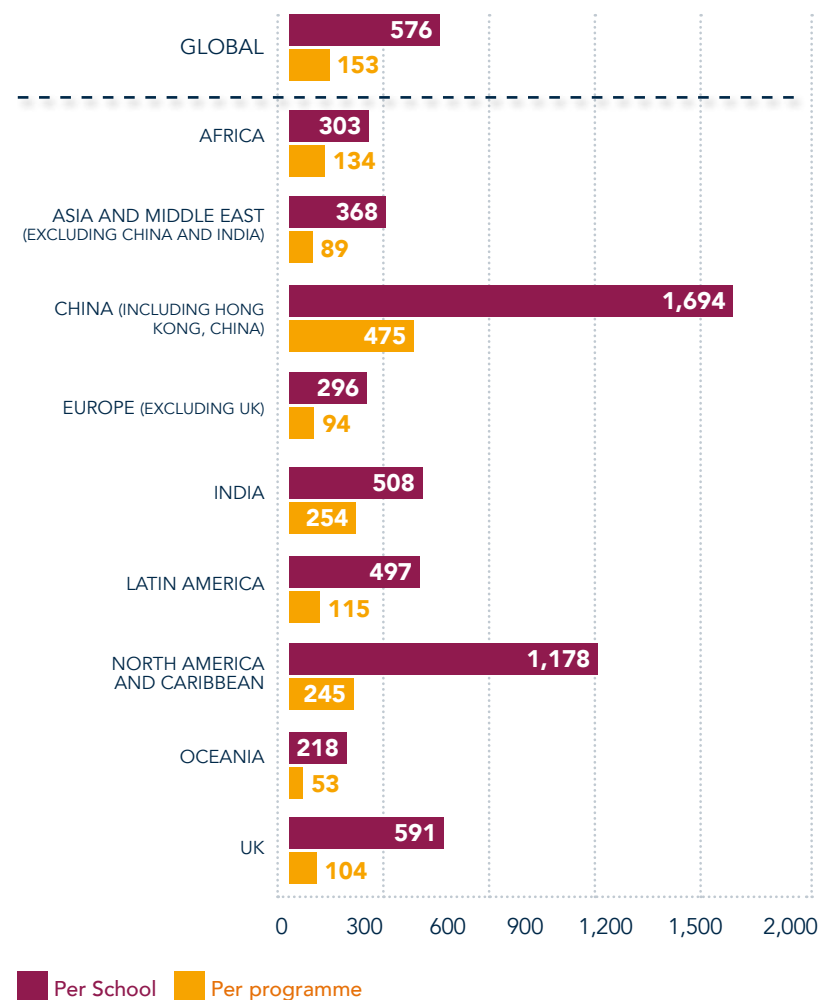
At a School level, the average number of applications rose from 548 in 2018 to 576 in 2019, an increase of 5%. Average enrolments decreased slightly from 205 in 2018 to 203 in 2019.

At a programme level, the average number of applications increased from 145 in 2018 to 153 in 2019. Meanwhile, the average number of enrolments per programme remained consistent at 54.

FIGURE 4: AVERAGE SCHOOL AND PROGRAMME SIZE

		Number of applications	Number of enrolled students
Average per programme	% change between 2018 and 2019	+6%	0%
	2019	153	54
	2018	145	54
Average per School	% change between 2018 and 2019	+5%	-1%
	2019	576	203
	2018	548	205

FIGURE 5: AVERAGE REGIONAL APPLICATIONS BY BUSINESS SCHOOL AND PROGRAMME (2019)



AVERAGE NUMBER OF APPLICATIONS AND ENROLMENTS BY REGION

Figure 5 outlines the average number of applications per School, split by region. The highest number of applications per School and per programme was in China (including Hong Kong, China) with 1,694 applications per School and 475 applications per programme, on average.

This was followed by North America and the Caribbean which had the second highest number of applications per School, at an average of 1,178 in 2019. India had the second highest number of applications per programme with, on average, 254 applicants per programme.

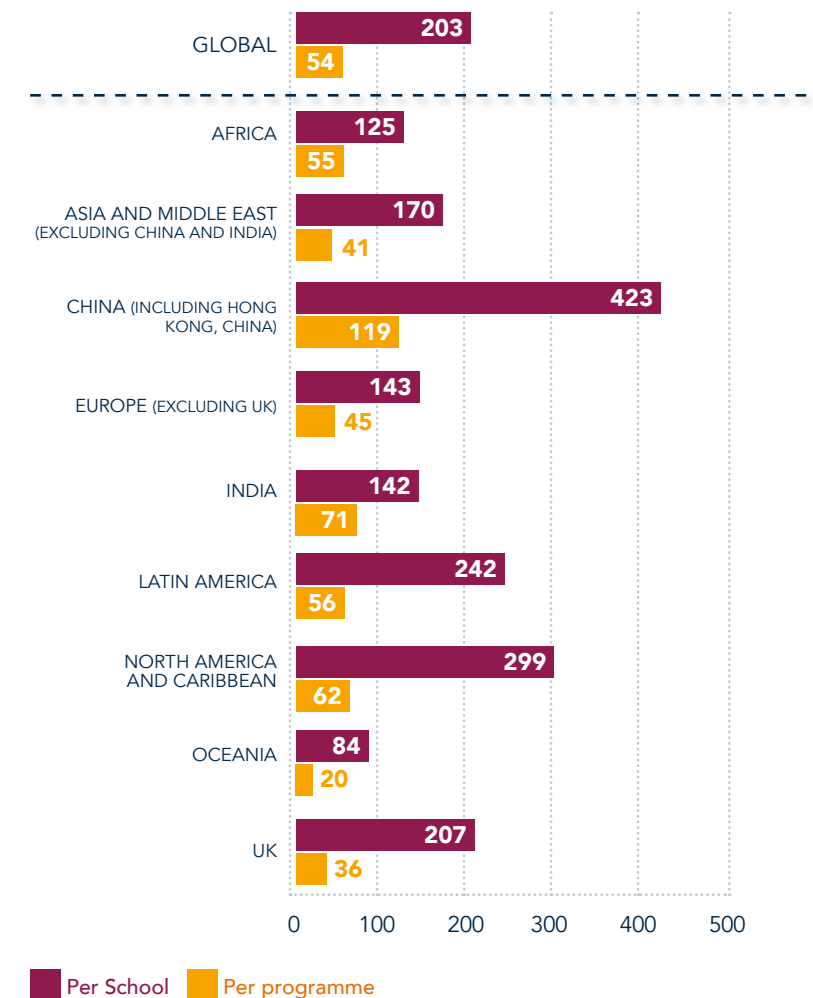
Figure 6 outlines the average number of enrolments per School and per programme by region. The highest average was in China (including Hong Kong, China) with an average of 423 students enrolled per School and 119 students enrolled per programme.

North America and the Caribbean had the next highest number of enrolments per School (299), followed by Latin America (242) and the UK (207).

At a programme level, the highest average enrolment numbers after China (including Hong Kong, China) were in India (71), North America and the Caribbean (62), and Latin America (56).

The above application and enrolment figures show, regionally, the application and enrolment numbers to programmes where each responding Business School is based. However, many Schools

FIGURE 6: AVERAGE REGIONAL ENROLMENTS BY BUSINESS SCHOOL AND PROGRAMME (2019)



have campuses overseas. Figure 7 shows the share of applications and enrolments according to where programmes are taught.

Proportionally, the share of programme applications and enrolments generally matched the figures for where the Business School had its headquarters. The figures for the UK show higher levels of applications and enrolments for where Schools are based rather than where programmes were taught, suggesting that UK Business Schools are likely to have numerous programmes which are taught overseas.

Share of applications (taught)
Share of enrolments (taught)
Share of applications (based)
Share of enrolments (based)

FIGURE 7: SHARE OF APPLICATIONS AND ENROLMENTS TO WHERE PROGRAMMES ARE TAUGHT AND WHERE SCHOOL IS BASED

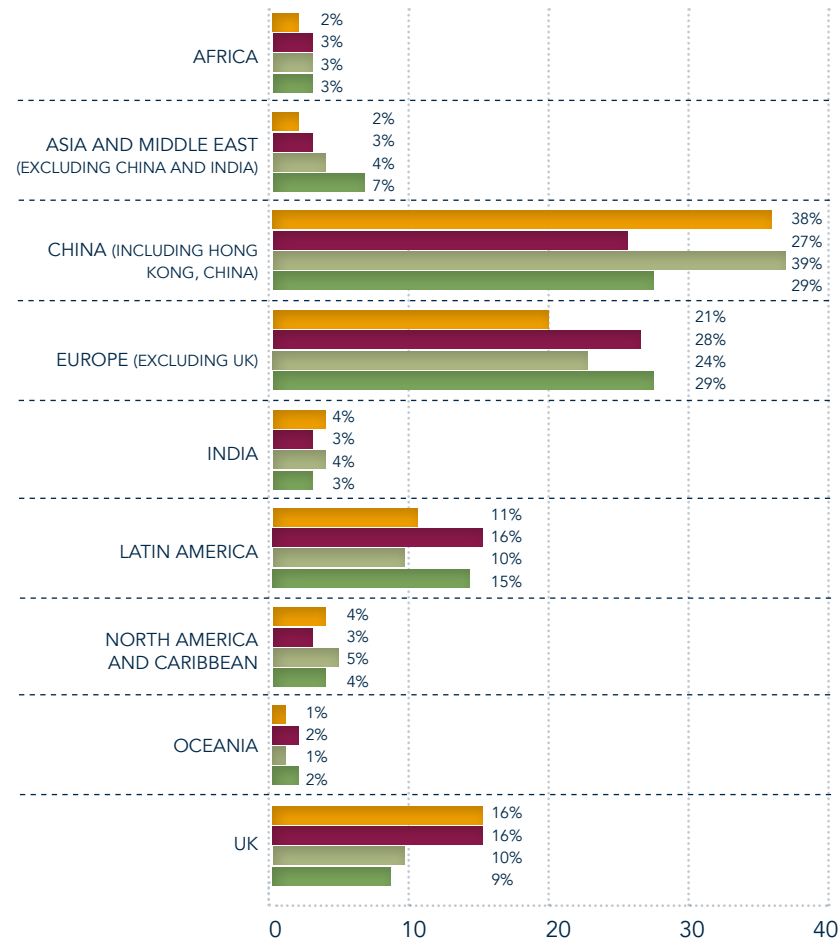
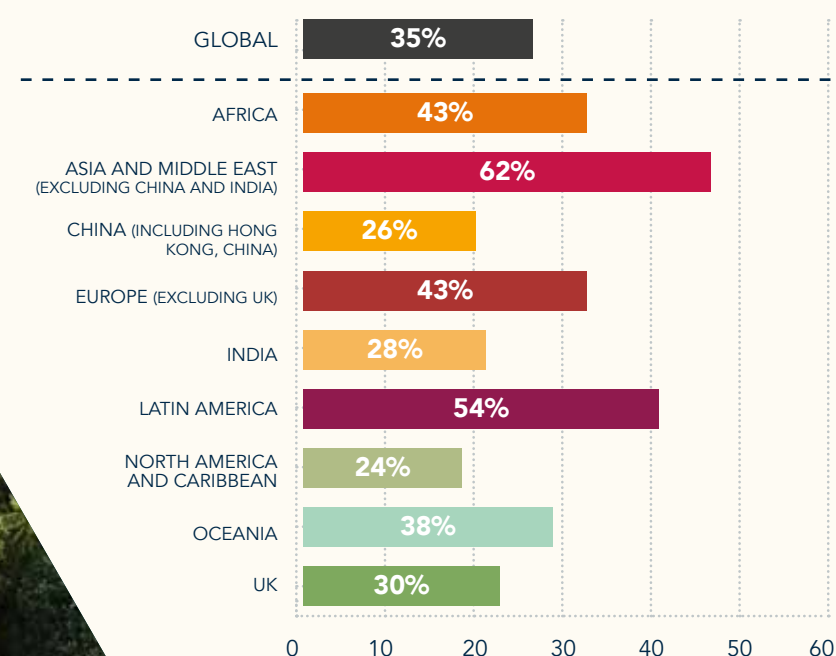


FIGURE 8: APPLICATION-TO-ENROLMENT CONVERSION RATES ACCORDING TO WHERE A PROGRAMME IS TAUGHT



CONVERSION RATES

Conversion rates show the percentage of applicants who ultimately enrolled onto a programme. The global conversion rate for 2019 was 35%.

Figure 8 shows the conversion rates by region, according to where a programme was taught. The highest conversion rates were in Asia and the Middle East (62%) and Latin America (54%). The lowest conversion rates were in North America and the Caribbean (24%) and China (including Hong Kong, China) (26%).

4.3 APPLICATIONS AND ENROLMENTS BY GENDER

APPLICATIONS AND ENROLMENTS BY GENDER

Figure 9 outlines the proportion of men and women who applied to, and enrolled on, the programmes examined in this report. Globally, 40% of applicants and 38% of those enrolled were female.

China (including Hong Kong, China) was the only region to have an equal proportion of men and women on their courses, making this the most equal region in terms of gender. Oceania was the next most gender-balanced region, with 45% of enrollees

being female. India had the most unequal cohorts for gender – only 19% of both applicants and enrollees in 2019 were female.

The conversion rate for women, globally, was 34%. This is lower than the conversion rate for men, which was 37% in 2019. This means that women who apply for MBA programmes were slightly less likely to be enrolled than their male counterparts. However, there were regions where the conversion rates were equal for men and women, such as China (including Hong Kong, China), Europe (excluding UK) and India. Indeed, despite India's low proportion of female enrollees, its conversion rates show women are just as likely to progress from application to enrolment as their male counterparts.

The regions with the biggest gaps in conversion rates between men and women were Oceania and Africa. In Africa, the conversion rate for women was four percentage points lower than that of men. The reverse was true in Oceania, with the conversion rate for men coming out seven percentage points lower than that of women.

Figure 11 shows the percentage of male and female applications and enrolments for AMBA-accredited MBA programmes since 2013. Although there has been no increase between 2018 and 2019, female representation has improved significantly since 2013. These are global figures, tempered by figures for regions in which women have had more ground to make up due, largely, to cultural differences.

FIGURE 9: APPLICATIONS AND ENROLMENTS BY GENDER

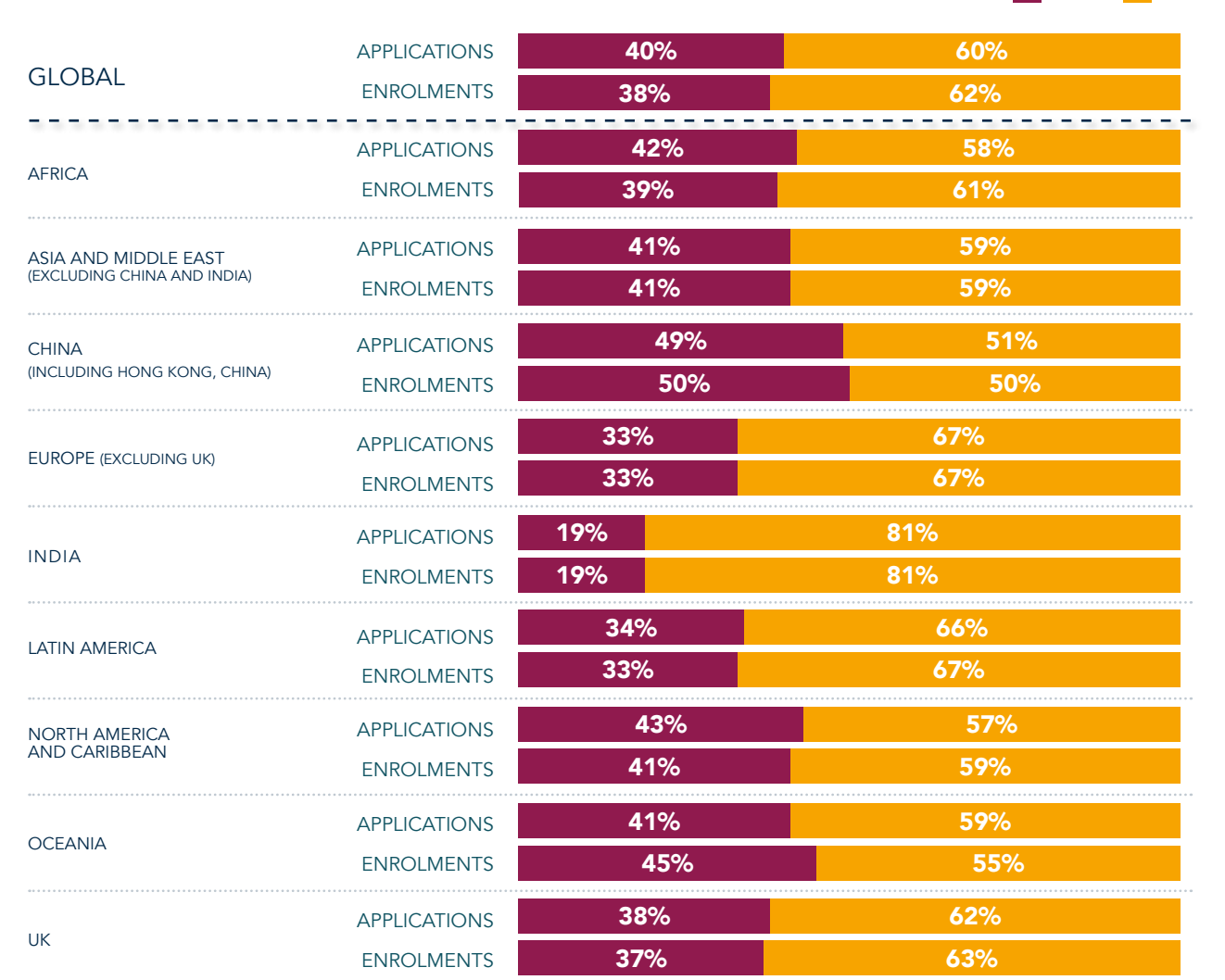
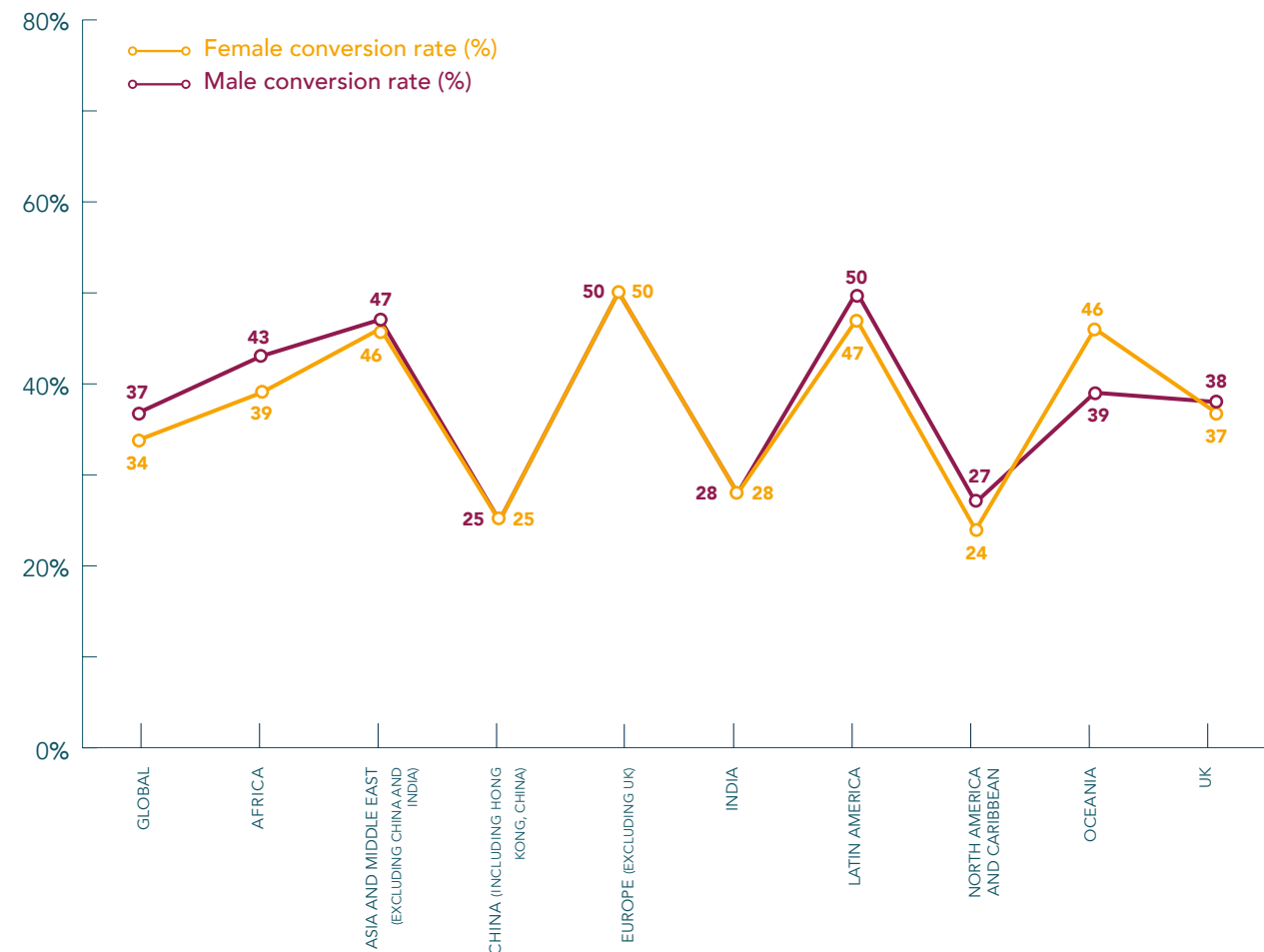
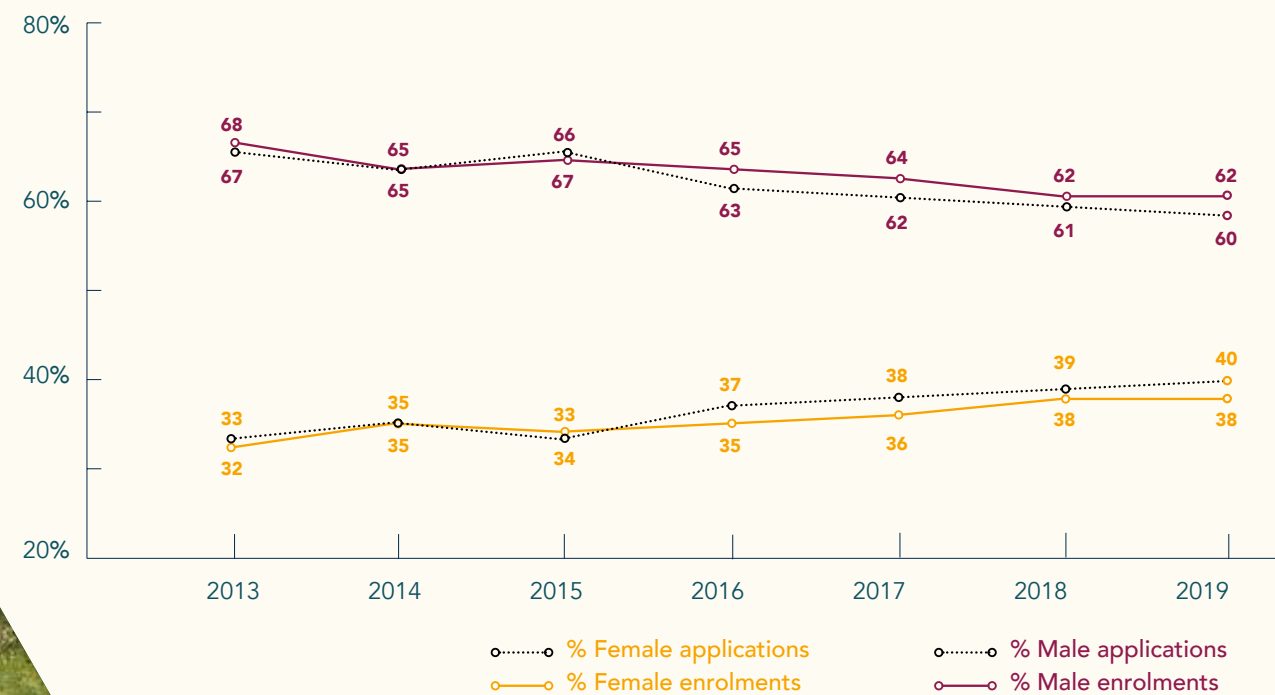


FIGURE 10: CONVERSION RATES FOR MEN AND WOMEN BY BUSINESS SCHOOL REGION**FIGURE 11: PROPORTION OF MALE AND FEMALE APPLICATIONS AND ENROLMENTS OVER TIME**

4.4 THE BALANCE BETWEEN DOMESTIC AND INTERNATIONAL STUDENTS

Globally, 30% of those applying to AMBA-accredited Business Schools are defined as international applicants and a quarter (25%) of those enrolled are classified as international students.

The highest average proportion of international applications was among Business Schools in the UK (77%), followed by

Schools in North America and the Caribbean (66%).

These two regions were also the only regions in which more than half of reported enrolments were made up of international students (55% in the UK and 53% in North America and the Caribbean).

CONVERSION RATES BY INTERNATIONAL AND DOMESTIC STUDENTS

Figure 13 shows the conversion rates for both international

and domestic students. These vary between regions.

Globally, the average conversion rate for international students was lower than for domestic students (31% vs. 38%).

This was also the case for a majority of individual regions, except in China (including Hong Kong, China) and India, where the conversion rates for international students (34% and 32%, respectively) were higher than those for domestic students.

Domestic International

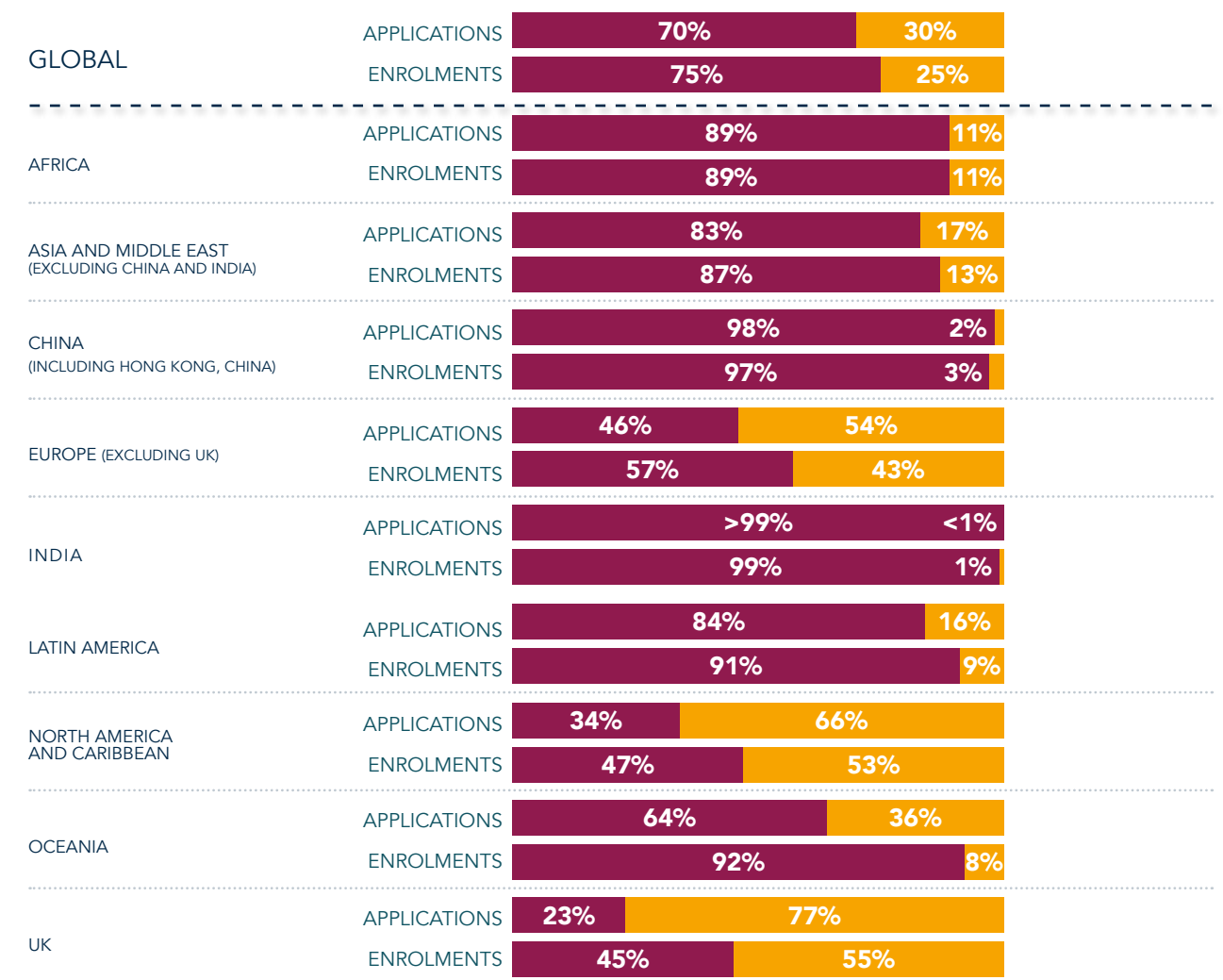
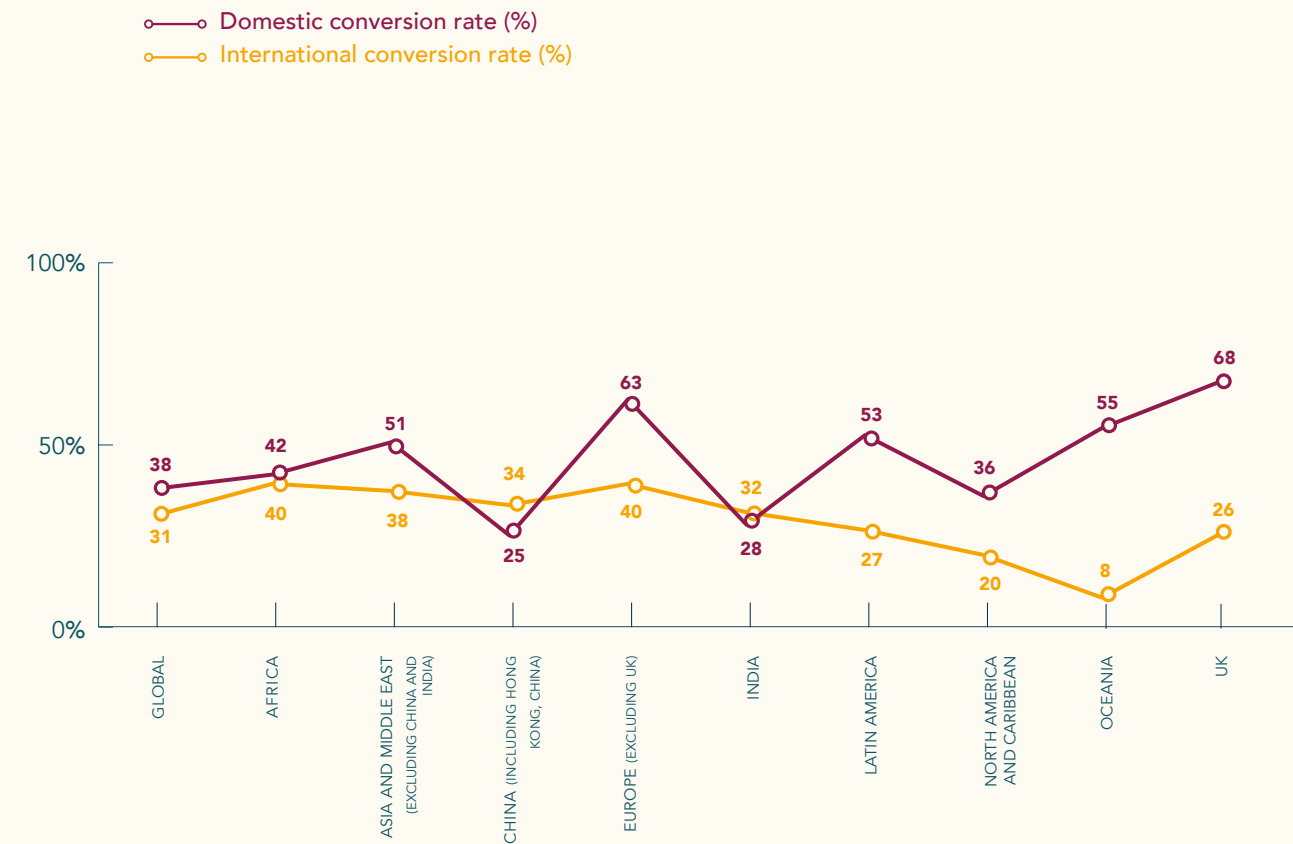
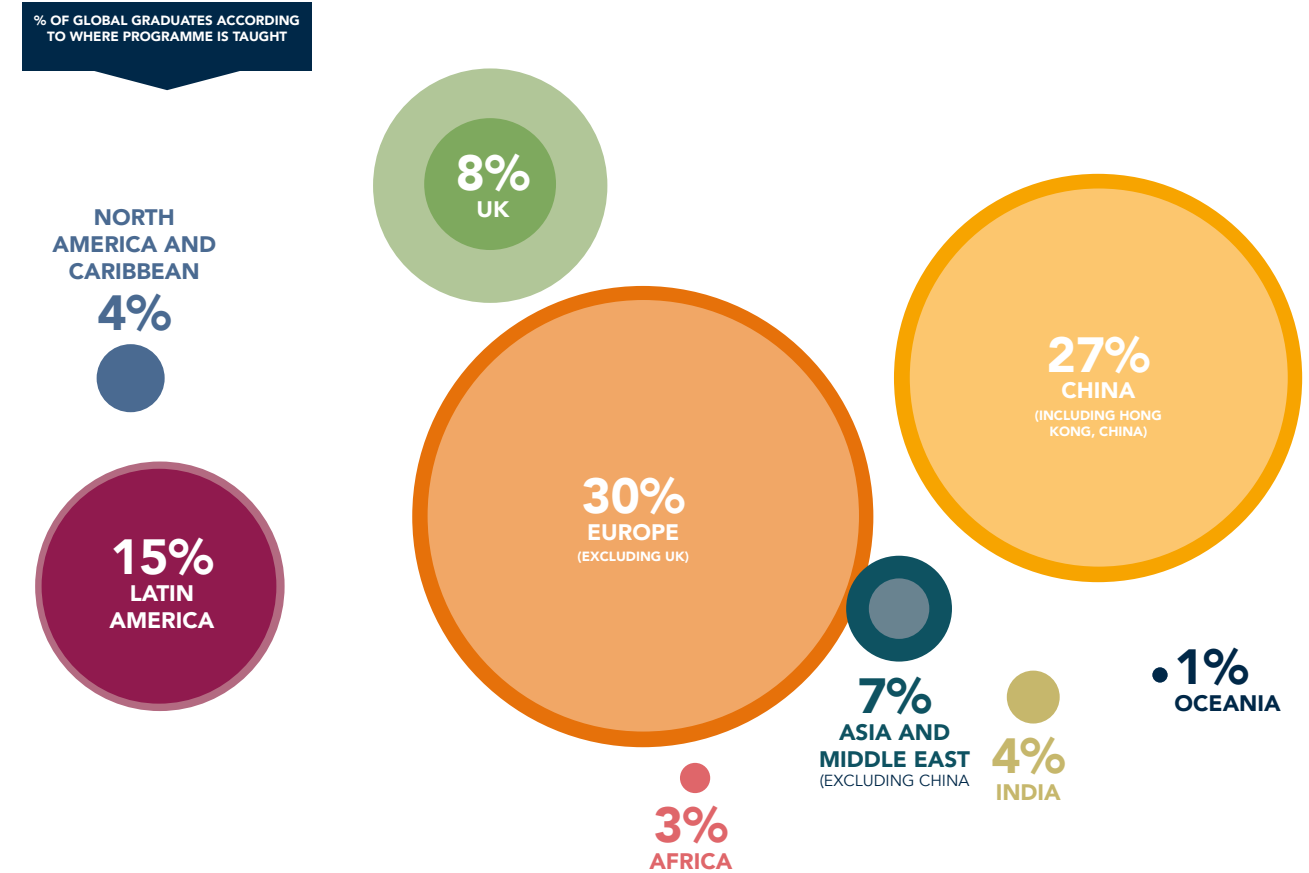
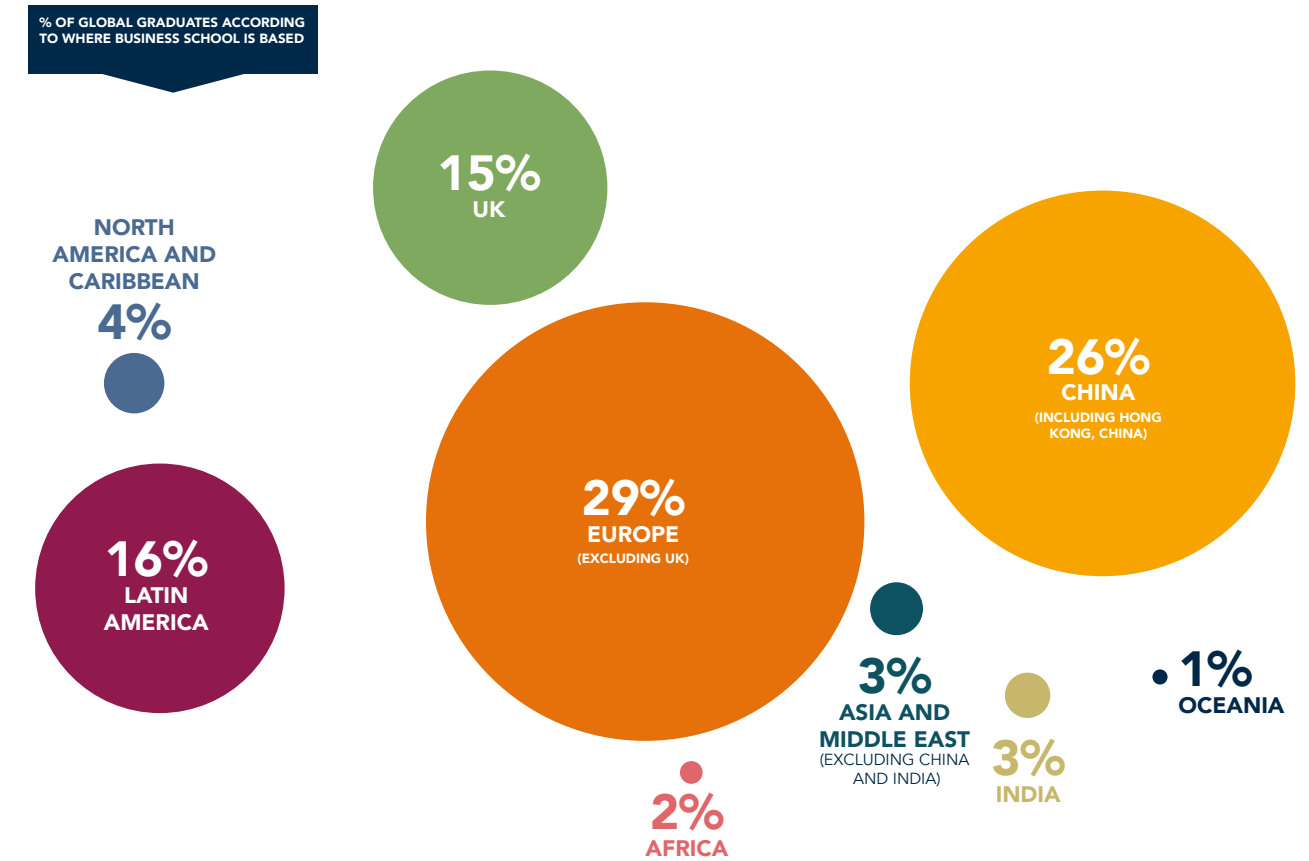
FIGURE 12: PERCENTAGE OF INTERNATIONAL AND DOMESTIC APPLICATIONS AND ENROLMENTS

FIGURE 13: CONVERSION RATES OF INTERNATIONAL AND DOMESTIC STUDENTS

4.5 GRADUATIONS

In 2019, 36,046 individuals graduated from AMBA-accredited MBA programmes, compared to 36,537 in 2018. On average, globally, there was 155 graduates for each Business School and 41 for each programme. Regional graduations are depicted in Figure 14.

FIGURE 14: PROPORTION OF GRADUATIONS ACROSS THE GLOBE

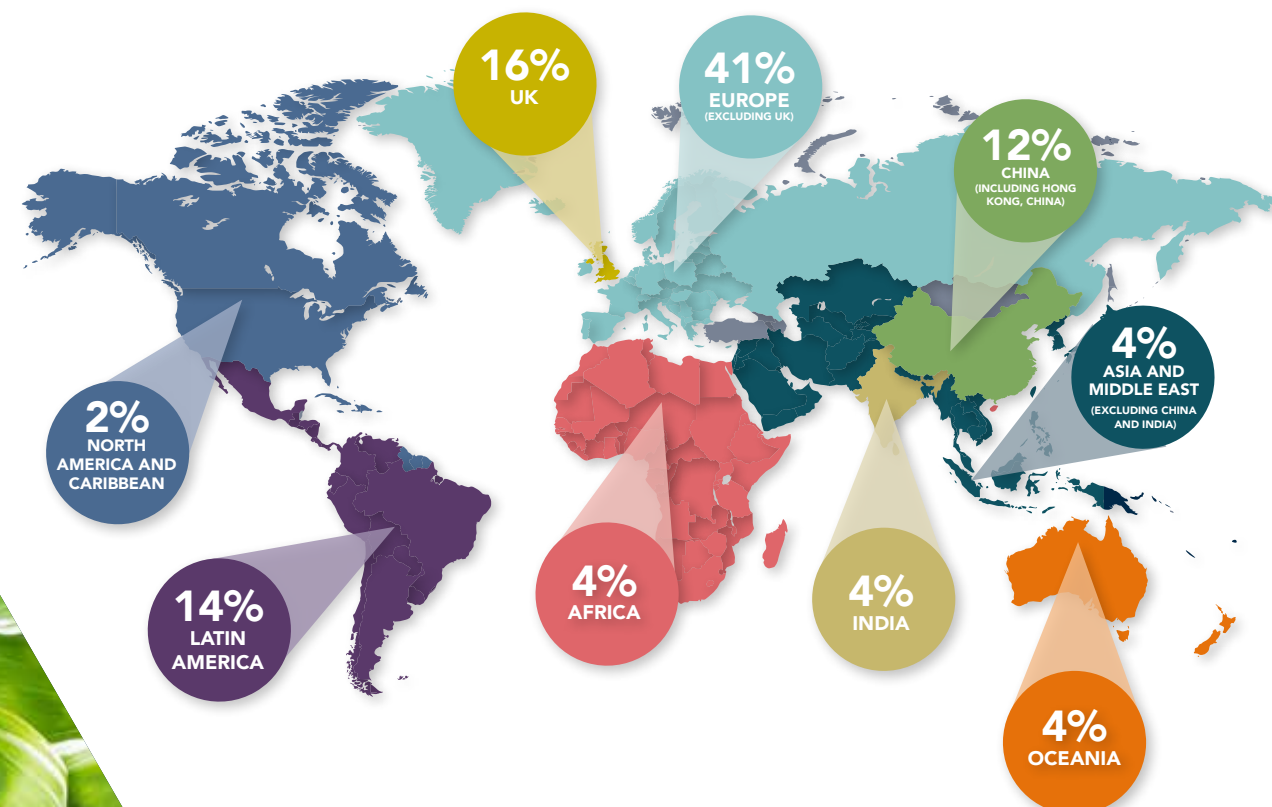
5. LIKE-FOR-LIKE ANALYSIS OF BUSINESS SCHOOLS WHICH PARTICIPATED IN THE STUDY IN BOTH 2018 AND 2019

This section provides analysis on Schools which completed the study in 2018 and 2019, allowing figures to be compared directly between the same Schools, year on year.

This like-for-like analysis is the most accurate measurement of changes in the AMBA network from year to year, as it compares an identical set of Schools that is not skewed by changes in the profile or participation of AMBA-accredited Business Schools.

This analysis covers the 217 Schools which submitted data for both 2018 and 2019.

FIGURE 15: REGIONAL PROFILE OF BUSINESS SCHOOLS IN LIKE-FOR-LIKE ANALYSIS



5.1 REGIONAL PROFILE

Figure 15 shows the regional profile of the 217 AMBA-accredited Business Schools in this year's like-for-like analysis.

FORMAT AND MODE OF PROGRAMME DELIVERY

As can be seen from Figure 16, the global divide of programme

formats has remained largely stable from 2018 to 2019 among Schools in the like-for-like analysis. Globally, there was a three percentage point increase in the propensity of part-time programmes – i.e. those that allow students to continue to work while they are completing the programme.

Schools in Oceania had the largest move to part-time programmes, with a 13 percentage point change – its share of part-time courses rose by 13 percentage points, from 34% in 2018 to 47% in 2019. This was largely at the expense of full-time courses, for which the share decreased by nine percentage points.

Among Business Schools in Africa, there was a 15 percentage point increase in modular programmes' share of all programmes on offer. Modular learning is defined here as a format of learning where lessons are not taught every week but in short blocks of intense teaching, for example over certain weekends throughout the year.

Figure 17 shows changes in modes of programme delivery from 2018. Again, there has been little year-on-year movement when looking at the global picture, but some individual regions have experienced a degree of change.

Programmes in Oceania show the most change year on year, with full-time programmes dipping 10 percentage points, mostly in favour of online programmes, which show a percentage point increase of eight.

Results from North America and the Caribbean also present some change in teaching modes, with classroom learning rising from 70% of programmes in 2018 to 79% of programmes in 2019, at the expense of blended programmes.

FIGURE 16: CHANGE IN PROGRAMME FORMAT (PERCENTAGE POINT CHANGE FROM 2018 IN BRACKETS)

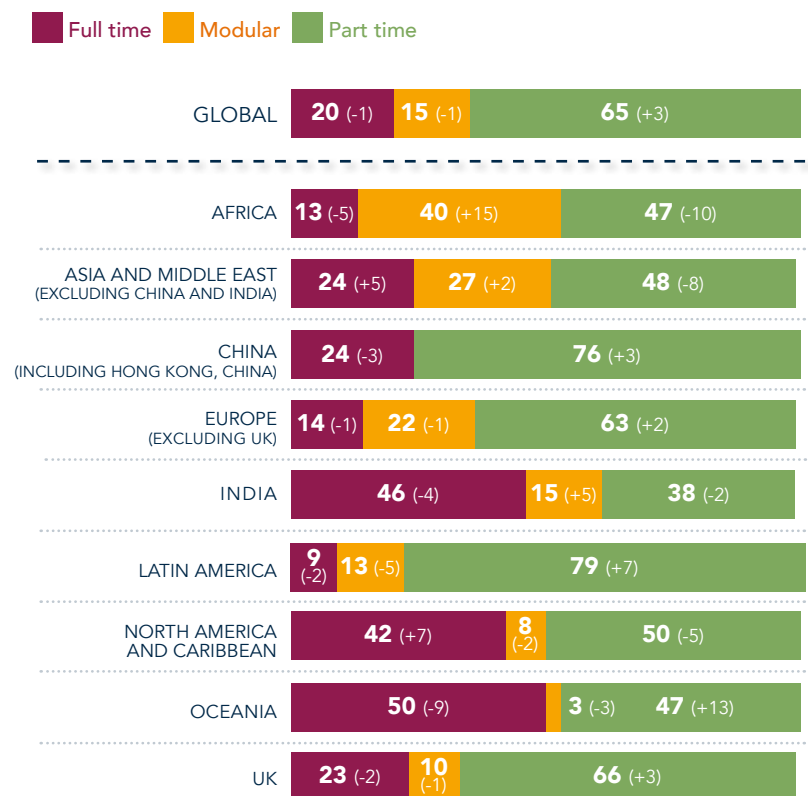


FIGURE 17: CHANGE IN MODE OF DELIVERY OF PROGRAMMES (PERCENTAGE POINT CHANGE FROM 2018 IN BRACKETS)

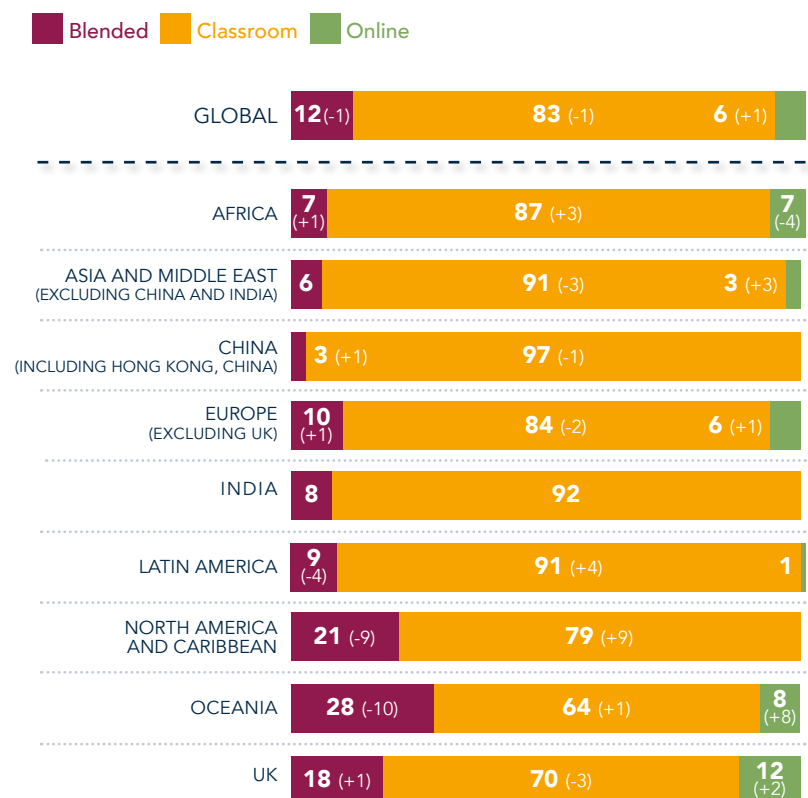
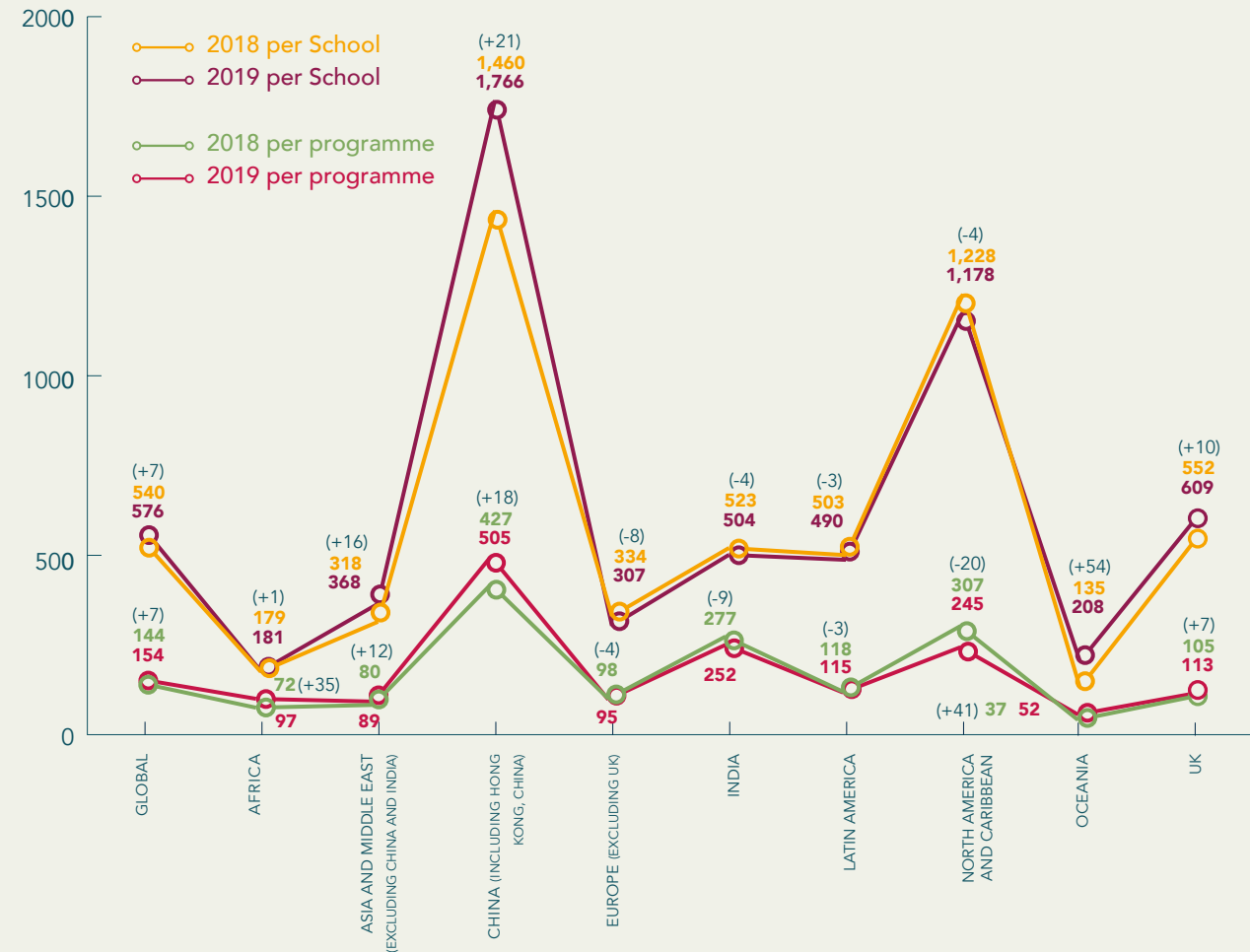


FIGURE 18: CHANGE IN AVERAGE NUMBER OF APPLICATIONS PER SCHOOL AND PROGRAMME BY REGION, 2018–2019 (% CHANGE PER SCHOOL AND PROGRAMME IN BRACKETS)



5.2 APPLICATIONS AND ENROLMENTS BETWEEN 2018 AND 2019

This section looks at changes in MBA applications and enrolments among the 217 AMBA-accredited Business Schools included in this report's like-for-like analysis for 2018 and 2019.

Globally, there was an increase of 7% in applications both per School and per individual programme (see Figure 18) indicating that demand for MBA programmes across the AMBA network grew between 2018 and 2019.

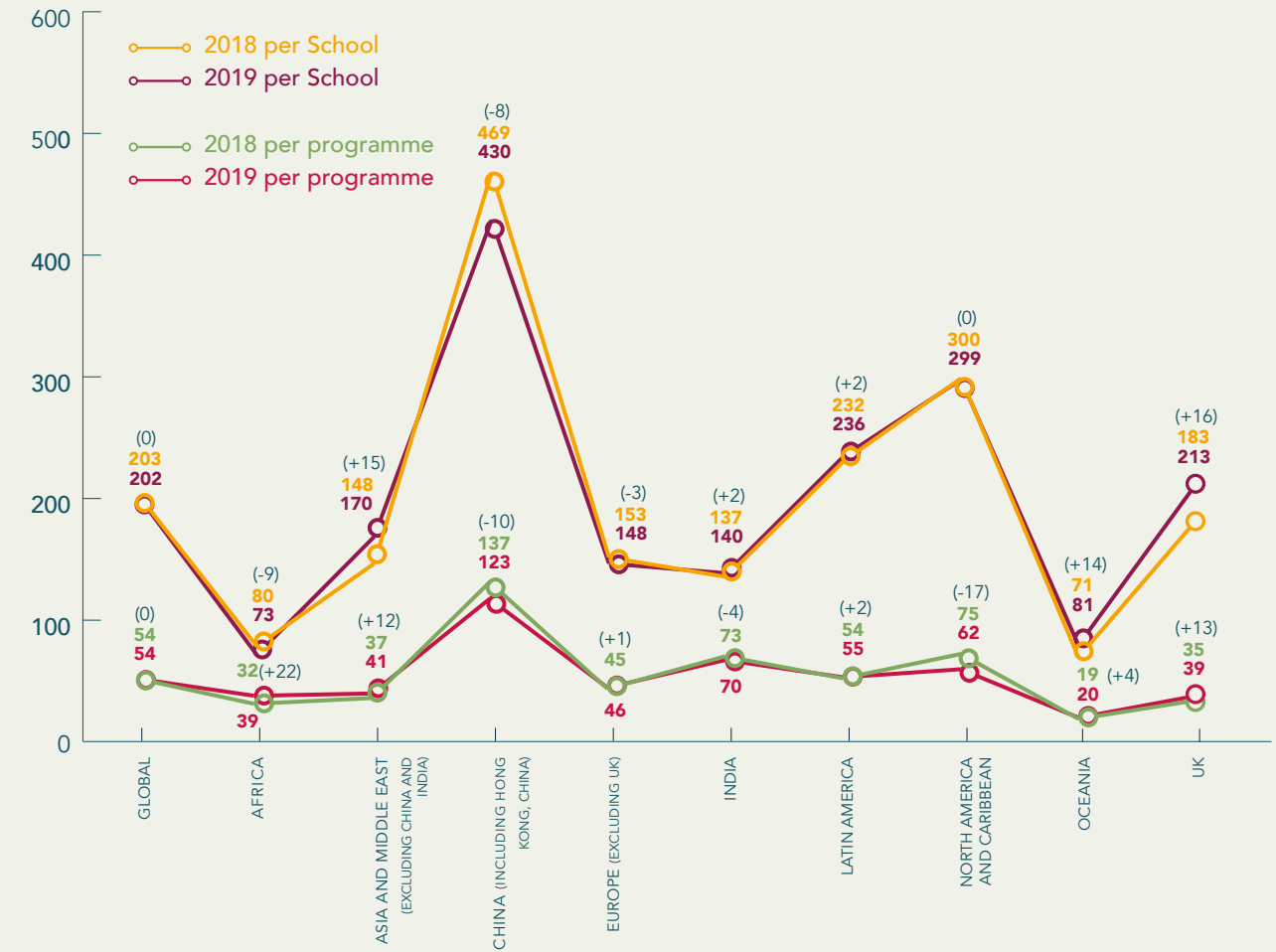
The region with the most significant increase in applications was Oceania, with an increase in applications of 54% per School and 41% per programme. As shown in Figure 16, Oceania did witness a rise in the number of programmes being offered online, for which allowed larger numbers may well have been able to apply and enrol than would be expected from any other mode of teaching. This increase might also be attested to some larger AMBA-accredited Schools in the region adding new programmes, regardless of delivery mode.

The second-largest increase in applications, per programme, was

in Africa, where applications rose by 35%. The largest drop in applications was in North America and the Caribbean, where the volume of applications to programmes fell by 20%.

Applications per School and per programme decreased in Europe, by 8% and 4% respectively. While this is not a big drop in the context of the actual application numbers given, it is interesting when compared to the growth in the UK, which is a similar market to Europe. The UK application rate rose 10% per School and 7% per programme. The differing experiences here are all the more interesting in the context of the UK's decision to

FIGURE 19: CHANGE IN AVERAGE ENROLMENTS PER SCHOOL AND PROGRAMME BY REGION, 2018 – 2019 (% CHANGE PER SCHOOL AND PROGRAMME IN BRACKETS)



leave the EU. Again, some of these changes can be explained by the number of programmes offered. For example, in North America and the Caribbean there was a 20% increase in the average number of programmes per School, meaning that the average number of applications is likely to have been split between more programmes in 2019 than in 2018.

Africa, meanwhile, showed a 25% decrease in the number of programmes per School (2.5 programmes per School in 2018, compared to 1.9 programmes per School in 2019).

Globally, the number of programmes stayed stable, with an average of 3.8

programmes on offer per AMBA-accredited Business School in 2018 and 2019.

The average number of enrolments at AMBA-accredited MBA programmes globally was remarkably similar between 2018 and 2019, with no global change at a School or programme level.

Breaking this down into regions, Africa had the largest increase in enrolments per programme with an increase of 22%. On a School level, the UK had the largest increase in enrolments, at 16%.

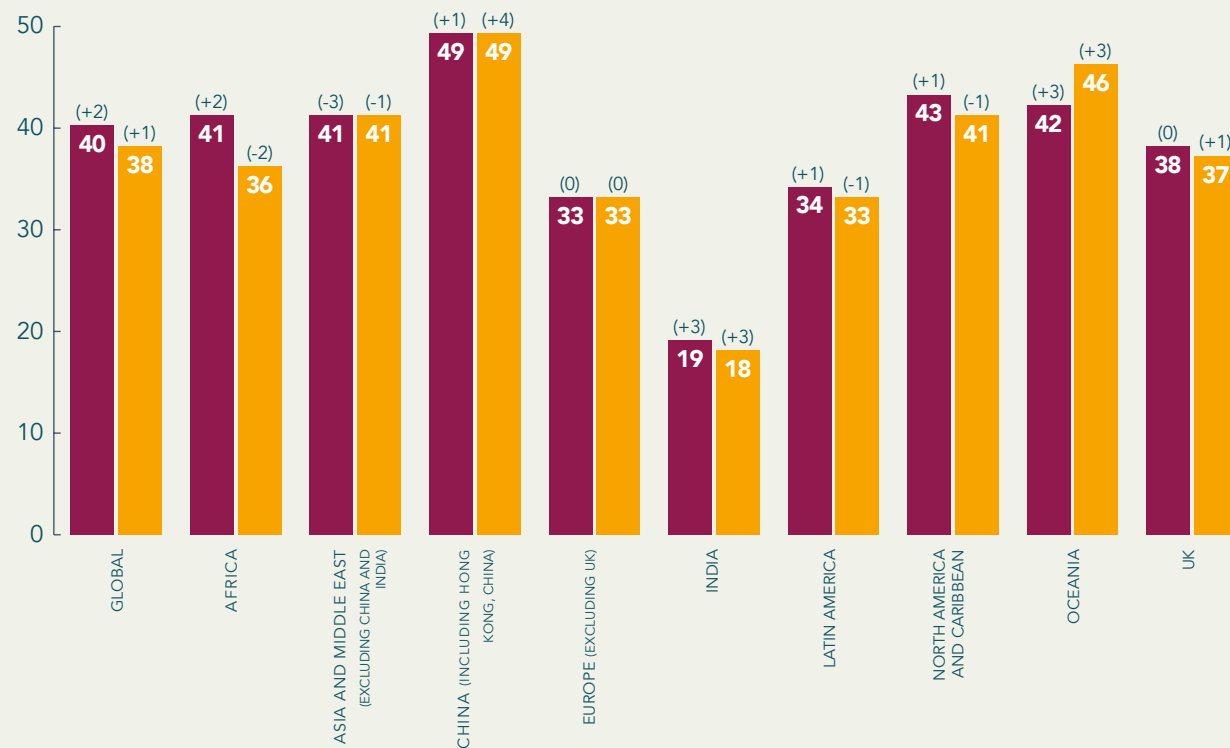
The largest drop in enrolment numbers, per programme, was in North America and the Caribbean,

with a decrease of 17%. However, only five Schools in this region supplied data in both 2018 and 2019, which means that this decline may reflect changes in one or two larger Schools only.

The global picture of increased applications and a stable level of enrolments suggests a potential increase in competition for spaces at elite Business Schools, with conversion rates also dropping from 38% in 2018 to 35% in 2019. However, it is also possible that individual candidates have been applying to a greater number of programmes to boost their chances of getting into a reputable MBA programme.

FIGURE 20: CHANGE IN PROPORTION OF APPLICATIONS AND ENROLMENTS IN WOMEN
(PERCENTAGE POINT CHANGE FROM 2018 IN BRACKETS)

■ % of women applying 2019
■ % of women enrolling 2019



5.3 DIVERSITY IN APPLICATIONS AND ENROLMENTS (2018 VS. 2019)

FEMALE REPRESENTATION IN MBA APPLICATIONS AND ENROLMENTS

Globally, there was an increase in the proportion of women applying to AMBA-accredited MBA programmes between 2018 and 2019, by two

percentage points. Regionally, the largest proportional increase in female applications was by three percentage points in Oceania. There was only one region where the proportion of female applicants decreased – in Asia and the Middle East there was a decrease of three percentage points in female applicants.

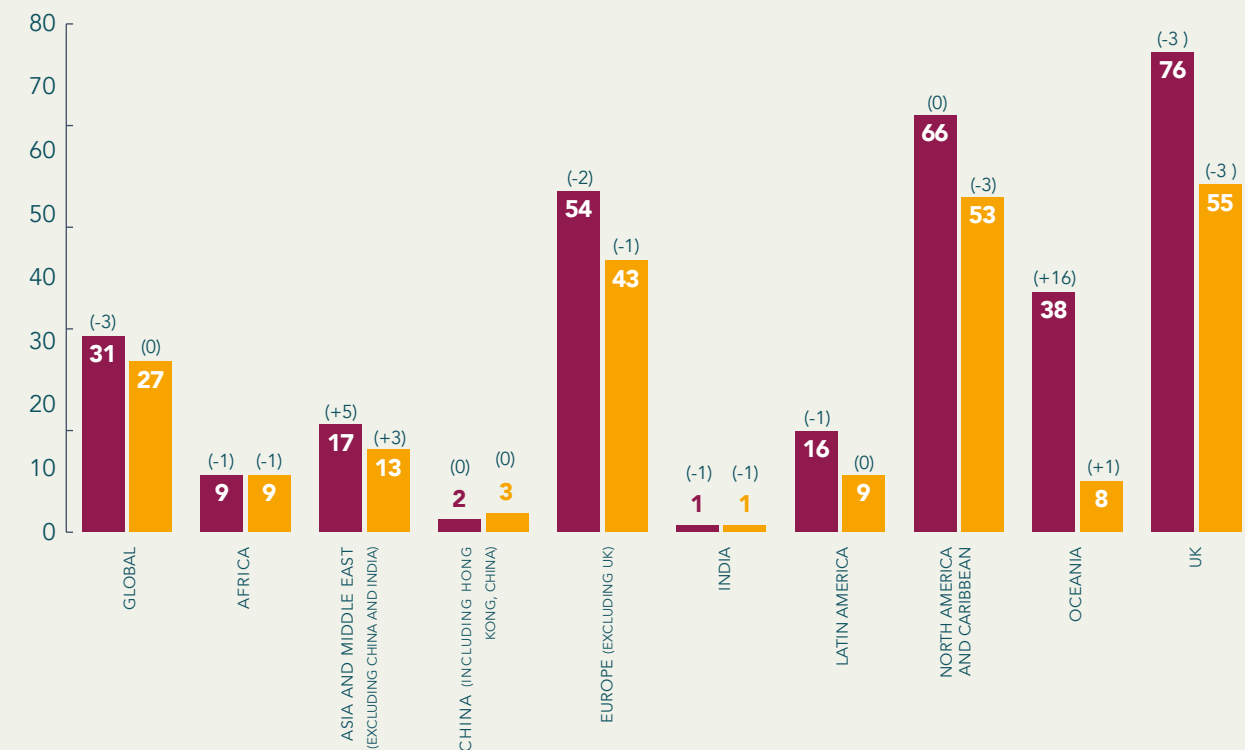
In terms of enrolments, there was a one percentage point increase in female representation globally, from 2018 to 2019. The largest increase, by four percentage points, was in China (including Hong Kong, China),

while there were increases of three percentage points from 2018 in Oceania and India.

The conversion rate dropped for both female and male applicants, by five percentage points (to 34%) and four percentage points (to 37%) respectively. In this way, the gap in conversion rates applicable to men and women widened by a single percentage point. Mindful of regional variations, a global conversion rate for female students that is only marginally higher than a third should still be a point of concern for Business Schools in

FIGURE 21: CHANGE IN PROPORTION OF APPLICATIONS AND ENROLMENTS FOR INTERNATIONAL STUDENTS
(PERCENTAGE POINT CHANGE FROM 2018 IN BRACKETS)

■ % International application 2019
■ % International enrolled 2019



the continuing quest for sustained gender equity in MBA programmes, especially in the context of increasing application numbers from prospective female students.

THE BALANCE BETWEEN DOMESTIC AND INTERNATIONAL STUDENTS

Figure 21 shows the proportion of international students applying for, and ultimately enrolling on, MBA programmes in 2019, with the change from 2018 shown in brackets. On a global scale, the share

of applications from international prospects decreased by three percentage points, while the equivalent volume of enrolments remained consistent.

Regions reporting rises in their share of applications from overseas candidates were Oceania, with a rise of 16 percentage points, and Asia and the Middle East, with a more moderate rise of five percentage points. Among AMBA-accredited Business Schools in the UK and in North America and the Caribbean

international enrolments were down by three percentage points in 2019, although it's worth noting that these are the only two regions in the world in which there are more international students than domestic students in a cohort, on average.

Globally, conversion rates for domestic students dropped from 44% in 2018 to 38% in 2019.

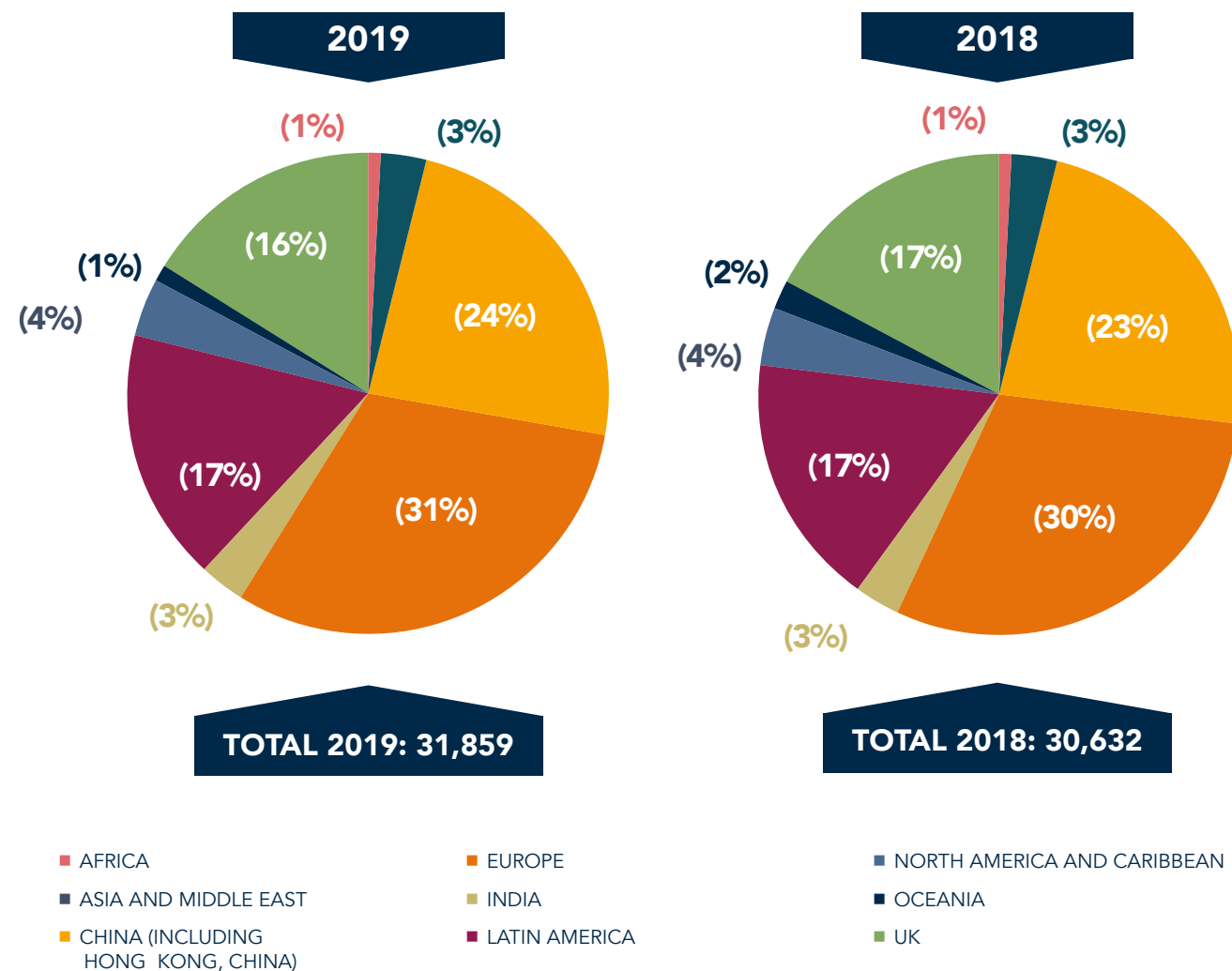
Conversion rates for international students, on the other hand, rose by a single percentage point, from 30% in 2018 to 31% in 2019.

5.4 GRADUATIONS

Figure 22 shows the proportion of graduations among AMBA-accredited Business Schools in this report's like-for-like analysis in each region in 2019 and 2018.

Europe had the largest share of global graduations across each year and this increased by one percentage point from 30% in 2018, to 31% in 2019. Graduations at Business Schools in China (including Hong Kong, China) also increased by a single percentage point, to 24% of the global total in 2019.

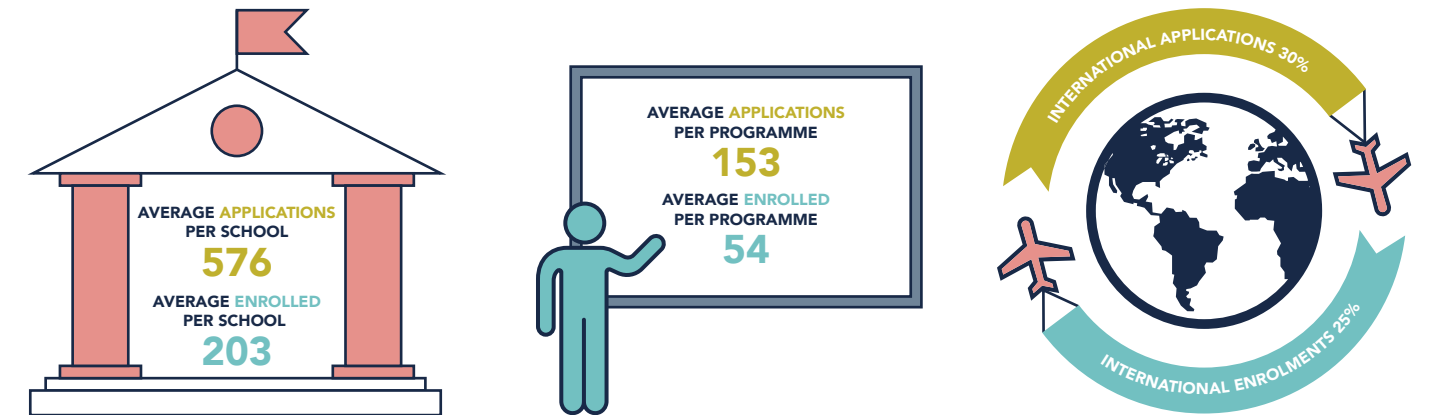
FIGURE 22: GRADUATIONS BY REGION



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GLOBAL PROFILE 2020



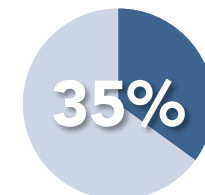
40%

FEMALE APPLICATIONS



38%

FEMALE ENROLMENT



APPLICATION-TO-ENROLMENT
CONVERSION RATES
ACCORDING TO WHERE A
PROGRAMME IS TAUGHT



155

AVERAGE NUMBER OF
GRADUATIONS PER SCHOOL



TOTAL NUMBER
OF APPLICATIONS

134,271



TOTAL NUMBER
OF ENROLLMENTS

47,340

LIKE - FOR - LIKE 2018 VS 2019 (%)



APPLICATIONS
PER SCHOOL

+7



ENROLMENTS
PER SCHOOL

+0



APPLICATIONS
PER PROGRAMME

+7



ENROLMENTS
PER PROGRAMME

+0



PROPORTIONAL
CHANGE OF
WOMEN ENROLLED

+1



PROPORTIONAL
CHANGE IN
INTERNATIONAL
ENROLLED

+0



ASSOCIATION
OF
AMBA^S

BE IN BRILLIANT COMPANY