



# AMBA APPLICATION AND ENROLMENT REPORT 2022





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# FOREWORD



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



**ELLEN BUCHAN,**  
INSIGHT, CONTENT  
& PR MANAGER,  
AMBA & BGA

We are delighted to publish AMBA's Application and Enrolment Report 2022.

This year's study paints the most up-to-date picture of both the profile of AMBA, and how AMBA-accredited schools are performing in the MBA market.

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 higher education landscape.

The MBA has proven to be remarkably resilient throughout a full year where Covid has still had a major impact. This is exemplified by the enrolment statistics for the 217 schools that submitted their data in both 2020 and 2021, which have remained virtually identical.

The report also shows how schools have managed the transformation from face-to-face to hybrid to 100% online learning. Three quarters of all MBA programmes were intended to be taught in a classroom but only 37 per cent were able to be taught this way. Covid is still clearly impacting schools but once again, AMBA schools should feel pride in their resilience and in their navigation of these turbulent times.

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 2021 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 247 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 959 MBA programmes (compared with 907 in our last Application and Enrolment Report).

The report is split into two key sections. The first focuses on the profile of AMBA-accredited schools in 2021, 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 2020 and 2021.

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. We 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

### MBA PROGRAMMES IN THE AMBA-ACCREDITED NETWORK IN 2021 (247 PARTICIPATING SCHOOLS)

#### How courses are taught

- Globally, programmes were most likely to be delivered in a part-time format, (64 per cent) followed by full-time (21 per cent) and then modular (15 per cent). India was the region where the most courses were taught in a full-time format (48 per cent).
- 74 per cent of all MBA programmes, worldwide, were intended to be taught in the classroom, but only 37 per cent of courses were actually carried out this way.
- 18 per cent of MBA programmes were intended to be taught in a blended mode and 8 per cent were intended to be delivered fully online. However, ultimately, 35 per cent were taught using a blended method, and 25 per cent were taught online.

#### MBA student recruitment

- The global conversion rate among AMBA-accredited business schools in 2021 was 31 per cent.
- Globally, the acceptance rate was 44 per cent.
- The global average yield for AMBA-accredited business schools was 71 per cent.

#### Diversity in MBA programmes

- Globally, 40 per cent of applicants to business schools in 2021, and 39 per cent of those who ultimately enrolled, were female.
- 35 per cent of those applying to AMBA-accredited business schools in 2021, worldwide, are defined as international applicants, while 27 per cent of those who enrolled are classified as international students.





## CHANGES TO MBA DEMAND AMONG AMBA-ACCREDITED BUSINESS SCHOOLS, 2020-21 (217 PARTICIPATING SCHOOLS)

### Trends towards hybrid

- In 2020, 76 per cent of programmes were intended to be taught in a classroom, but only 25 per cent were delivered primarily this way. In 2021, 73 per cent of programmes were intended to be classroom-based and 34 per cent were indeed taught this way, narrowing the gap between intention and reality by 12 percentage points.
- The results highlight the global trend towards hybrid learning. In 2020, only 13 per cent of programmes were intended to be taught using a blended mode of delivery, but this jumped to 19 per cent in 2021.

### MBA student recruitment

- Globally, applications and enrolments to AMBA-accredited business schools remained steady between 2020 and 2021, in spite of difficult external circumstances brought on by the continuing effects of the Covid-19 pandemic. The average change in the number of applications per business school was unchanged in this timeframe and there was just a slight decrease of five per cent in applications to individual programmes. Similarly, there was no change in the average number of enrolments per business school and a slight drop of six per cent in the average number of enrolments per individual programme. This could be due to the increased number of programmes in 2021.

### Diversity in MBA programmes

- Globally, the proportion of women applying to MBA programmes rose to reach 39 per cent in 2021, an increase of one percentage point on the equivalent figure in 2020. Showing that MBA programmes are still moving in the right direction for gender equality.

## 3. METHODOLOGY AND INTERPRETING THE FINDINGS



The findings presented in this report are based on data provided in relation to MBA programmes only. Data collected in relation to MBM (Master's 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 2021. In instances when figures do not sum to 100 per cent or to a combined sum, this is due to rounding.

### METHODOLOGY

In February 2022, data sheets were sent to 282 business schools that had been accredited by AMBA in that same year. 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 2021. In total, 253 AMBA-accredited business schools returned their data, representing a response rate of 90 per cent.

Due to the different start and end dates of programmes across schools, data was collected for the whole calendar year of 2021 (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.

### 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 the UK, 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 & the Middle East (excluding India and China)
- China
- Europe
- India
- Latin America
- North America & the Caribbean
- Oceania
- UK

When discussing these regions in the report, we are referring to the 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 perspectives:

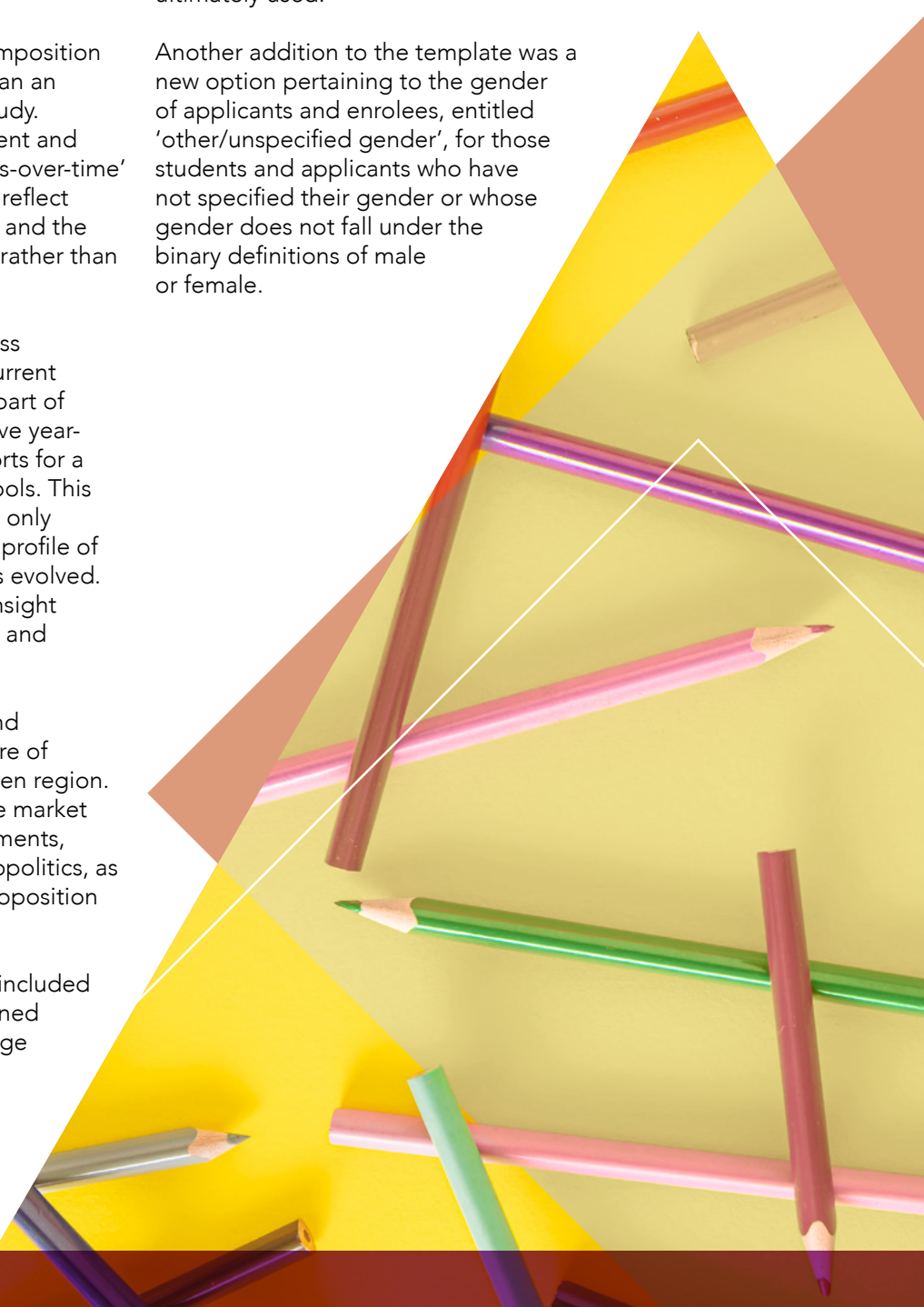
- The first provides a snapshot of the composition of 247 AMBA-accredited schools that ran an MBA in 2021 and participated in the study. This explores their application, enrolment and programme delivery trends. Any 'trends-over-time' data within this sample of schools may reflect differences in the schools participating and the evolving profile of the AMBA network, rather than definitive changes in demand.
- The second offers trends of 217 business schools that participated both in the current study and its equivalent last year. This part of the report therefore offers a comparative year-on-year analysis of 2021 and 2020 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 different elements, including socioeconomic factors and geopolitics, as well as the standards and programme proposition provided by business schools.

This year, the data sheet sent to schools included some updates from previous years designed to reflect current world trends. One change was the addition of options enquiring as

to schools' 'intended mode of delivery' and 'most used mode of delivery' for MBA programmes. Many schools have had to pivot to teaching online due to Covid-19 and these additions allowed schools to demonstrate the way the programme was intended to be taught and the mode of delivery that was ultimately used.

Another addition to the template was a new option pertaining to the gender of applicants and enrolees, entitled 'other/unspecified gender', for those students and applicants who have not specified their gender or whose gender does not fall under the binary definitions of male or female.



## 4. MBA APPLICATION AND ENROLMENT IN 2021: OUTLINE OF AMBA-ACCREDITED SCHOOLS

This section provides an overview of the profile of AMBA-accredited business schools in 2021, covering the average applications and enrolments in different regions; the methods of delivery and programmes; and certain demographic variations.

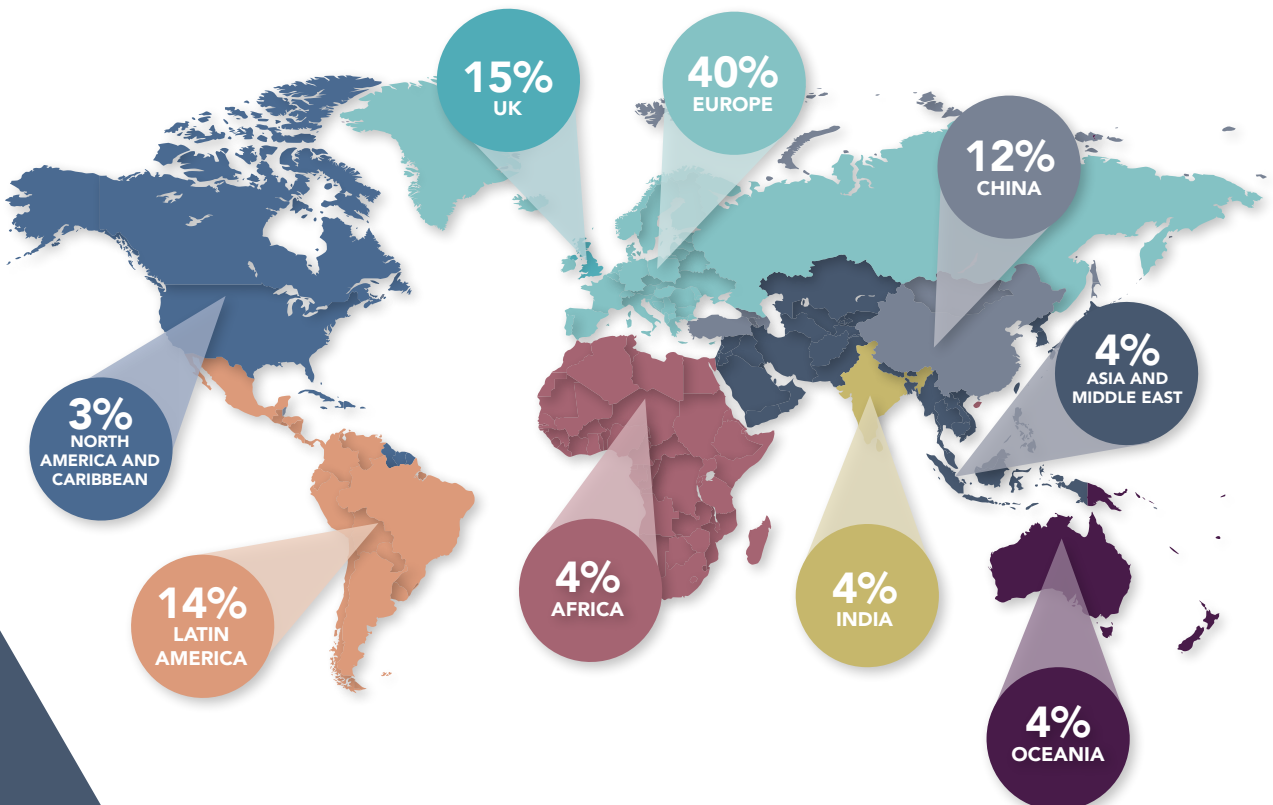
### 4.1 PROFILE OF PARTICIPATING AMBA-ACCREDITED BUSINESS SCHOOLS

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 247 business schools that ran MBA programmes in 2021. In total, 959 MBA programmes were run in the calendar year of 2021 (compared with 907 in 2020).

### REGIONAL PROFILE

Figure one outlines the regional composition of participating business schools that reported offering an MBA in 2021, 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 2021 was very similar to 2020, with no greater than a one 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

Globally, programmes were most likely to be delivered in a part-time format, (64 per cent) followed by full-time (21 per cent) and then modular (15 per cent).

These numbers vary widely by region. Part-time courses were the most used in Latin America with 75 per cent of courses taught this way, 71 per cent were taught part-time in Oceania and 70 per cent in China (including Hong Kong).

Modular programmes were the most common in Africa and Asia and Middle East with 52 per cent of courses taught this way in both regions.

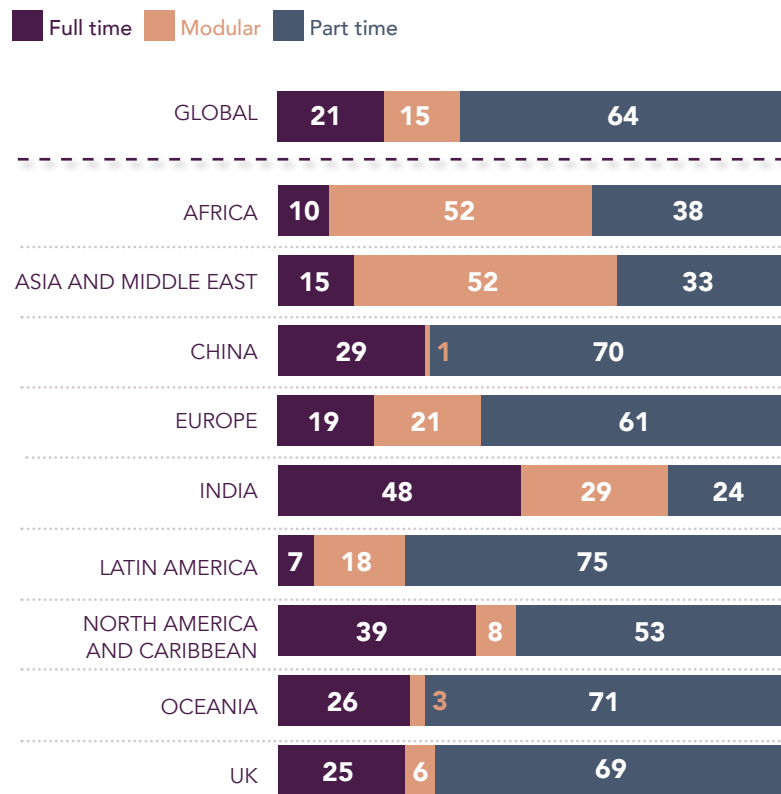
India was the only region where the most courses were taught in a full-time format (48 per cent).

To acknowledge the continued disruption caused by the Covid-19 pandemic, with many regions still experiencing lockdowns and disruptions throughout the course of 2021, schools were asked to supply information on both their intended and actual (most used) modes of delivery for each course.

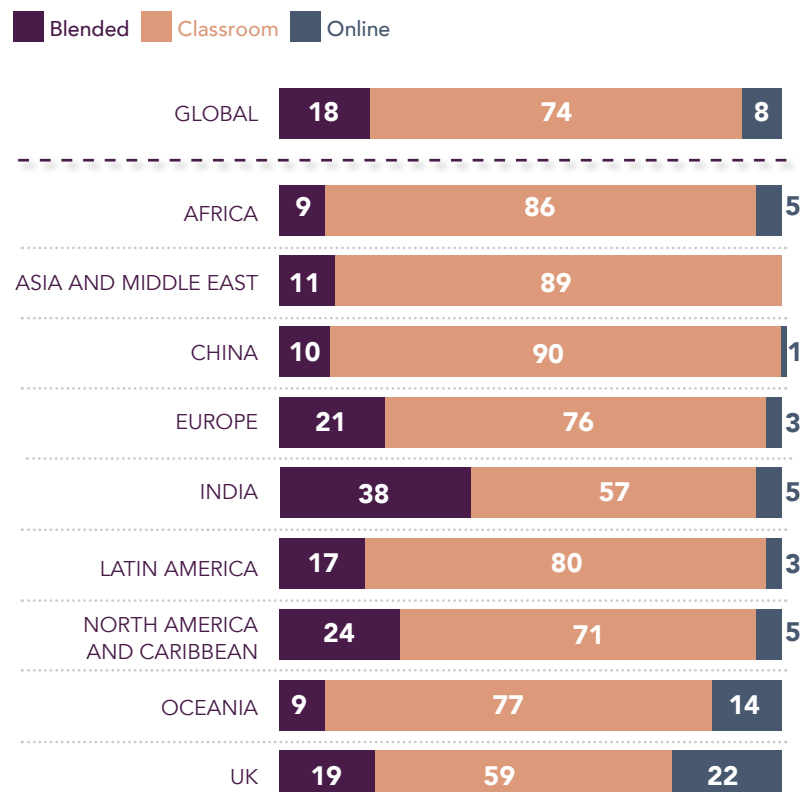
Globally, 74 per cent of all MBA programmes were intended to be taught in the classroom, with 18 per cent to be taught in a blended mode and 8 per cent online.

Classroom teaching was the most common intended mode of delivery in all regions, ranging from 90 per cent of all courses intended to be taught this way in China, compared to 59 per cent of courses to be taught this way in the UK.

**FIGURE 2: FORMAT OF PROGRAMME DELIVERY (%)**



**FIGURE 3: INTENDED METHODS OF PROGRAMME DELIVERY (%)**



However, only 37 per cent of courses were actually carried out in the classroom, when looking at the global results. Instead, 38 per cent were taught using a blended method, and the remaining 25 per cent were taught online.

Africa was one of the regions which showed the most significant uptake of online teaching, with classroom teaching falling by 68 percentage points and the prominence of online teaching rising by 59 percentage points.

## 4.2 APPLICATIONS AND ENROLMENTS

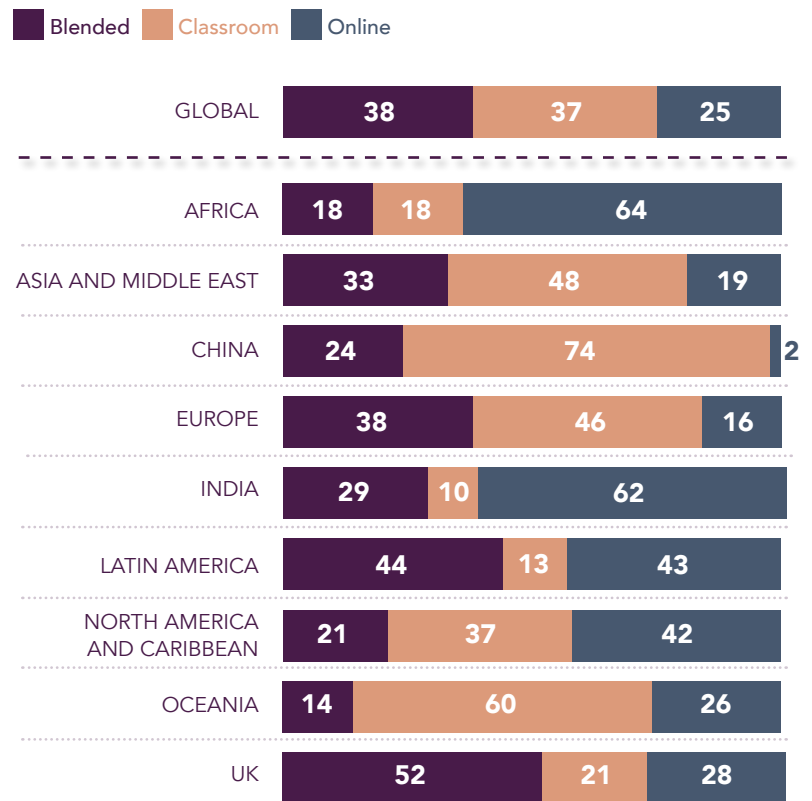
This section explores the number of MBA applications and enrolments for AMBA-accredited programmes in 2021.

Figure five shows the average number of applications and enrolments per business school and per individual programme among AMBA's network of business schools worldwide. Also shown in this figure are changes in the equivalent figures from 2020, but here it is important to note that such findings encompass changes to 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.

On a school level globally there were 597 applications on average per school and 154 applications per

**FIGURE 4: MOST USED METHODS OF PROGRAMME DELIVERY (%)**



**FIGURE 5: WORLDWIDE AVERAGE APPLICATION AND ENROLMENT NUMBERS**

		Number of applications	Number of enrolled students
Average per programme	% change between 2021 and 2020	-8%	-9%
	2021	154	48
	2020	167	53
Average per business school	% change between 2021 and 2020	-6%	-8%
	2021	597	186
	2020	637	202



programme; this represented a decrease of six per cent and eight per cent respectively.

When looking at enrolments, there were on average, 186 enrolled students per school globally, while there were 48 students enrolled per course. This represented a slight decrease on the figures from 2020, where there were 202 students enrolled per school and 53 students per programme.

### AVERAGE NUMBER OF APPLICATIONS AND ENROLMENTS BY REGION

Figure six outlines the average number of applications per school and programme, split by region.

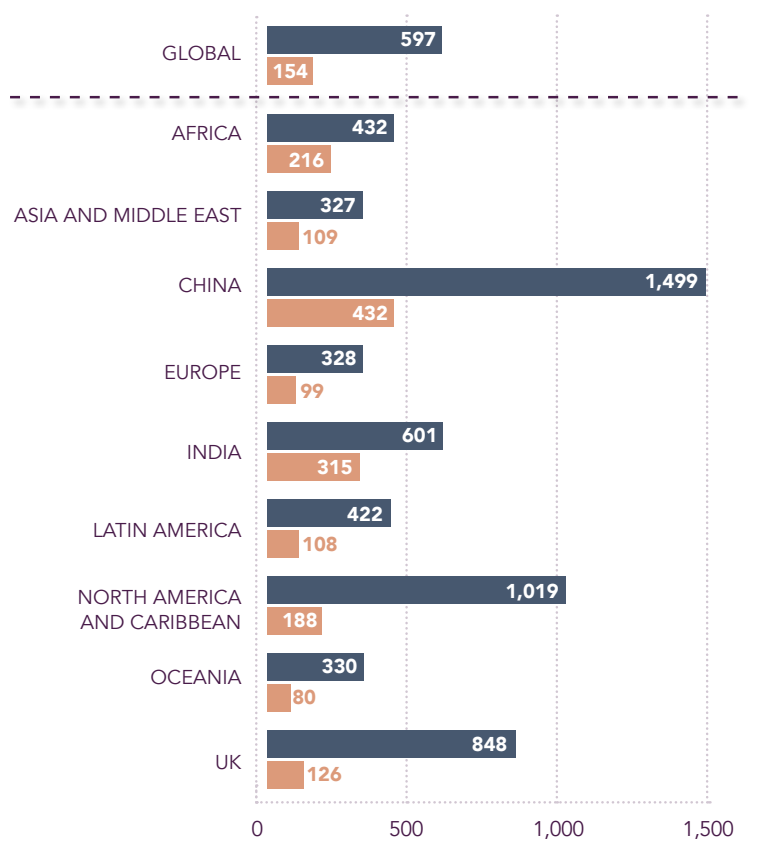
The highest number of applications per school were in China, with 1,499 applications per school, North America & the Caribbean had the second-largest number of applications per school with 1,019 applications in 2021.

At a programme level, China had the highest number of applications per programme (432), with India the second-highest number of applications per programme at 315.

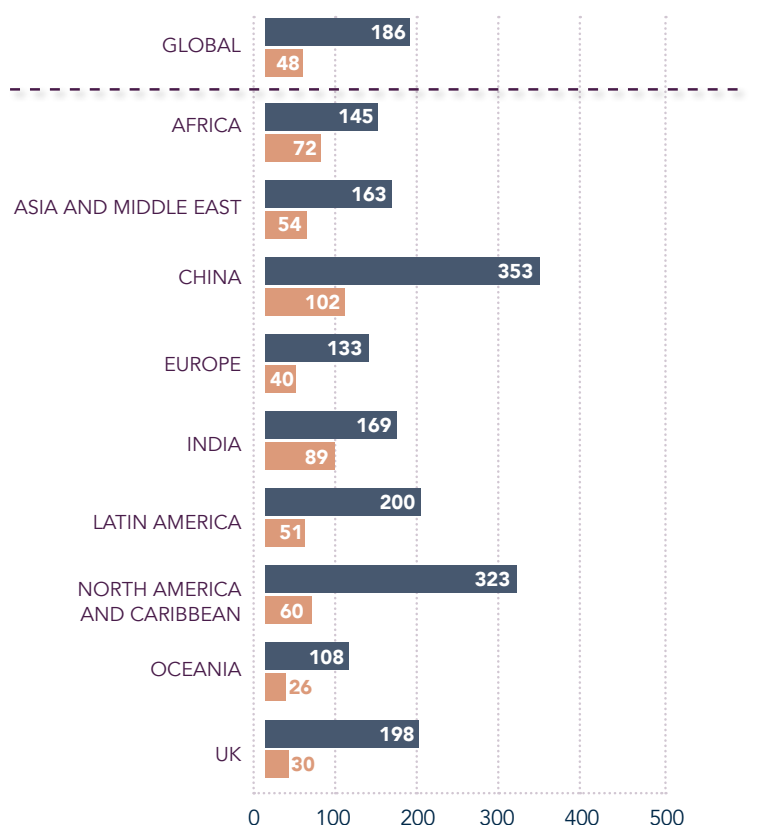
Figure seven shows the average number of enrolments per school and per programme by region. The region with the highest average enrolment per school and programme was China, with on average 353 students enrolled per school and 102 enrolled per programme.

North America & the Caribbean had the second-highest number of enrolments per school, with 323 enrolled on average. India had the second-highest number of students enrolled per

**FIGURE 6: AVERAGE REGIONAL APPLICATIONS BY BUSINESS SCHOOL AND PROGRAMME (2021)**



**FIGURE 7: AVERAGE REGIONAL ENROLMENT BY BUSINESS SCHOOL AND PROGRAMME (2021)**



programme, with 89 students enrolled on average.

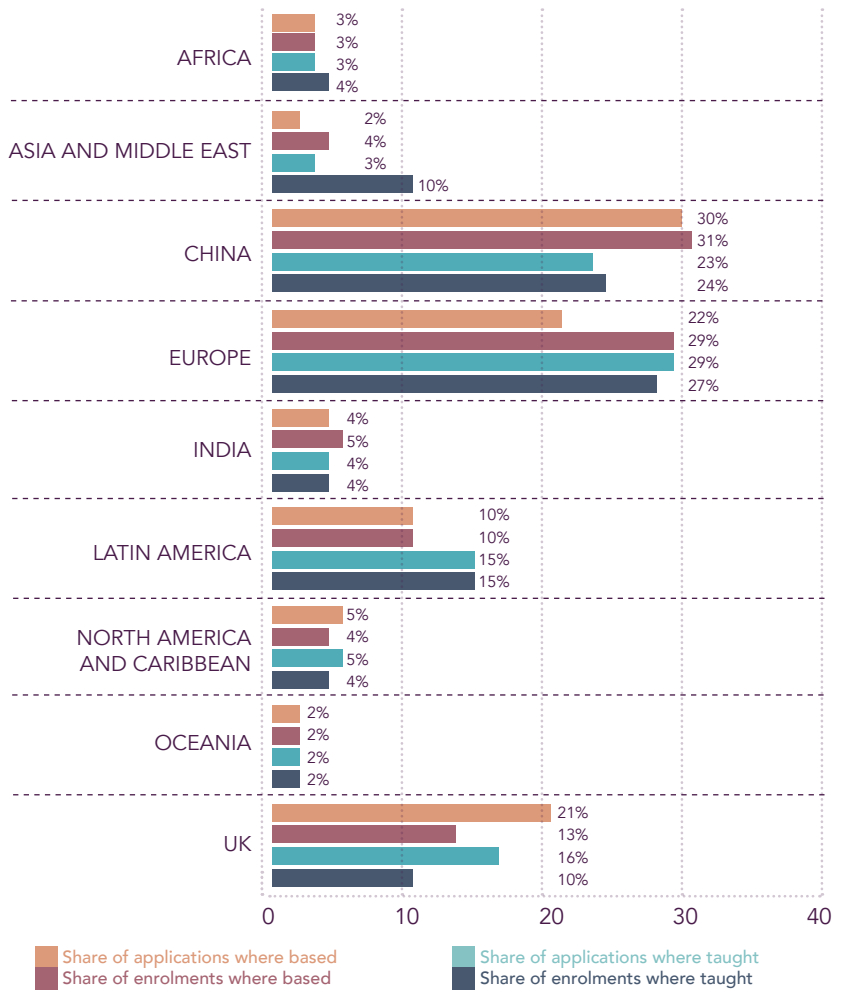
These regional averages show application and enrolment numbers for programmes offered in the country headquarters of each responding business school. However, many schools have additional campuses overseas. Figure eight shows the regional share of applications and enrolments according to where programmes are taught and where business schools are based.

Proportionally, the share of programme applications and enrolments by teaching location generally matches the figures for where business schools are based.

### CONVERSION RATES

Conversion rates show the percentage of applicants who ultimately enrolled on a programme. The global conversion rate among AMBA-accredited business schools in 2021 was 31 per cent.

**FIGURE 8: GLOBAL SHARE OF APPLICATIONS AND ENROLMENTS TO WHERE PROGRAMMES ARE TAUGHT AND BASED**



**FIGURE 9: APPLICATION-TO-ENROLMENT CONVERSION RATES ACCORDING TO WHERE A PROGRAMME IS TAUGHT**

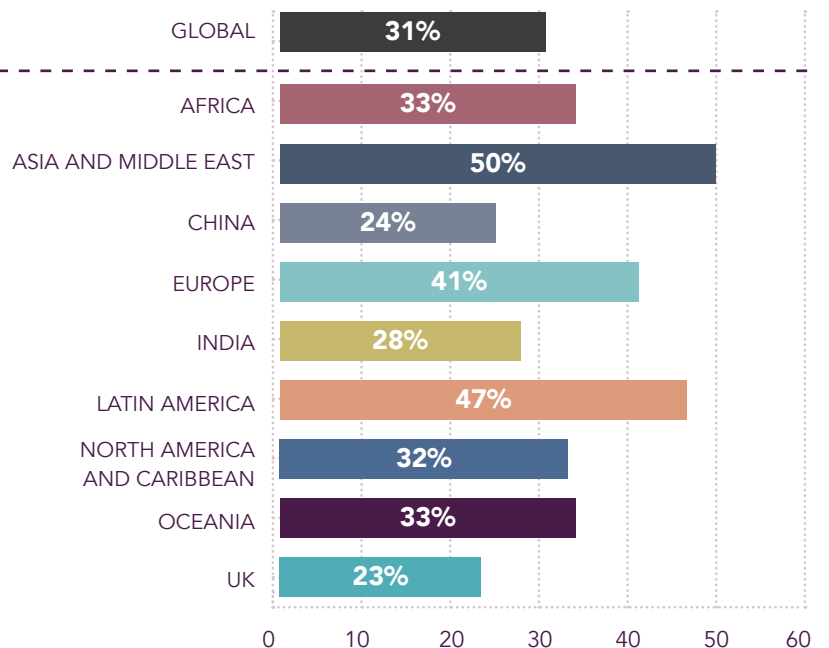


Figure nine shows the conversion rates by region. The highest conversion rates were in Asia and the Middle East (50 per cent) and Latin America (47 per cent). The lowest conversion rates were in the UK (23 per cent) and China (24 per cent).

**ACCEPTANCE RATES**

Acceptance rates indicate the percentage of applicants who were given an offer by a business school. Globally, the acceptance rate was 44 per cent, however regions varied greatly from one another.

Latin America had the highest acceptance rate (69 per cent), followed by Asia and the Middle East (61 per cent). China has the lowest acceptance rate at 25 per cent.

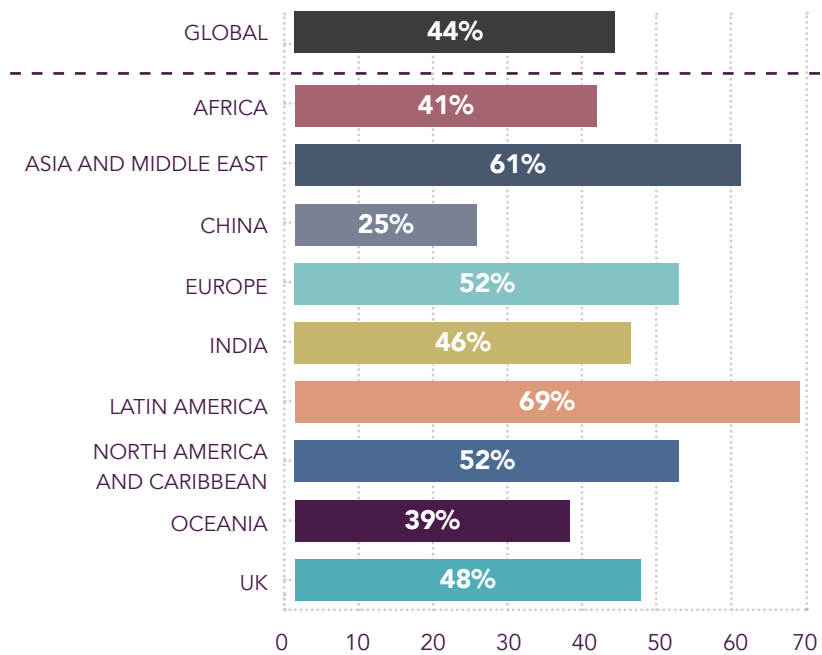
**YIELD**

Yield refers to the percentage of students who enrol on programmes in business schools after having been offered a place.

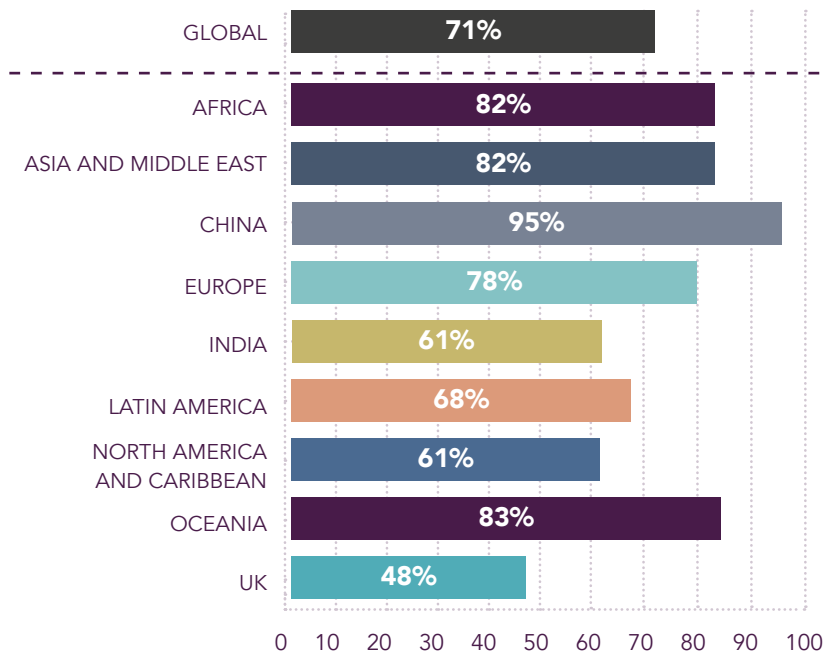
The global average yield for AMBA-accredited business schools was 71 per cent. The region with the highest yield was China at 95 per cent, followed by Oceania (83 per cent).

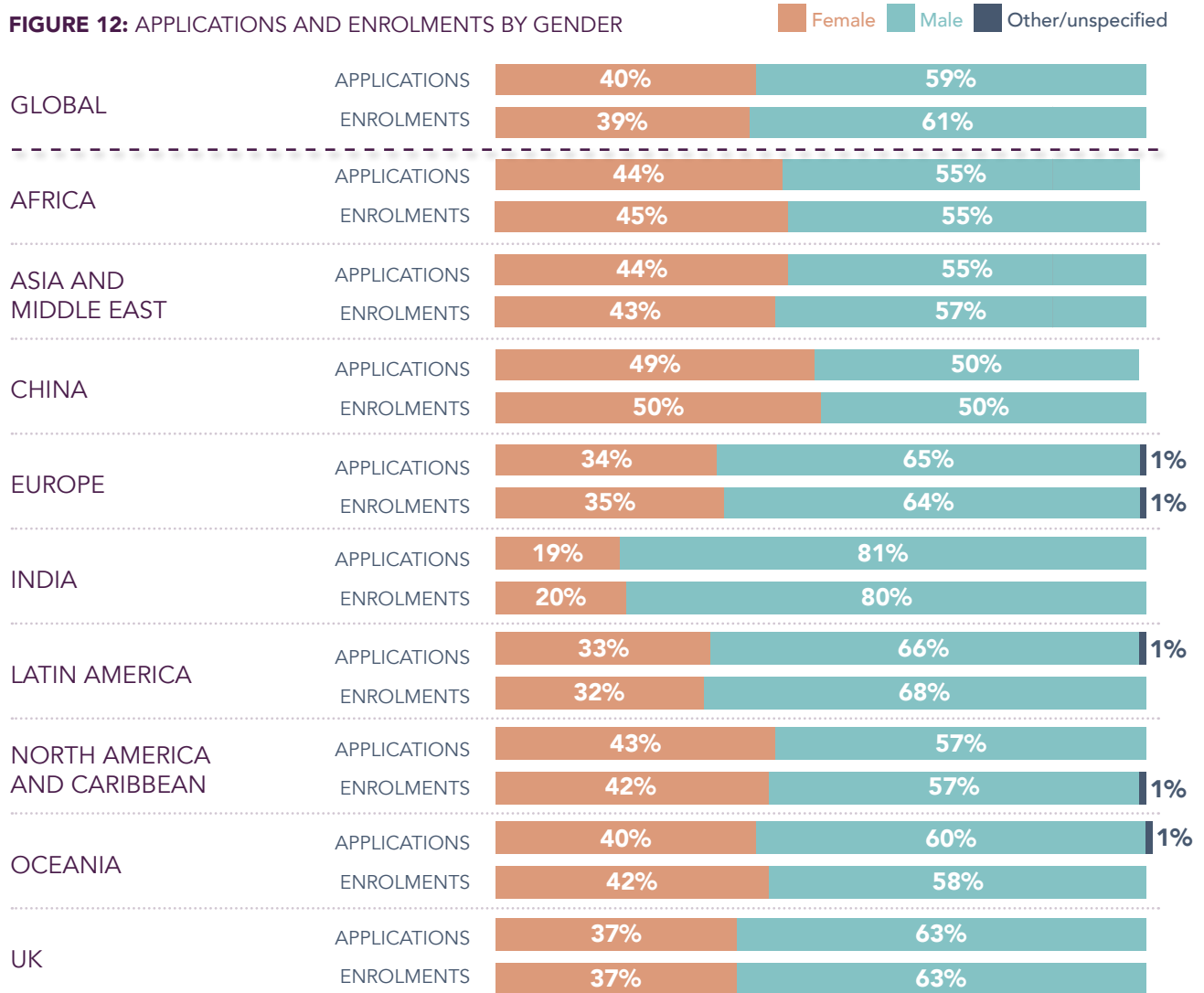
The lowest yield rates were found in the UK (48 per cent), India (61 per cent) and North America & Caribbean (61 per cent). These low yield rates suggest that business schools are more likely to have students who have applied to multiple institutions and made a choice based on the number of offers received.

**FIGURE 10: ACCEPTANCE RATES BY BUSINESS SCHOOL REGION**



**FIGURE 11: YIELD BY BUSINESS SCHOOL REGION**



**FIGURE 12: APPLICATIONS AND ENROLMENTS BY GENDER**

## 4.3 APPLICATIONS AND ENROLMENTS BY GENDER

### APPLICATIONS AND ENROLMENTS BY GENDER

Figure 12 outlines the proportion of men, women and other/unspecified gender applications who applied to and subsequently enrolled on the programmes examined in this report. The 'other applicants' column is for students whose gender identities do not fall under the binary of male or female.

This year, globally 40 per cent of applicants and 39 per cent of those enrolled were female.

China was the only country which had equal numbers of male and female enrolments. The next most equal region was Africa, with 45 per cent of students enrolled being female.

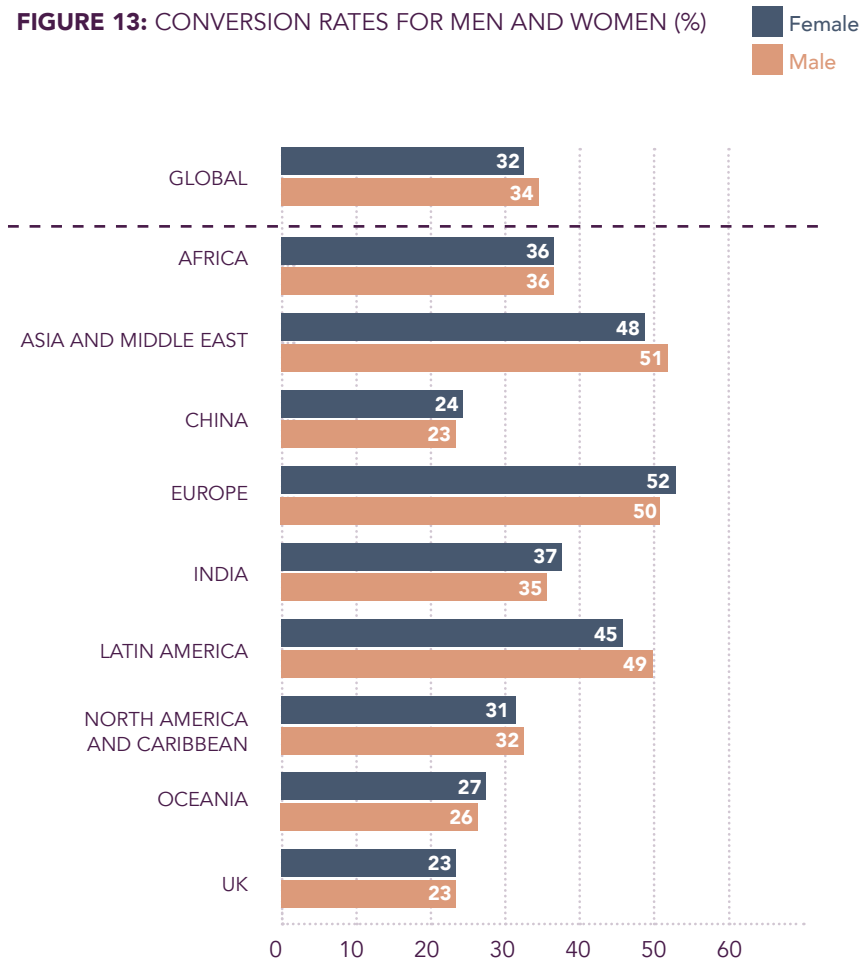
India had the most unequal cohort when looking at gender diversity, with women only making up 19 per cent of applications and 20 per cent of enrollees in 2021.

Figure 13 shows the conversion rate for women, men and other students in 2021. This year the global conversion rate for women was 32 per cent. This was slightly lower than the global average for men, which came in at 34 per cent.

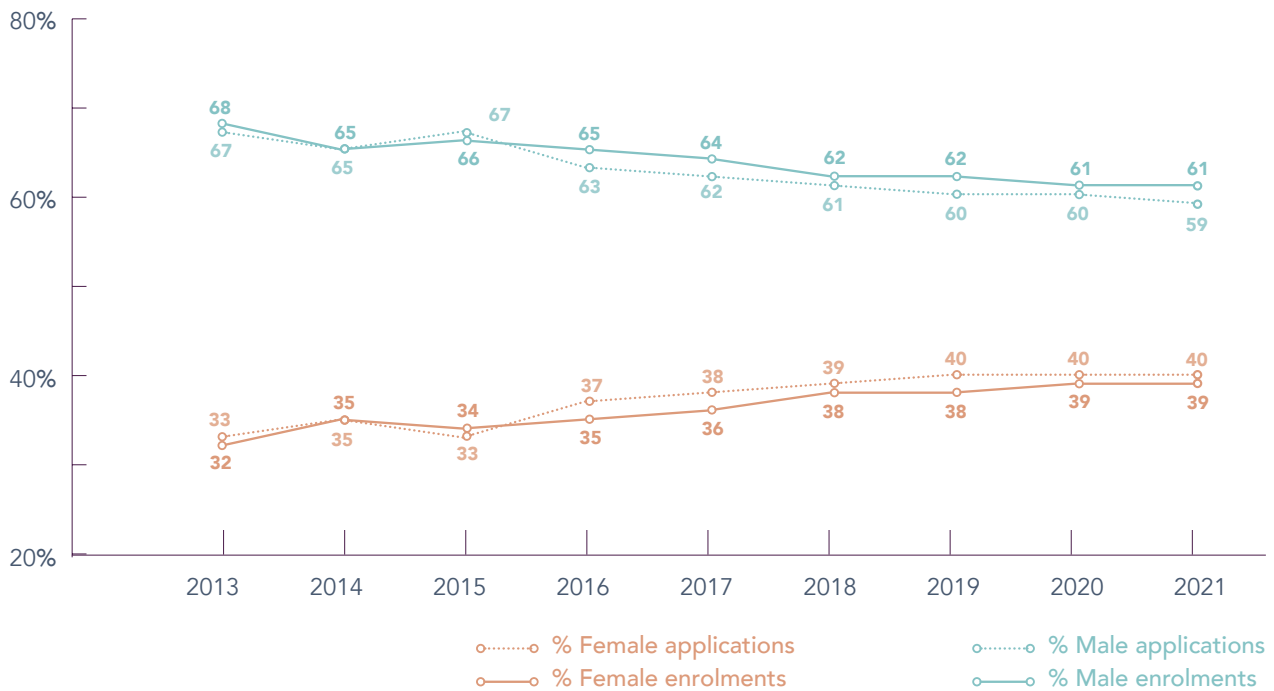
In most regions the female and male conversion rates were very similar, only varying by one or two percentage points each. Latin America had the most significant variation between male and female conversion rates; the male conversion rate in Latin America was 45 per cent and the female rate 49 per cent.



**FIGURE 13: CONVERSION RATES FOR MEN AND WOMEN (%)**



**FIGURE 14: PROPORTION OF MALE AND FEMALE APPLICATIONS AND ENROLMENTS OVER TIME**



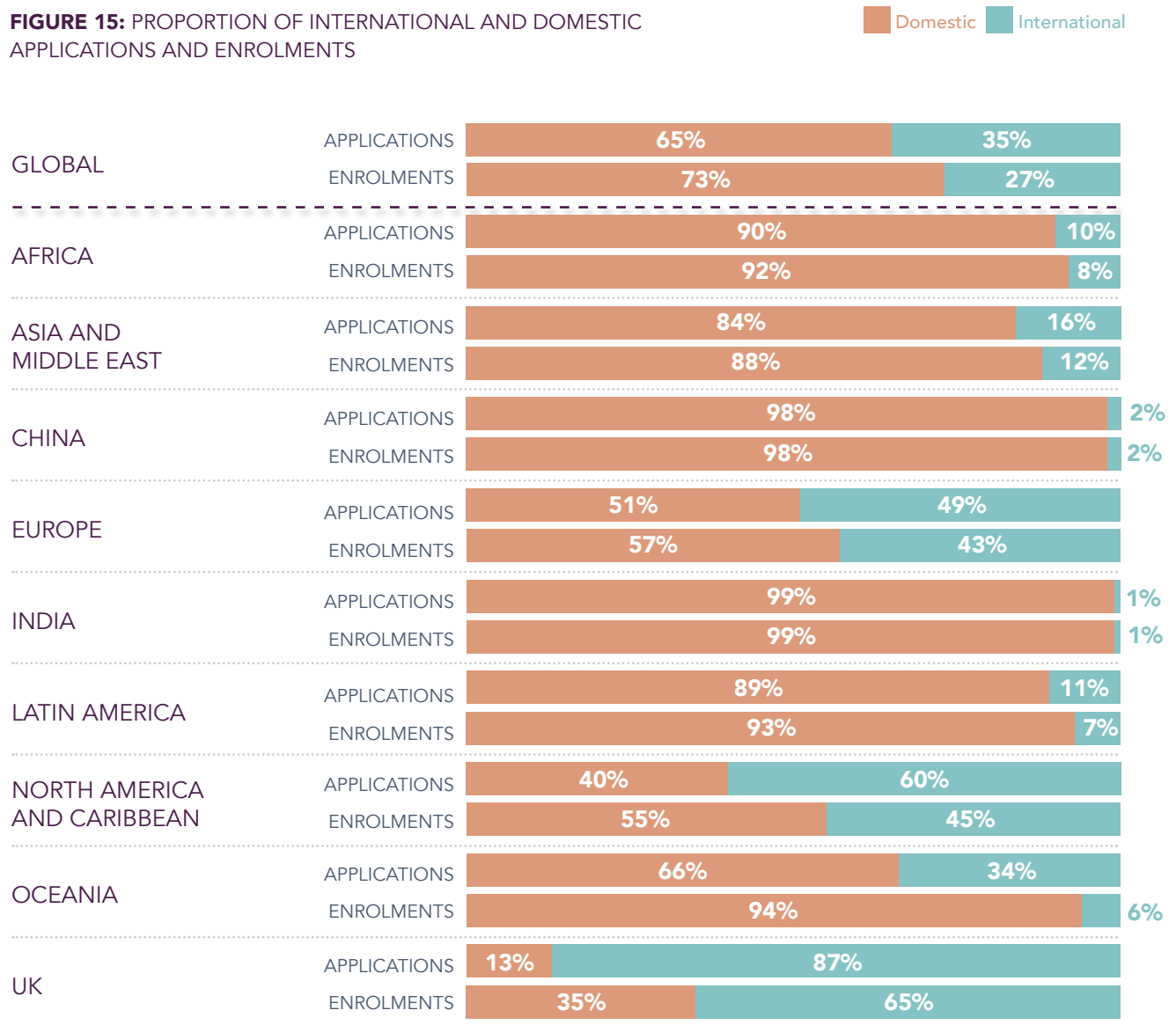
**FIGURE 15:** PROPORTION OF INTERNATIONAL AND DOMESTIC APPLICATIONS AND ENROLMENTS

Figure 14 shows the percentage of male and female applicants and enrolments for AMBA-accredited MBA programmes since this report first began in 2013. There was very little movement in the proportion of men and women in 2021.

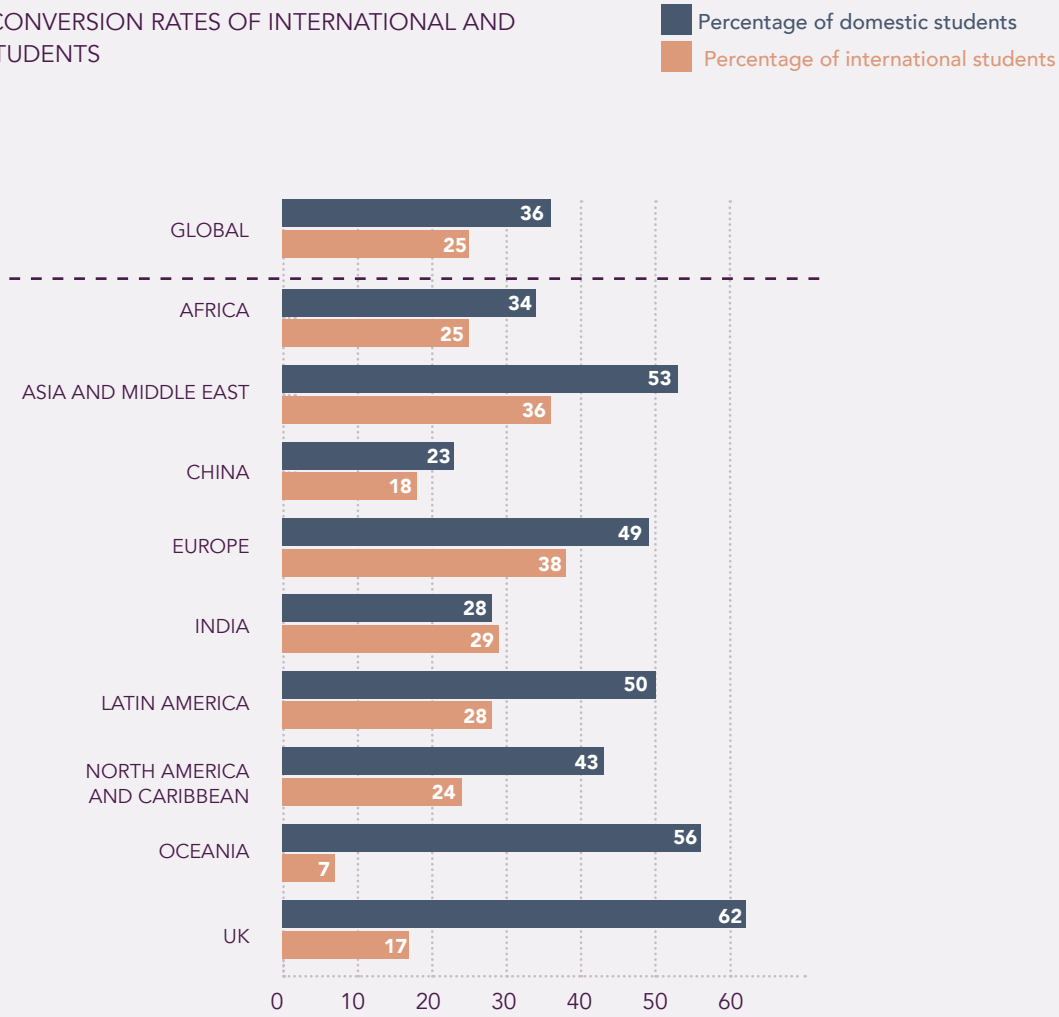
#### 4.4 THE BALANCE BETWEEN DOMESTIC AND INTERNATIONAL STUDENTS

Figure 15 shows the split between international and domestic applications and enrolments in 2021.

Globally, 35 per cent of those applying to AMBA-accredited business schools are defined as international applicants and 27 per cent of those enrolled are classified as international students. The highest number of international applications was among business schools in the UK (87 per cent). This was followed by North America & the Caribbean, where 60 per cent of applicants to schools were international.

Schools in India and China had the lowest proportion of international applications, with less than two per cent of applications coming from international students in each region.

**FIGURE 16:** CONVERSION RATES OF INTERNATIONAL AND DOMESTIC STUDENTS



The UK was the only region where international students outnumbered the domestic students; some 65 per cent of those enrolled were international students.

### CONVERSION RATES BY INTERNATIONAL AND DOMESTIC STUDENTS

Figure 16 shows the conversion rates for international and domestic students, globally and by region.

Globally, the conversion rate for international students was significantly lower than that of

domestic students (25 per cent vs 36 per cent).

Two regions have significant variations between international and domestic conversion rates. In Oceania, schools reported on average a domestic conversion rate of 56 per cent, compared to the international rate of seven per cent. In the UK, the domestic conversion rate was 62 per cent, compared to an international conversion rate of 17 per cent.

India was the only region where the international domestic rate was higher than the domestic conversion rate.

## 5. CHANGES TO MBA DEMAND AND PROVISION: LIKE-FOR-LIKE ANALYSIS, 2020-2021

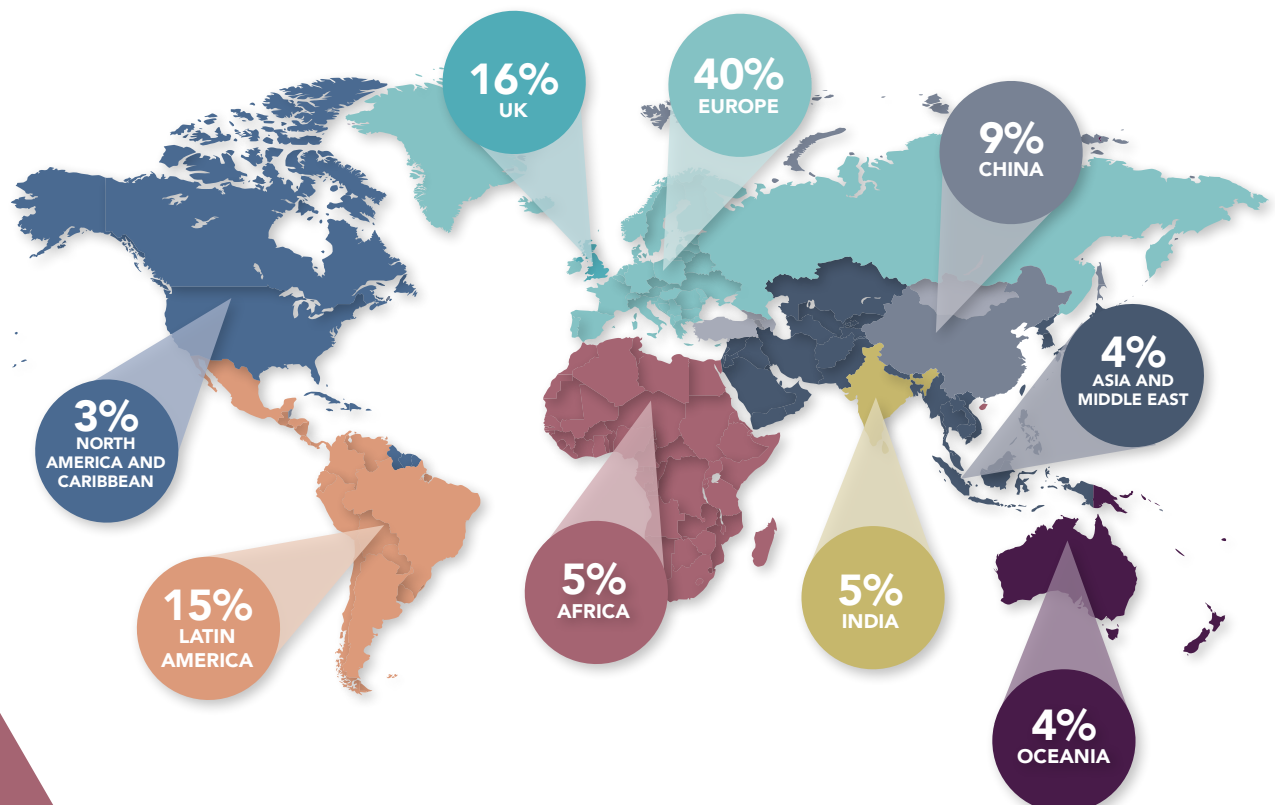
This section provides a year-on-year analysis for 217 AMBA-accredited business schools that submitted MBA application and enrolment data for both of the two most recent calendar years available, 2021 and 2020.

This like-for-like comparison of data is the most accurate measurement of changes in the AMBA network from year to year, as it is not skewed by changes in the profile or participation of AMBA-accredited business schools.

### 5.1 REGIONAL PROFILE

Figure 17 shows the regional locations of all 217 business schools that are included in this year's like-for-like analysis.

**FIGURE 17:** REGIONAL PROFILE OF BUSINESS SCHOOLS IN LIKE-FOR-LIKE ANALYSIS





The part-time MBA remained the most popular format in 2021. Globally, 63 per cent of all programmes were taught part time, reflecting only marginal changes between 2020 and 2021 as can be seen in Figure 18.

The most significant change in format over 2020-21 took place in Asia & Middle East (excluding China and India) where there was a rise of 12 percentage points in the use of modular programmes, balanced by an eight percentage point decrease in full-time programmes and a four percentage point decrease in part-time programmes.

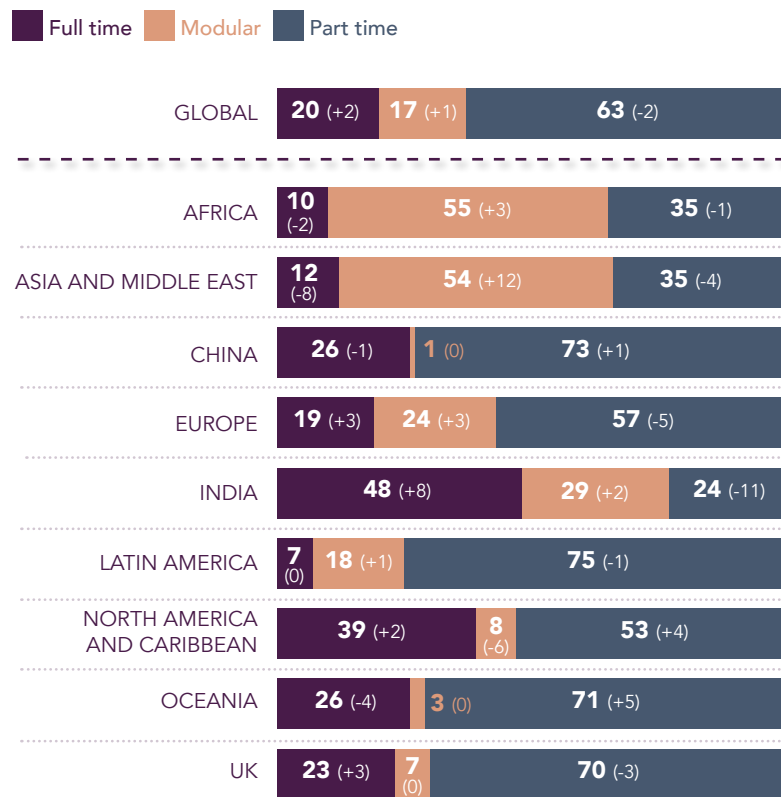
Modular programmes are defined here as a format of learning where lessons are not taught every week but in short blocks of intense teaching, for example over certain weekends throughout the year.

Another region with significant shifts was India, where the part-time format declined in prevalence by 11 percentage points, while use of the full-time format increased by eight percentage points.

Figure 19 shows how MBA programmes were delivered by AMBA-accredited business schools in 2020 and 2021. It also compares schools' intended mode of delivery and the mode that was ultimately used most often to identify the continuing impact of Covid-19 on MBA teaching methods.

From this we can see that, globally, far more programmes intended to be taught in person in the classroom, were able to be taught that way in 2021, when compared to 2020. In 2020, 76 per cent of programmes were intended to be taught in a classroom, but only 25 per cent were delivered primarily this way. In 2021, 73

**FIGURE 18: CHANGES TO PROGRAMME FORMAT OFFERED (PERCENTAGE POINT CHANGE FROM 2020 IN BRACKETS)**



per cent of programmes were intended to be classroom-based and 34 per cent were indeed taught this way, narrowing the gap between intention and reality by 12 percentage points.

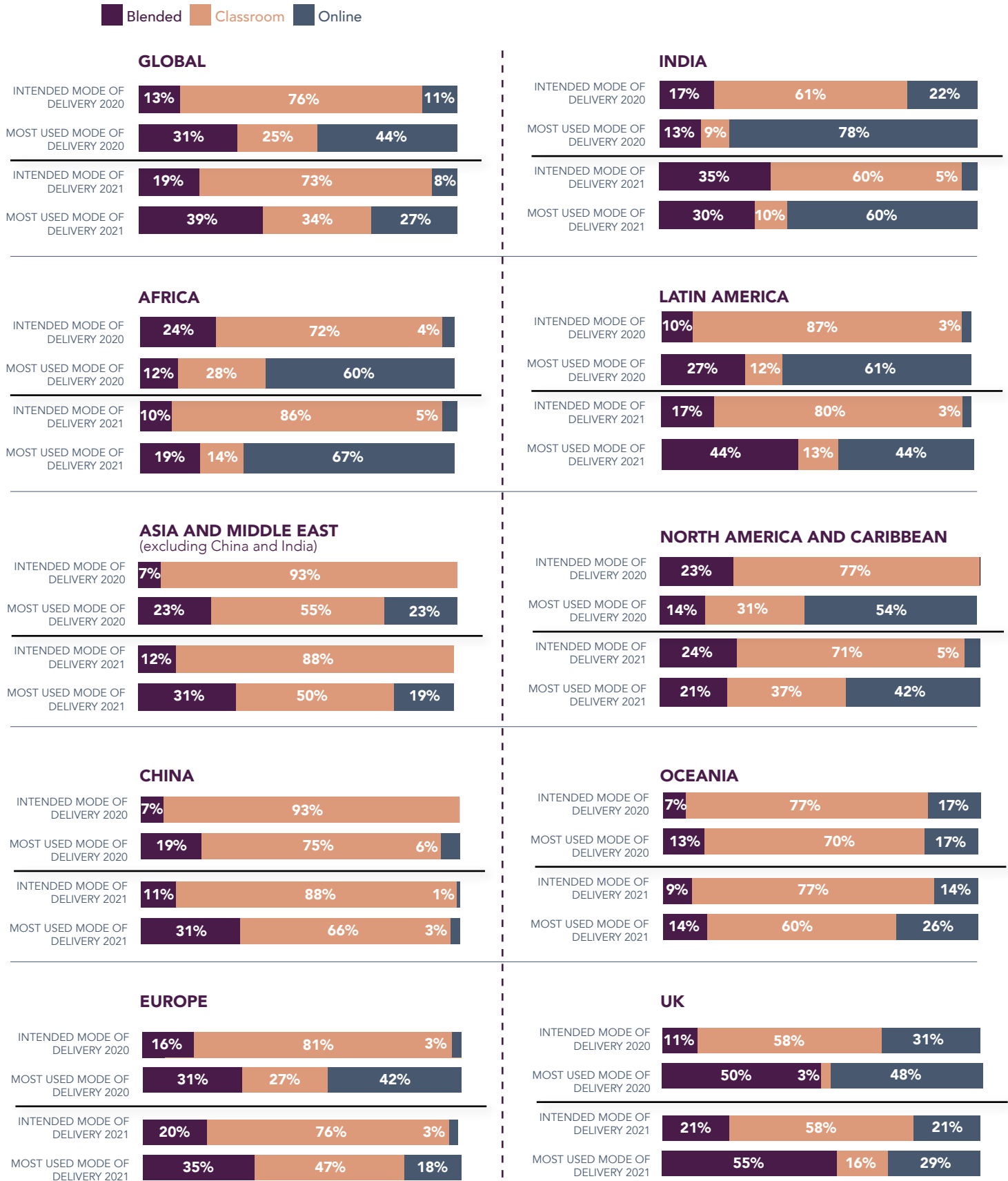
The findings are also indicative of the trend towards blended learning. In 2020, only 13 per cent of programmes were intended to be taught using a blended mode of delivery, but this jumped to 19 per cent in 2021. As the actual mode of delivery, blended programmes accounted for 39 per cent of the global total in 2021, up from 31 per cent in 2020.

While the Covid-19 pandemic forced a great number of programmes to go completely online, many schools have since

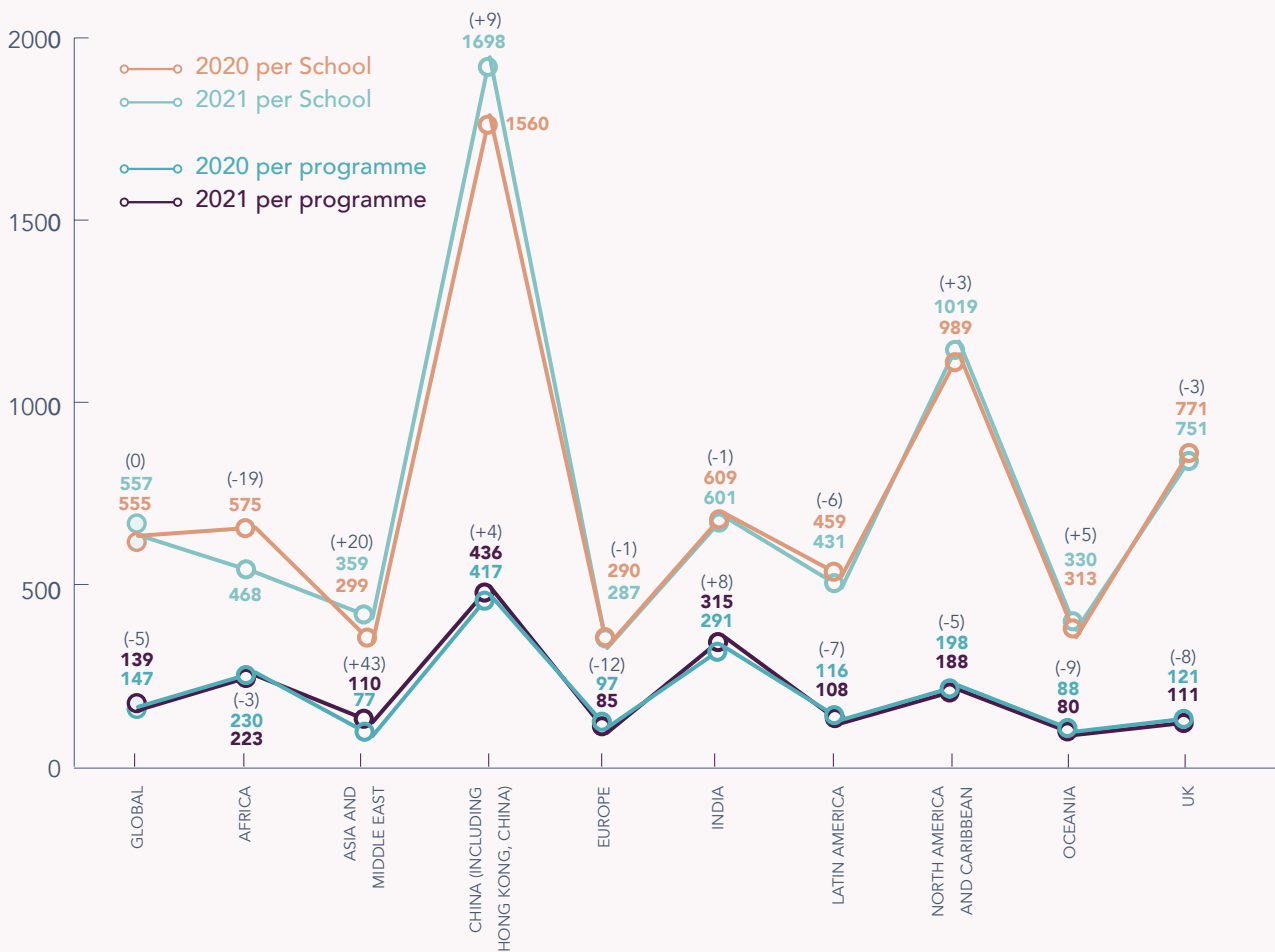
recognised the benefits of online delivery for some areas of teaching, and so are trying to integrate the best of online and classroom delivery modes to create blended programmes. This offers greater flexibility to both students and staff.

A rise in the intended use of blended learning could be seen in all regions from 2020 to 2021, except in Africa where the intended use of blended learning dropped from 24 per cent to 10 per cent. Ultimately, however, 19 per cent of programmes in Africa were delivered in a blended mode in 2021, while the 14 per cent proportion of programmes delivered in the classroom was nowhere near the intended 86 per cent.

FIGURE 19: PROGRAMME DELIVERY MODES, 2020-2021



**FIGURE 20:** CHANGE IN APPLICATION VOLUME PER SCHOOL AND PROGRAMME, 2020–2021



## 5.2 CHANGES TO APPLICATION AND ENROLMENT VOLUME BETWEEN 2020 AND 2021

This section looks at changes in MBA application and enrolment volume among the 217 AMBA-accredited business schools included in this report’s like-for-like analysis for the years 2020 and 2021.

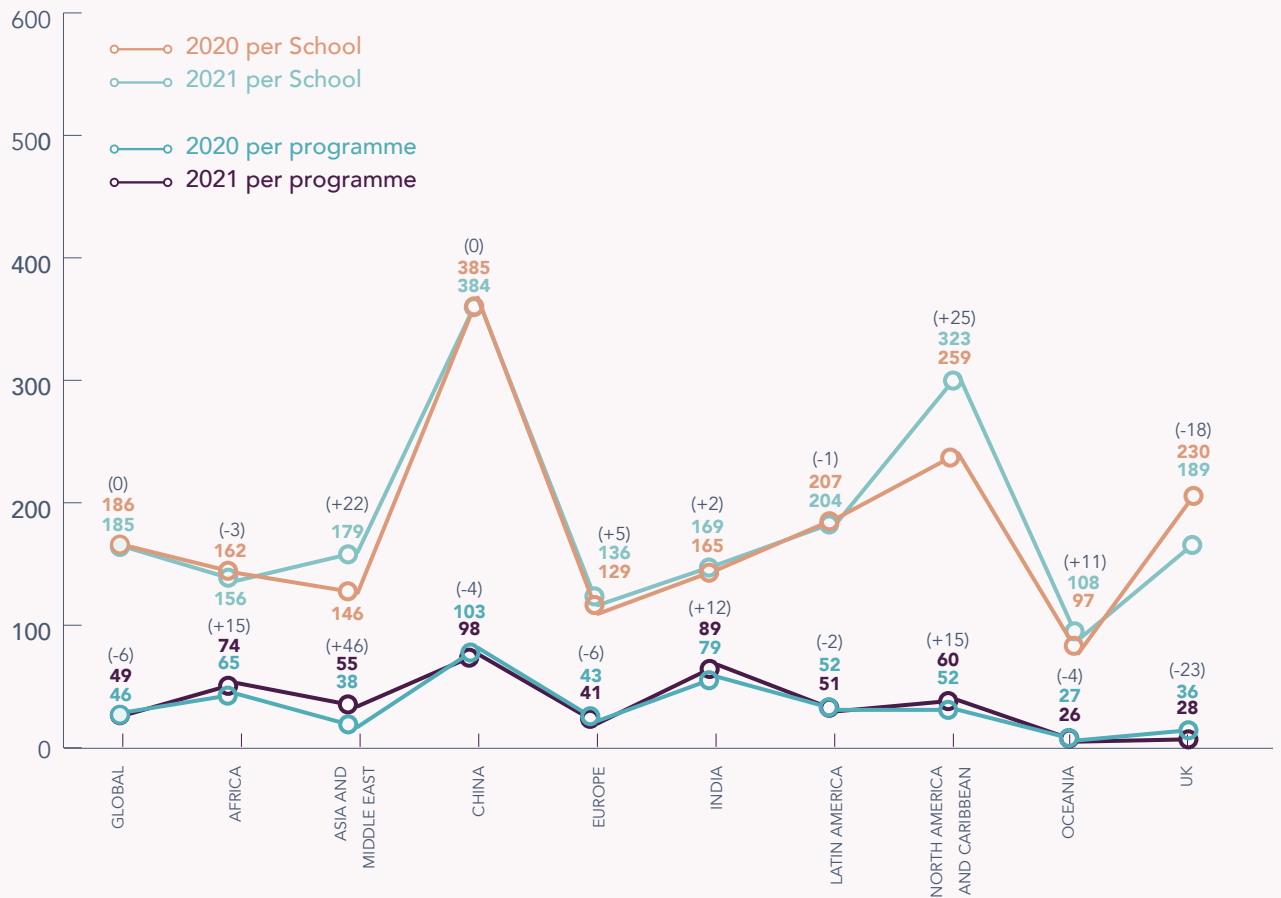
Globally, there was no change in the number of applications per business school and a slight decrease of five per cent in applications to individual programmes from 2020 to 2021.

The most significant increase in application, with an average increase in applications of 20 per cent per school and 43 per cent per programme, was in Asia & Middle East (excluding China and India).

There were also significant rises in applications in China where there was a nine per cent increase in applications per school and a four per cent increase per programme.

The most significant drops in applications per school were in Africa and Latin America where application volume fell by 19 per cent and 6 per cent, respectively.

**FIGURE 21: CHANGE IN AVERAGE ENROLMENTS PER SCHOOL AND PROGRAMME BY REGION, 2020 – 2021**  
(% CHANGE PER SCHOOL AND PROGRAMME IN BRACKETS)



On a global scale, the average number of enrolments at AMBA-accredited MBA programmes was remarkably similar between 2020 and 2021, with no change at all in enrolments per business school and a slight drop of six per cent in enrolments per individual programme.

The largest increase in enrolments was in Asia & Middle East (excluding China and India) with a rise of 22 per cent per school and 46 per cent per programme.

Elsewhere, North America & Caribbean recorded an increase in enrolments per school of 25 per

cent, with equivalent increases of 11 per cent and five per cent recorded by Oceania and Europe (excluding the UK) respectively.

The regions of Africa and North America & Caribbean, meanwhile, both recorded a 15 per cent increase in the average number of enrolments per programme.

The largest drop in enrolment volume between 2020 and 2021 came in the UK, with a 18 per cent drop in enrolments per school and a 23 per cent drop in enrolments per programme.



## ACCEPTANCE RATES

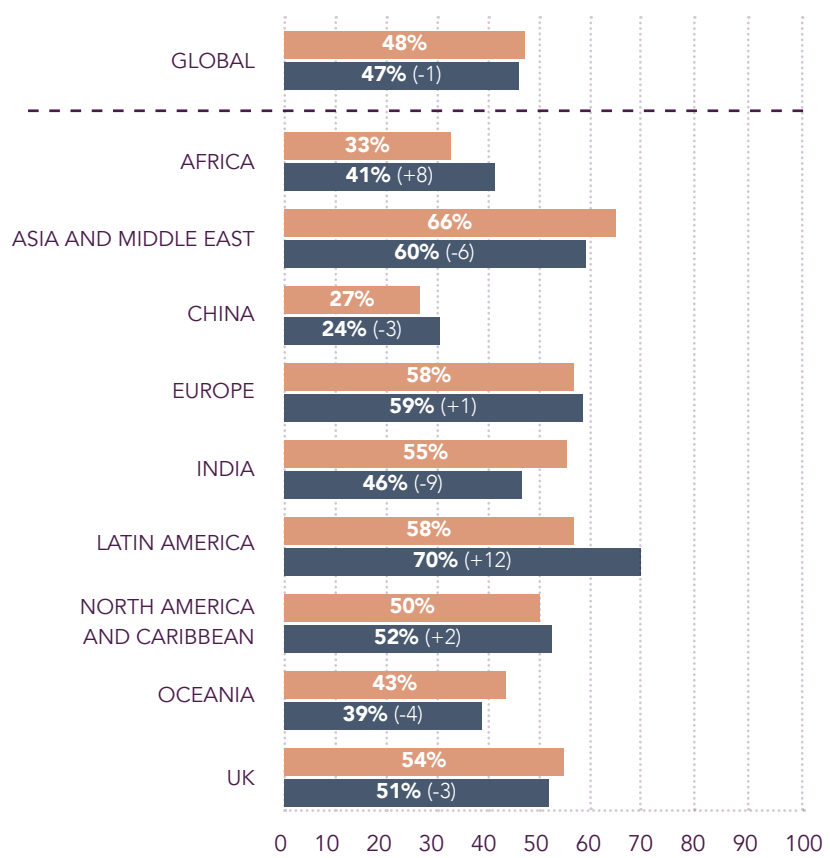
Acceptance rates indicate the percentage of applicants who received an offer from a business school. Globally, acceptance rates among AMBA-accredited business schools remained steady between 2020 and 2021, with a one percentage point drop to 47 per cent.

From a regional perspective, Latin America experienced the biggest rise in its average acceptance rate between 2020 and 2021 with an increase of 12 percentage points, to 70 per cent. In India, meanwhile, the average acceptance rate fell by nine percentage points, to 46 per cent.

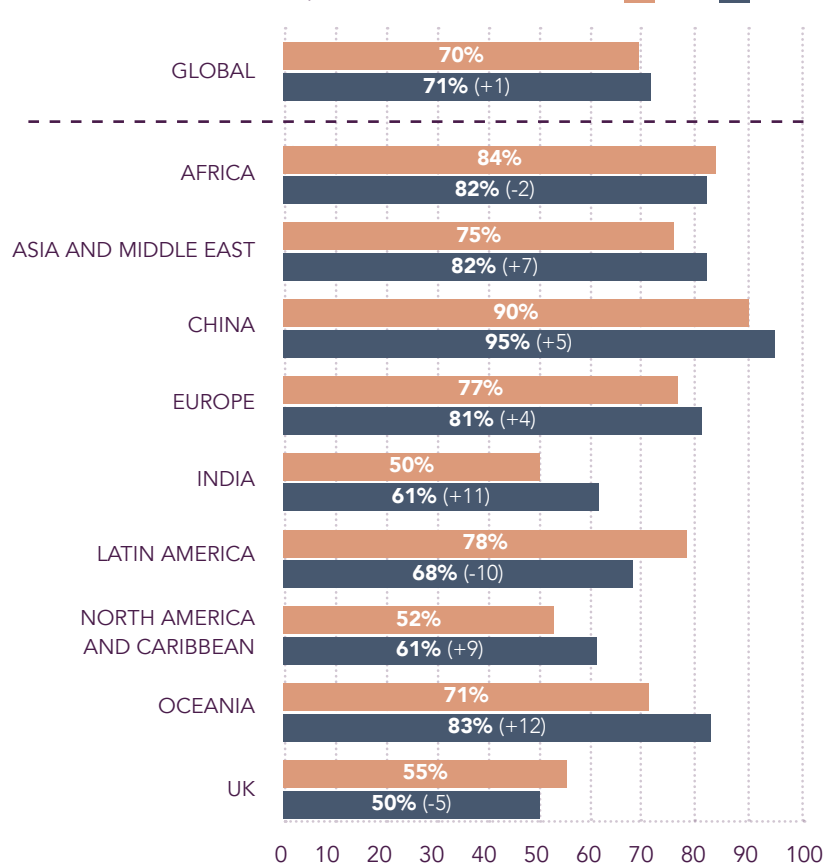
Yield, defined as the percentage of students receiving an offer of admission for a business school programme who ultimately enrol onto the programme in question, also remained very similar between 2020 and 2021, increasing by one percentage point to 71 per cent in 2021.

However, there were some significant changes when looking at the individual regions. In Oceania, the average yield increased by 12 percentage points to 83 per cent in 2021, while in India it rose by 11 percentage points to 61 per cent.

**FIGURE 22: ACCEPTANCE RATES 2020 AND 2021**



**FIGURE 23: YIELD RATES, 2020-2021**



### 5.3 FEMALE REPRESENTATION IN MBA APPLICATIONS AND ENROLMENTS, 2020-2021

Globally, the proportion of women applying to MBA programmes rose to reach 39 per cent in 2021, an increase of one percentage point on the equivalent figure in 2020.

Asia & Middle East (excluding China and India) recorded the largest increase in female applicants, with a proportional rise of four percentage points between 2020 and 2021. In Africa and Oceania, however, there were marginal drops in the average proportion of female applicants of one percentage point.

In terms of female student enrolment, there was no change between 2020 and 2021 on a global level. However, in Africa there was a six percentage-point rise in the number of women enrolled on MBA programmes, a four percentage-point rise in Asia & Middle East (excluding China and India) and a three percentage-point rise in India.

### 5.4 THE BALANCE BETWEEN DOMESTIC AND INTERNATIONAL STUDENTS

Figure 25 shows the proportion of international students applying for, and ultimately enrolling on, AMBA-accredited MBA programmes in 2021 and the proportional change from 2020.

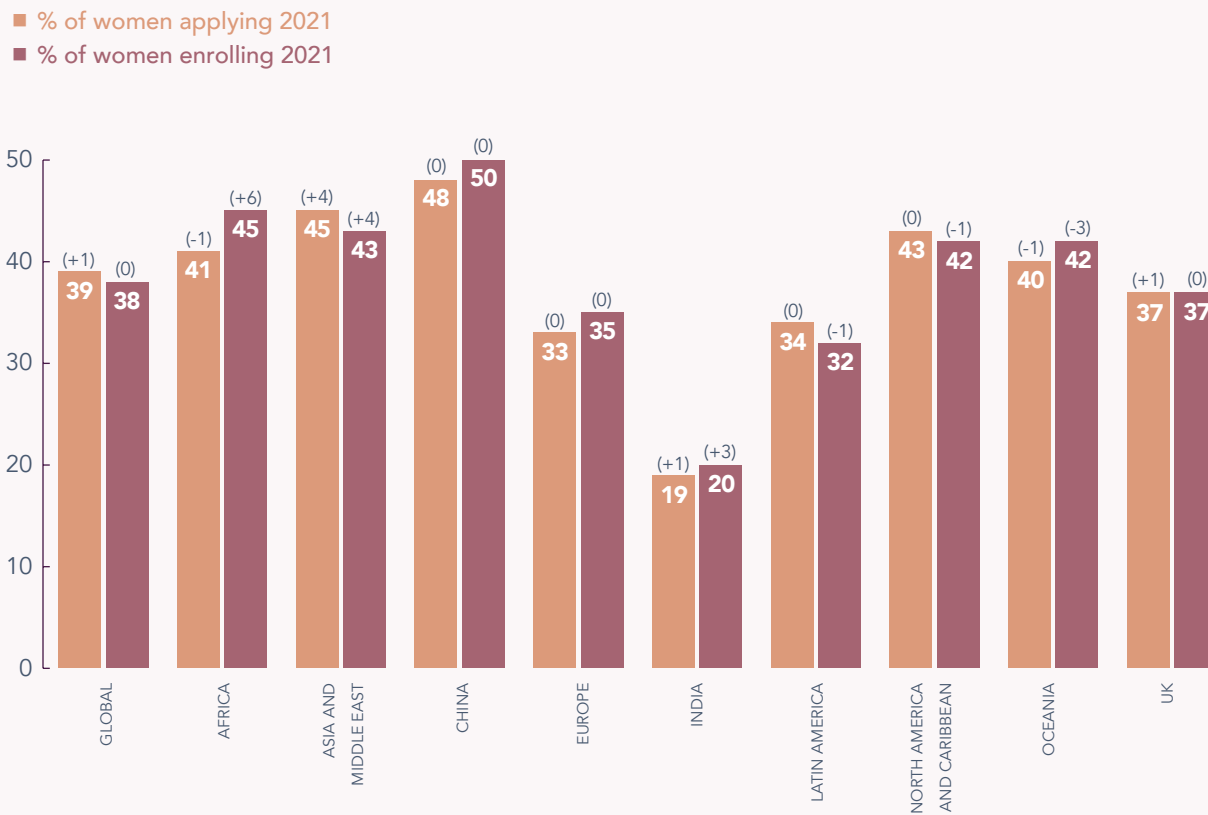
On average globally, there was no change in the proportion of international students applying or enrolling onto MBA programmes between 2020 and 2021.

The region with the most significant changes to its numbers of international applications was the UK, where there was a rise in the number of international applicants of six percentage points. The UK also recorded the most significant increase in international enrolments with an increase of seven percentage points, to 62 per cent in 2021.

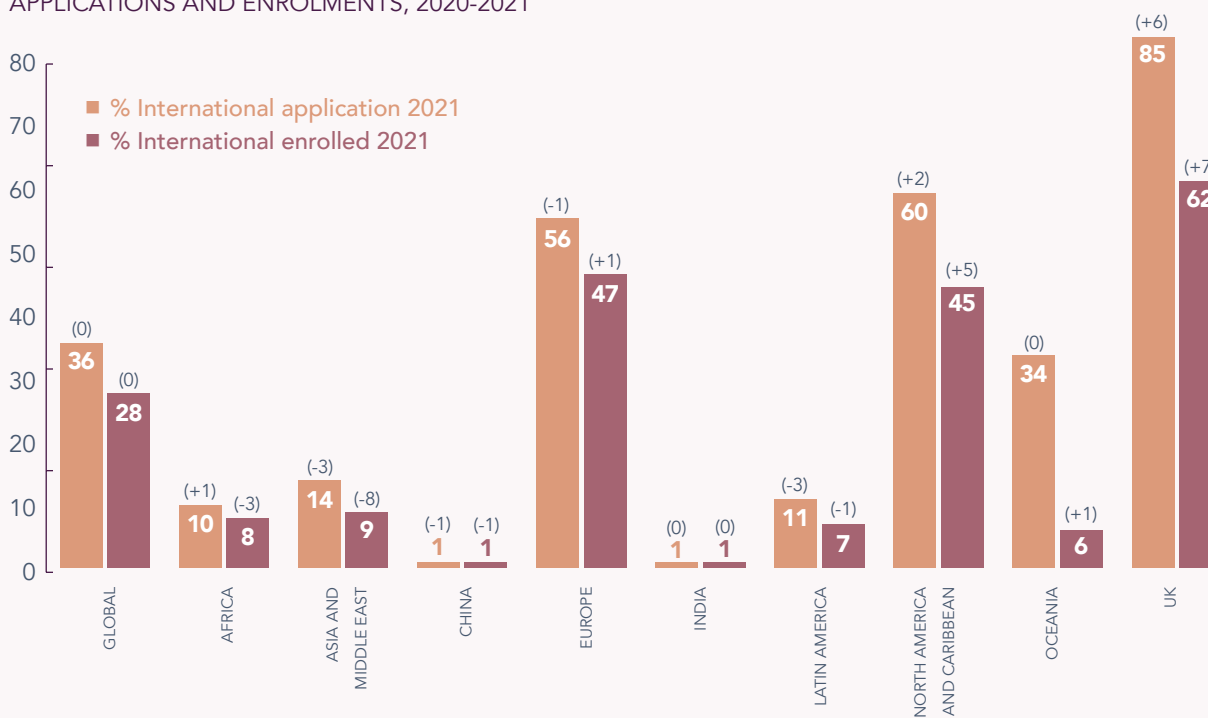
Asia & Middle East (excluding China and India) was the only region which experienced a significant decrease in its proportion of international enrolments, with a drop of eight percentage points between 2020 to 2021.



**FIGURE 24:** CHANGE IN FEMALE REPRESENTATION IN APPLICATIONS AND ENROLMENTS (CHANGE FROM 2020 IN BRACKETS)



**FIGURE 25:** INTERNATIONAL STUDENT REPRESENTATION IN MBA APPLICATIONS AND ENROLMENTS, 2020-2021

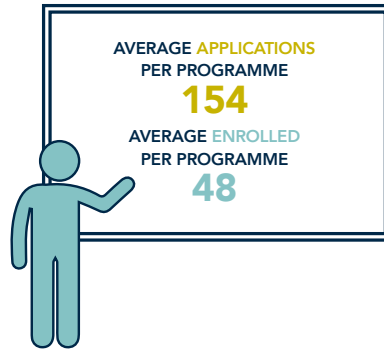
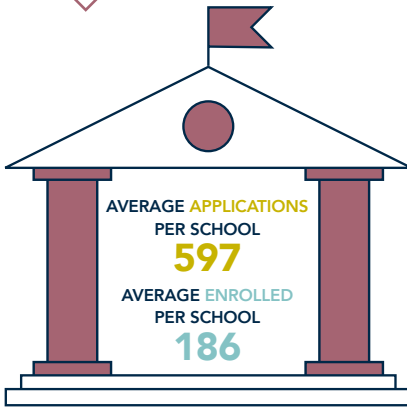


For more information, or press enquiries please contact:

Ellen Buchan, Insight, Content & PR Manager  
**[E.buchan@associationofmbas.com](mailto:E.buchan@associationofmbas.com)**



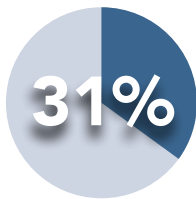
# GLOBAL PROFILE 2021



**40%** FEMALE APPLICATIONS



**39%** FEMALE ENROLMENT



APPLICATION-TO-ENROLMENT CONVERSION RATES BASED ON BUSINESS SCHOOL REGION



**140**

AVERAGE NUMBER OF GRADUATIONS PER SCHOOL



TOTAL NUMBER OF APPLICATIONS

**147,523**



TOTAL NUMBER OF ENROLMENTS

**46,043**

## LIKE - FOR - LIKE 2020 VS 2021 (%)



APPLICATIONS PER SCHOOL

**0**



ENROLMENTS PER SCHOOL

**0**



APPLICATIONS PER PROGRAMME

**-5**



ENROLMENTS PER PROGRAMME

**-6**



PROPORTIONAL CHANGE OF WOMEN ENROLLED

**+1**



PROPORTIONAL CHANGE IN INTERNATIONAL ENROLLED

**0**





 ASSOCIATION  
OF  
**AMBA**<sup>S</sup>  
BE IN BRILLIANT COMPANY