

Geographic Trend Report for Examinees Taking the Graduate Management Admission Test[®], 2001 to 2005

Johnette Peyton

GMAC[®] Research Reports • RR-06-02 • March 7, 2006

Executive Summary

This 2005 Geographic Trend Report contains geographic and biographical data describing the population of examinees taking the Graduate Management Admission Test[®] (GMAT[®]) exam during testing years (TY) 2001 and 2005. The data was analyzed to identify geographic and migratory trends among GMAT[®] examinees.

According to a recent article by Richard Florida (2004) in the Harvard Business Review, students are a leading indicator of global talent flows, and countries and regions that attract students have a leg up on retaining them and on attracting other pools of foreign talent. As such, the flow of student migrations gives indication as to the health and trends of the future global economy.

Data from the 212,532 records of examinees in TY 2001 and the 200,503 records of examinees in TY 2005 who took the GMAT[®] exam one or more times during these years are summarized in the figures included in this report. This information was obtained from examinee responses to the background information questionnaire, score report information, and registration information for testing years beginning July 1 and ending June 30.

There are two ways we look at demand by country—registrations within a country and score reports sent to a country. Throughout this report, GMAT[®] score sending trends are used to indicate interest in studying in a particular region. However, care should be taken when generalizing those results, as other factors, such as changes in GMAT[®] exam requirements by schools, impact these trends.

From TY 2001 to TY 2005, geographic trends for examinees shifted drastically in some regions, such as the Middle East, Western Europe, and Central Asia, but remained relatively stable in other regions, such as the United States. According to this second annual geographic

trend report, examinees from particular geographic regions, such as Canada and Asia, appear to have strong regional preferences with regard to where they would like to attend graduate school. Other regions appear to be more “global” in their choice of location.

Key findings include the following:

- The United States continues to be the number one choice for examinees overall, but general interest in study within the United States has decreased for many regions of the world.
- There has been reduced interest in sending reports to the United States, but increased interest in sending reports to England and France.
- The majority of U.S. citizens continue to be very unlikely to send scores to non-U.S. business schools, although the percentage of score reports sent to non-U.S. schools by U.S. citizens has increased slightly.
- The majority of Canadian citizens seem to prefer to study in Canada.
- Examinees from Western Europe have an increasing desire to study closer to home.
- The percentage of score reports received by U.S. schools from citizens of Central Asia has decreased dramatically from TY 2001 to TY 2005.
- Middle Eastern citizens, who previously exhibited strong interest in studying in the United States, now appear to prefer to study close to their native region.

Within the United States, numerous studies have found that college students are more likely to migrate than those with only a high school education. This may indicate a relationship between higher education and adaptability. According to Yolanda Kodrzycki’s 2001 study on the migration of college graduates, most shifts in location take

place shortly after graduation from college. It is also noted by Eberts (as cited in Kodrzycki, 2001) that in the general population the propensity to migrate is about twice as high between the age of 22 to 24 than it is at age 30. This finding is particularly relevant among the GMAT® examinee population within the United States, as the average age is 28.

Among non-U.S. examinees, there are a number of major factors that may affect decisions to study in the United States or elsewhere—e.g., the quality of schools available in an examinee’s home region, changes in economies, and delays in the Visa obtainment process. Presumably, these factors have resulted in a shift in education and the global workforce in recent years. Several major economies—most notably, India’s and China’s—have grown to the point where they can offer competitive opportunities for people who stay or return home (Florida, 2004). According to Florida (2004), both of these countries are investing heavily to build competitive university systems of their own. Also, degree standardizations introduced with the Bologna Accord in 1999 have now been adopted by 40 countries (Loades, 2005), which has clarified requirements and simplified the application process for graduate programs, including the MBA, around the globe.

Methodology

Country of citizenship, along with score reporting behavior, was used to gauge potential regional trends and changes in examinee preferences with regard to school location. For every test that is taken, up to 10 instances of score report data is stored. These score reports were

aggregated and grouped by school location for both TY 2001 and TY 2005. Examinee age on the date of test administration was used for analysis along with geographic region, which was used to group examinees into 10 citizenship categories. (Refer to the Appendix for details.) “Typical” candidates for graduate business education—individuals in the 25 to 30 age group with three to five years of work experience—account for 134,291 of the 607,884 score reports submitted in TY 2001 and 154,617 submissions out of a total of 567,004 score reports sent for TY 2005.¹

Findings

Location of GMAT® Examinees

Geographic data gathered for TY 2001 and TY 2005 include mailing address at time of registration and country of citizenship. Although the majority of tests are taken within the United States, GMAT® examinees span the globe, as illustrated in Figures 1 and 2. Sixty-four percent of the examinees had U.S. addresses at the time of registration in TY 2001, which increased to 68% of examinees in TY 2005. The next largest concentrations of examinees in both testing years came from Asia and Western Europe, who accounted for approximately 14% and 7% of the examinee population, respectively.

Figures 3 and 4 display tests taken by U.S. state. This includes all examinees residing in the United States at the time of the test. Among GMAT® test takers with a U.S. address, the greatest concentrations at the state level were from California, Texas, and New York.

¹ There were a total of 41,483 examinees who met the “typical” requirements in TY 2001, and 48,115 in TY 2005. This averages out to 3.2 score reports sent per examinee in the “typical” demographic in TY 2001 and 3.2 score reports sent per examinee in the “typical” demographic in TY 2005.

GMAT® Tests Taken by Location Around the World

Figure I: TY 2000–01 GMAT® Tests Taken by Location Around the World

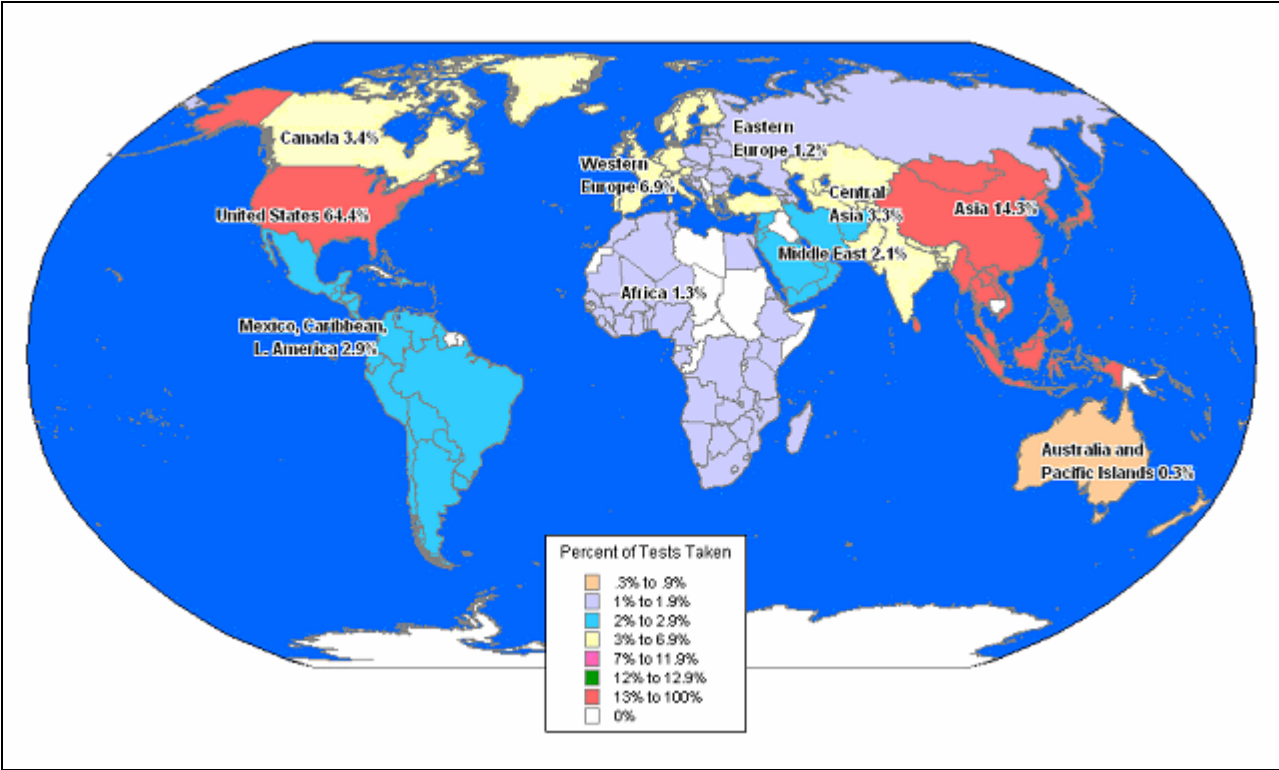


Figure 2: TY 2004–05 GMAT® Tests Taken by Location Around the World

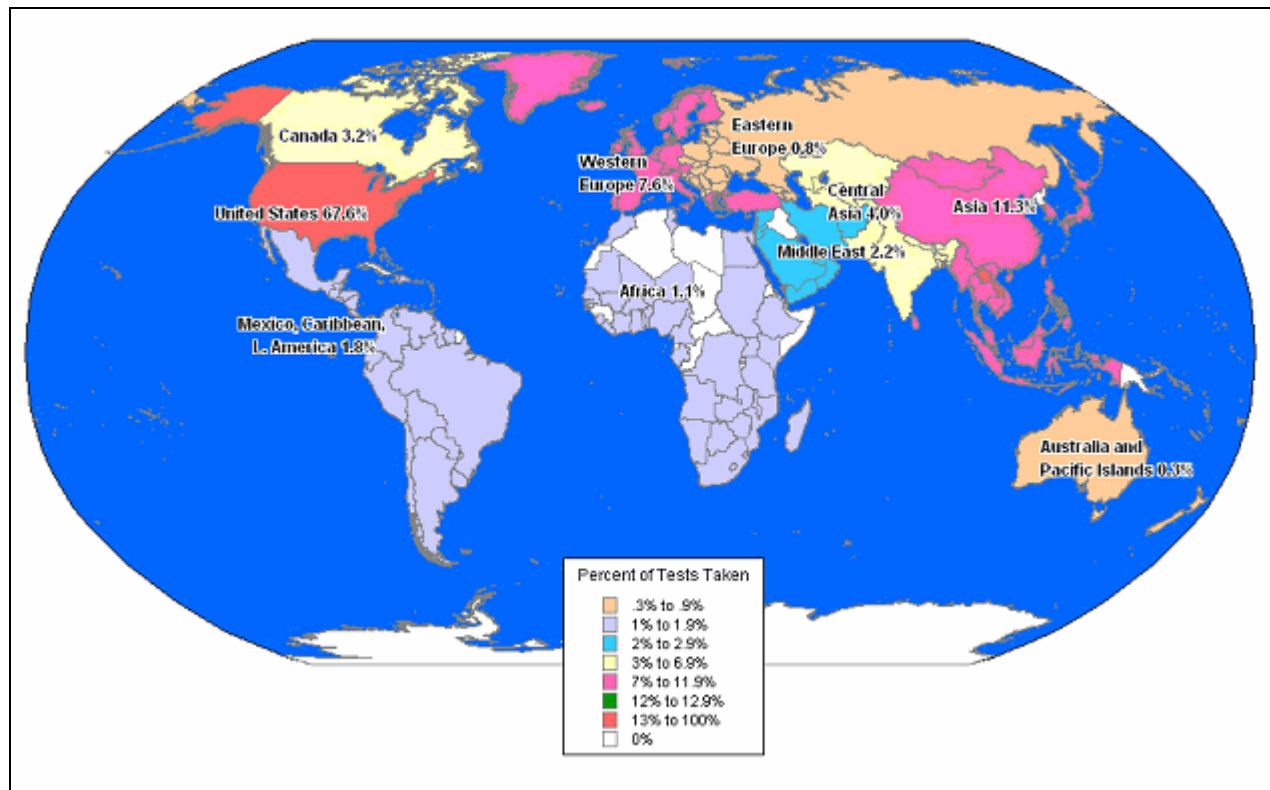
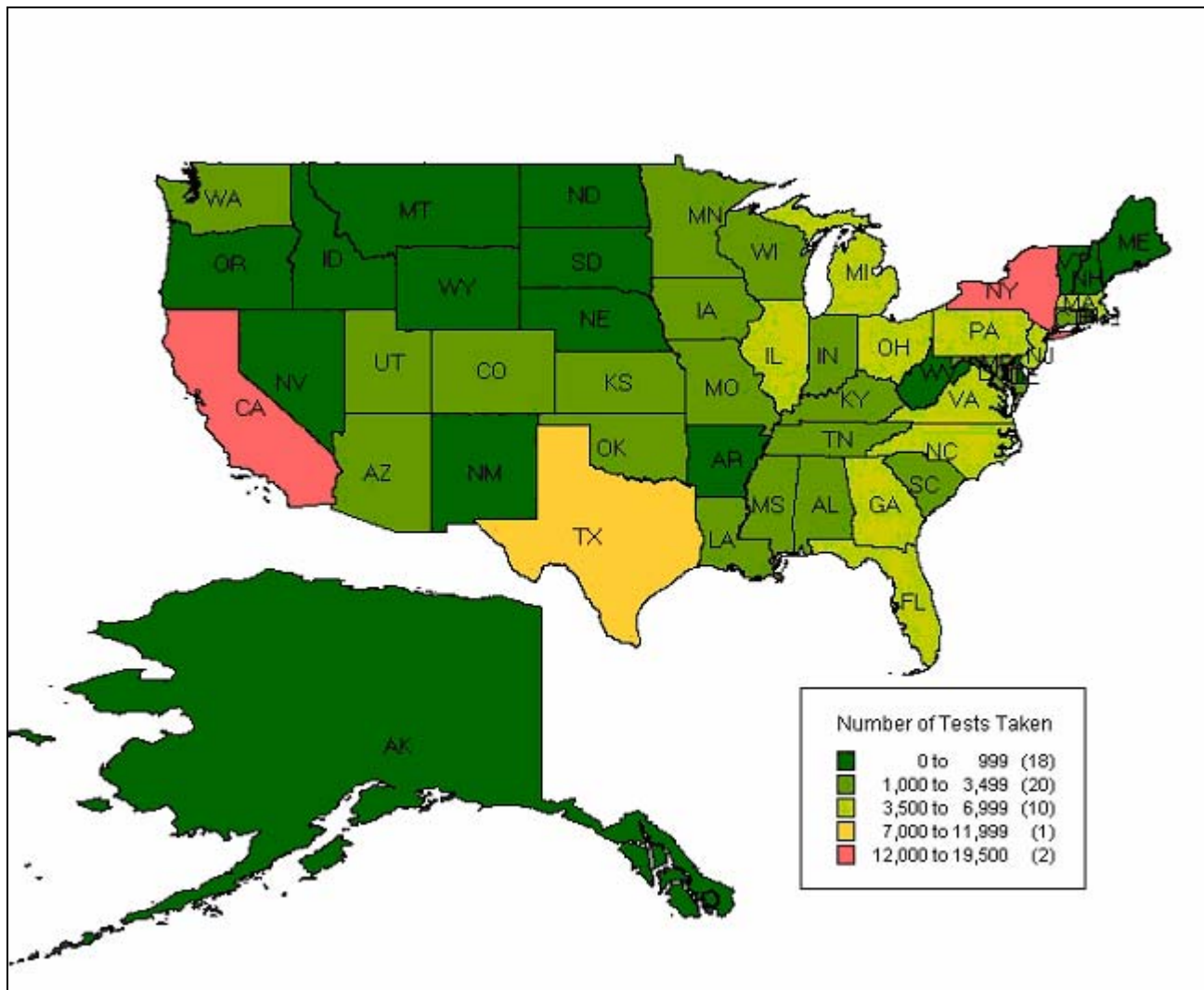


Figure 4: TY 2004–05 GMAT® Tests Taken by U.S. State



The tables throughout this report show a comparison of the 10 countries with the most score report submissions for TY 2001 and TY 2005. The tables include the percentage of score reports received per country, the total number of score reports sent, and the average number of score reports that were sent per person. The tables display data for the entire examinee group, as well as a breakdown of information from the “typical” graduate business school candidate demographic—individuals in the 25 to 30 age group with three to five years of work experience.

These tables provide analysis of score reporting behavior for citizenship regions in the United States, Canada, Western Europe, Eastern Europe, Asia, Central Asia, Africa, the Middle East, Australia/Pacific Islands, and Mexico/Caribbean/Latin America. The numbers are based on the total tests taken by those who responded to the citizenship and/or age questions in the GMAT® exam background information questions.

Table I: Top 10* Countries by School Location – All Examinees

TY 2001 All examinees		TY 2005 All examinees		TY 2001 All examinees in the 25 – 30 age group		TY 2005 All examinees in the 25 – 30 age group	
1. United States	86.90%	1. United States	83.98%	1. United States	87.90%	1. United States	84.17%
2. Canada	3.89%	2. Canada	3.74%	2. Canada	3.40%	2. Canada	3.55%
3. England	2.18%	3. England	2.95%	3. England	2.20%	3. England	3.09%
4. France	1.38%	4. France	1.72%	4. France	1.52%	4. France	1.91%
5. Israel	1.03%	5. Israel	1.26%	5. Israel	0.91%	5. Israel	1.19%
6. Hong Kong	0.70%	6. India	0.89%	6. Hong Kong	0.64%	6. India	1.01%
7. Switzerland	0.45%	7. Hong Kong	0.60%	7. Spain	0.50%	7. Spain	0.78%
8. Spain	0.38%	8. Singapore	0.54%	8. Switzerland	0.43%	8. Hong Kong	0.70%
9. Singapore	0.38%	9. Spain	0.50%	9. Singapore	0.39%	9. Singapore	0.60%
10. Australia	0.30%	10. Greece	0.43%	10. Australia	0.35%	10. Australia	0.37%
Total 607,884	Avg # 2.9	Total 567,004	Avg # 2.8	Total 134,291	Avg # 3.2	Total 154,617	Avg # 3.2

*based on number of score reports received

Overall, test report submissions for both the years TY 2001 and TY 2005 suggest examinees would strongly prefer to study at schools located within the United States. However, there was a slight drop in percentage for submissions to U.S. schools in TY 2005 from

TY 2001 for all examinees, including those in the 25 to 30 age group with three to five years of work experience. There is increasing interest in studying in England, France, India, and Greece.

U.S. Citizens

Table 2: Top 10* Countries by School Location – U.S. Citizens

TY 2001 All U.S. citizens		TY 2005 All U.S. citizens		TY 2001 All U.S. citizens in the 25 – 30 age group		TY 2005 All U.S. citizens in the 25 – 30 age group	
1. United States	98.68%	1. United States	98.35%	1. United States	98.59%	1. United States	98.12%
2. England	0.40%	2. England	0.52%	2. England	0.45%	2. England	0.65%
3. France	0.25%	3. France	0.28%	3. France	0.30%	3. France	0.35%
4. Canada	0.10%	4. Canada	0.16%	4. Spain	0.11%	4. Spain	0.24%
5. Switzerland	0.09%	5. Spain	0.14%	5. Switzerland	0.09%	5. Canada	0.13%
6. Spain	0.08%	6. Switzerland	0.06%	6. Canada	0.09%	6. Switzerland	0.06%
7. Lebanon	0.05%	7. Hong Kong	0.05%	7. Hong Kong	0.04%	7. Hong Kong	0.05%
8. Italy	0.04%	8. Puerto Rico	0.05%	8. Netherlands	0.04%	8. Netherlands	0.04%
9. Australia	0.03%	9. Italy	0.04%	9. Ireland	0.03%	9. Puerto Rico	0.04%
10. Hong Kong/ Netherlands	0.03%	10. Australia	0.04%	10. Italy	0.03%	10. Australia	0.03%
Total 297,379	Avg # 2.8	Total 305,149	Avg # 2.8	Total 67,387	Avg # 3.2	Total 86,293	Avg # 3.2

*based on number of score reports received

U.S. citizens send nearly 99% of their score reports to programs located in the United States. Among U.S. citizens, schools located in England made the greatest gains by increasing their percentage of score reports received from 0.4% to 0.5% from TY 2001 to TY 2005. Non-U.S. schools fared slightly better among those in the 25 to 30 age group, with Spain doubling the percentage of score reports received from TY 2001 to TY 2005. Also, the 25 to 30 age group is showing more interest in studying in Canada and Puerto Rico, with both countries experiencing jumps in the rankings from TY 2001 to TY 2005.

Observations

- Though the percentage of score reports sent to non-U.S. schools by U.S. citizens has increased slightly, the majority of U.S. citizens continue to be very unlikely to send their scores to a non-U.S. business school.
- Non-U.S. business schools should take regional preference factors into consideration when marketing to U.S. citizens and emphasize attributes of their programs that may outweigh barriers such as distance, requirements, and the availability of schools in the United States.

Canadian Citizens

Table 3: Top 10* Countries by School Location – Canadian Citizens

TY 2001 All Canadian citizens		TY 2005 All Canadian citizens		TY 2001 All Canadian citizens in the 25 – 30 age group		TY 2005 All Canadian citizens in the 25 – 30 age group	
1. Canada	62.66%	1. Canada	61.68%	1. Canada	55.65%	1. Canada	59.46%
2. United States	31.84%	2. United States	31.43%	2. United States	38.33%	2. United States	32.53%
3. England	1.59%	3. England	2.19%	3. England	2.01%	3. England	2.49%
4. France	1.46%	4. France	1.74%	4. France	1.59%	4. France	2.41%
5. Hong Kong	0.68%	5. Hong Kong	0.96%	5. Hong Kong	0.62%	5. Hong Kong	1.34%
6. Switzerland	0.34%	6. Spain	0.35%	6. Spain	0.37%	6. Spain	0.49%
7. Spain	0.24%	7. Switzerland	0.29%	7. Netherlands	0.22%	7. Switzerland	0.19%
8. Netherlands	0.19%	8. Australia	0.21%	8. Scotland	0.20%	8. Australia	0.16%
9. Australia	0.12%	9. Netherlands	0.18%	8. Switzerland	0.20%	9. Netherlands	0.14%
10. Ireland	0.11%	10. Italy	0.08%	9. Ireland	0.17%	10. India/New Zealand	0.08%
Total 18,605	Avg # 2.8	Total 15,497	Avg # 2.7	Total 4,023	Avg # 3.3	Total 4,857	Avg # 3.0

*based on number of score reports received

Although the majority of Canadian citizens send their score reports to programs located in Canada, that percentage has decreased slightly from TY 2001 to TY 2005. This drop is primarily due to more examinee interest in studying in England, France, and Hong Kong. The reverse is true for Canadian citizens among the 25 to 30 age group, from which there was a higher percentage of score reports sent to Canadian schools from TY 2001 to TY 2005. Also, India and New Zealand, which do not appear in any other columns for the top 10 among all Canadian citizens, were ranked tenth in the 25 to 30 age group in TY 2005.

Observations

- The majority of Canadian citizens appear to prefer to study in Canada, with the U.S. as the next preferred region of interest.
- Canadian citizens in the 25 to 30 age group are slightly more likely to consider studying outside of Canada.
- Canadian citizens appear to have regional preferences, as the top five countries for report submissions remained the same for each of the years and groups studied.

Western Europe

Table 4: Top 10* Countries by School Location – Western European Citizens

TY 2001 All citizens of Western Europe		TY 2005 All citizens of Western Europe		TY 2001 All citizens of Western Europe in the 25 – 30 age group		TY 2005 All citizens of Western Europe in the 25 – 30 age group	
1. United States	58.20%	1. United States	44.73%	1. United States	60.99%	1. United States	52.23%
2. England	11.72%	2. England	12.76%	2. England	11.57%	2. England	12.38%
3. France	8.84%	3. France	10.50%	3. France	9.63%	3. France	11.29%
4. Switzerland	3.15%	4. Greece	6.86%	4. Spain	4.07%	4. Spain	6.54%
5. Spain	2.98%	5. Spain	3.84%	5. Switzerland	2.94%	5. Switzerland	2.77%
6. Greece	2.42%	6. Switzerland	3.24%	6. Netherlands	1.77%	6. Portugal	2.17%
7. Netherlands	1.74%	7. Netherlands	2.82%	7. Italy	1.29%	7. Canada	2.00%
8. Turkey	1.66%	8. Turkey	2.34%	8. Portugal	1.19%	8. Netherlands	1.85%
9. Canada	1.51%	9. Canada	2.00%	9. Canada	1.09%	9. Italy	1.73%
10. Portugal	1.20%	10. Germany	1.86%	10. Ireland	1.03%	10. Greece	1.31%
Total 34,986	Avg # 2.4	Total 33,042	Avg # 2.1	Total 7,155	Avg # 2.8	Total 8,254	Avg # 2.6

*based on number of score reports received

Interest among citizens of Western Europe in studying in the United States decreased dramatically from TY 2001 to TY 2005. Examinees from the Western European region appear to have an increasing desire to remain closer to home, with the majority of the top 10 countries of interest located in Western Europe. However, the 25 to 30 age group continues to show a strong interest in studying in the United States. From TY 2001 to TY 2005, Greece rose significantly in the rankings among all examinees, from sixth to fourth, and appeared in tenth for the 25 to 30 age group in TY 2005.

Observations

- Western European citizens are showing a decreased interest in studying in the United States. This is likely due to entrance barriers into the U.S., an increase in program quality for programs offered in Western Europe, and an increase in local career opportunities.
- U.S. schools are most likely popular in this region based upon reputation, but they are facing increased competition from schools located within Western Europe.

For further information on score reporting trends in specific European countries refer to the *European Geographic Trend Report for Examinees Taking the Graduate Management Admission Test® – 2001 to 2005*, available at www.gmac.com/researchreports.

Eastern Europe

Table 5: Top 10* Countries by School Location – Eastern European Citizens

TY 2001 All citizens of Eastern Europe		TY 2005 All citizens of Eastern Europe		TY 2001 All citizens of Eastern Europe in the 25 – 30 age group		TY 2005 All citizens of Eastern Europe in the 25 – 30 age group	
1. United States	75.54%	1. United States	73.14%	1. United States	74.53%	1. United States	73.63%
2. England	6.58%	2. England	7.39%	2. England	7.20%	2. England	6.91%
3. Canada	3.92%	3. France	4.31%	3. France	5.27%	3. France	5.21%
4. France	3.91%	4. Canada	3.37%	4. Canada	3.43%	4. Canada	2.82%
5. Spain	1.79%	5. Spain	1.57%	5. Spain	2.62%	5. Spain	2.10%
6. Netherlands	1.76%	6. Switzerland	1.48%	6. Netherlands	1.59%	6. Switzerland	1.63%
7. Switzerland	1.46%	7. Germany	1.36%	7. Switzerland	1.53%	7. Italy	1.12%
8. Hungary	0.81%	8. Netherlands	1.36%	8. Hungary	0.62%	8. Hungary	1.09%
9. Italy	0.63%	9. Hungary	0.91%	9. Australia	0.53%	9. Netherlands	1.05%
10. Germany	0.55%	10. Italy	0.89%	10. Germany	0.37%	10. Germany	0.80%
Total 13,413	Avg # 3.1	Total 10,773	Avg # 2.7	Total 3,208	Avg # 3.4	Total 2,764	Avg # 2.9

*based on number of score reports received

The majority of Eastern European citizens prefer to study in the United States, with only a small drop in percentage from TY 2001 to TY 2005. The mild decline in U.S. programs is countered by an increased interest in studying in England and France. Among the 25 to 30 age group, there is a decreased interest in studying in the United States, England, France, Spain, and the Netherlands and an increased interest in studying in Switzerland, Hungary, and Germany.

Observations

- Distance does not appear to be a factor for these examinees, as Eastern Europeans appear to strongly prefer to study in the United States.
- Eastern European citizens exhibit little desire to study close to their native region, with only one Eastern European country making the top 10 for this group.
- Examinees in the 25 to 30 age group from this region of citizenship appear to be losing interest in studying at schools located in Western Europe.

For further information on score reporting trends in specific European countries refer to the *European Geographic Trend Report for Examinees Taking the Graduate Management Admission Test® – 2001 to 2005*, available at www.gmac.com/researchreports.

Asian Citizens

Table 6: Top 10* Countries by School Location – Asian Citizens

TY 2001 All Asian citizens		TY 2005 All Asian citizens		TY 2001 All Asian citizens in the 25 – 30 age group		TY 2005 All Asian citizens in the 25 – 30 age group	
1. United States	83.36%	1. United States	79.16%	1. United States	84.44%	1. United States	78.01%
2. Canada	5.16%	2. Canada	5.03%	2. Canada	4.71%	2. England	4.10%
3. Hong Kong	3.29%	3. England	4.20%	3. Hong Kong	2.75%	3. Hong Kong	3.96%
4. England	2.32%	4. Hong Kong	3.07%	4. England	2.22%	4. Canada	3.76%
5. Singapore	1.73%	5. France	1.83%	5. Singapore	1.74%	5. Singapore	2.19%
6. France	1.14%	6. Singapore	1.76%	6. France	1.23%	6. France	2.01%
7. Australia	0.60%	7. China	1.36%	7. Australia	0.66%	7. China	1.70%
8. China	0.34%	8. Netherlands	0.56%	8. China	0.48%	8. Australia	0.67%
8. Switzerland	0.34%	9. Australia	0.52%	9. Netherlands	0.33%	9. Netherlands	0.64%
9. Netherlands	0.34%	10. Thailand	0.49%	10. Switzerland	0.32%	10. Japan	0.56%
Total 99,458	Avg # 3.0	Total 85,938	Avg # 2.9	Total 24,539	Avg # 3.1	Total 20,852	Avg # 3.0

*based on number of score reports received

Although the percentage of Asian citizens sending score reports to the United States has decreased from TY 2001 to TY 2005, the United States is still their preferred location of study. Canada is a distant second, and England has replaced Hong Kong as third from TY 2001 to TY 2005. Thailand, which was not in the top 10 in TY 2001, is now ranked tenth among all Asian citizens, and Japan debuted at tenth among those in the 25 to 30 age group in TY 2005. Overall, Asian citizens were more interested in studying in England, China, France, the Netherlands, and Singapore in TY 2005 than they were in TY 2001.

Observations

- Asian citizens appear to strongly prefer to study in the United States. However, a variety of external factors, such as tougher immigration laws, perceived decreases in the cost-benefit ratio, and increased educational opportunities made available in Asia, may affect where examinees ultimately decide to enroll.
- Asian citizens in the 25 to 30 age group are slightly more likely to indicate a desire to stay within their native region.

For further information on score reporting trends in specific Asian countries refer to the *Asian Geographic Trend Report for Examinees Taking the Graduate Management Admission Test® – 2001 to 2005*, available at www.gmac.com/researchreports.

Central Asian Citizens

Table 7: Top 10* Countries by School Location – Central Asian Citizens

TY 2001 All citizens of Central Asia		TY 2005 All citizens of Central Asia		TY 2001 All citizens of Central Asia in the 25 – 30 age group		TY 2005 All citizens of Central Asia in the 25 – 30 age group	
1. United States	87.89%	1. United States	73.83%	1. United States	87.67%	1. United States	71.24%
2. Canada	2.96%	2. India	7.65%	2. Canada	2.40%	2. India	8.84%
3. India	2.29%	3. England	5.42%	2. England	2.40%	3. England	6.15%
4. England	2.22%	4. Canada	4.31%	3. India	2.21%	4. Canada	3.88%
5. France	1.36%	5. France	2.35%	4. France	1.93%	5. France	3.07%
6. Singapore	0.71%	6. Singapore	2.14%	5. Singapore	0.78%	6. Singapore	2.44%
7. Switzerland	0.46%	7. Australia	1.15%	6. Switzerland	0.68%	7. Australia	1.23%
8. Australia	0.45%	8. Philippines	0.53%	7. Australia	0.50%	8. Philippines	0.80%
9. Pakistan	0.44%	9. Switzerland	0.52%	8. Philippines	0.33%	9. Switzerland	0.42%
10. Philippines	0.28%	10. Pakistan	0.46%	9. Pakistan	0.27%	10. Spain	0.37%
Total 47,470	Avg # 4.5	Total 64,172	Avg # 4.1	Total 8,816	Avg # 4.8	Total 17,384	Avg # 4.5

*based on number of score reports received

The percentage of score reports received by U.S. schools from citizens of Central Asia has decreased by a significant percentage from TY 2001 to TY 2005. India appears to have gained the most from this change. For all citizens from this region from TY 2001 to TY 2005, there was increased interest in studying in countries such as India, England, Singapore, and Canada. Those in the 25 to 30 age group appear slightly less interested in studying in the United States and more interested in studying in India, England, and Canada.

Observations

- Non-U.S. schools in general will likely gain from this region's decreasing interest in studying in the United States, as they do not appear to have any particular regional preferences.
- From TY 2001 to TY 2005, interest in studying in India increased greatly in this region. This is likely due not only to more business schools made available in India, but also to more schools in India requiring the GMAT® exam.

For further information on score reporting trends in specific Asian countries refer to the *Asian Geographic Trend Report for Examinees Taking the Graduate Management Admission Test® – 2001 to 2005*, available at www.gmac.com/researchreports.

African Citizens

Table 8: Top 10* Countries by School Location – African Citizens

TY 2001 All African citizens		TY 2005 All African citizens		TY 2001 All African citizens in the 25 – 30 age group		TY 2005 All African citizens in the 25 – 30 age group	
1. United States	79.45%	1. United States	73.39%	1. United States	79.71%	1. United States	72.61%
2. Canada	4.76%	2. England	7.36%	2. England	5.04%	2. England	10.16%
3. England	4.68%	3. Canada	6.22%	3. Canada	3.80%	3. Canada	5.29%
4. South Africa	2.65%	4. South Africa	3.07%	4. South Africa	2.98%	4. South Africa	2.87%
5. Kenya	1.80%	5. France	2.42%	5. France	1.86%	5. France	2.27%
6. France	1.59%	6. Kenya	2.07%	6. Kenya	1.45%	6. Kenya	1.83%
7. Egypt	0.87%	7. Egypt	1.55%	7. Egypt	0.83%	7. Egypt	1.80%
8. Netherlands	0.61%	8. Netherlands	0.51%	8. Netherlands	0.74%	8. Netherlands	0.53%
9. Switzerland	0.59%	8. Switzerland	0.51%	9. Australia	0.70%	9. Belgium	0.38%
10. Australia	0.48%	9. Australia	0.38%	9. Switzerland	0.45%	9. Spain	0.35%
Total 12,475	Avg # 2.8	Total 12,998	Avg # 2.8	Total 2,420	Avg # 2.9	Total 3,385	Avg # 3.1

*based on number of score reports received

The United States appears to be the preferred place of study for African citizens, although there was a slight decrease in the percentage of score reports sent to U.S. schools between TY 2001 and TY 2005. England has replaced Canada since TY 2001 as second in the list of top 10 countries in which to study for African citizens. South Africa, Kenya and Egypt continue to be popular overall, as well as among those in the 25 to 30 age group from TY 2001 to TY 2005. The 25 to 30 age group now seems very interested in studying in England, with the percentage of score reports being sent to England doubling from TY 2001 to TY 2005.

Observations

- The majority of African citizens appear to prefer to study in the United States. For these examinees, distance and other associated obstacles do not appear to be factors.
- There is more interest in studying in England and less interest in studying in Canada among examinees in the 25 to 30 age group.
- There has been very little change among countries appearing in the rankings, indicating that examinees from this region have strong regional preferences for study locations.

Middle Eastern Citizens

Table 9: Top 10* Countries by School Location – Middle Eastern Citizens

TY 2001 All citizens of the Middle East		TY 2005 All citizens of the Middle East		TY 2001 All citizens of the Middle East in the 25 – 30 age group		TY 2005 All citizens of the Middle East in the 25 – 30 age group	
1. United States	48.47%	1. Israel	49.04%	1. United States	48.80%	1. Israel	52.22%
2. Israel	37.50%	2. United States	31.26%	2. Israel	41.10%	2. United States	29.59%
3. Canada	3.68%	3. Canada	5.99%	3. Canada	3.08%	3. Canada	6.44%
4. France	3.25%	4. Lebanon	3.89%	4. France	2.74%	4. England	4.17%
5. England	2.38%	5. England	3.43%	5. England	1.84%	5. France	2.77%
6. Lebanon	2.07%	6. France	3.26%	6. Lebanon	0.45%	6. Lebanon	1.57%
7. Kuwait	0.44%	7. United Arab Emirates	0.64%	7. Spain	0.34%	7. United Arab Emirates	0.58%
8. Switzerland	0.31%	8. Spain	0.34%	8. Kuwait	0.30%	8. Saudi Arabia	0.41%
9. Saudi Arabia	0.26%	9. Kuwait	0.34%	9. Switzerland	0.26%	8. Switzerland	0.41%
10. Spain	0.22%	10. Saudi Arabia	0.33%	10. Egypt/ Netherlands	0.15%	9. Australia/ Spain	0.32%
Total 10,772	Avg # 2.9	Total 13,688	Avg # 2.9	Total 2,662	Avg # 3.2	Total 3,430	Avg # 3.2

*based on number of score reports received

Among Middle Eastern citizens, interest in studying in the United States has decreased significantly from TY 2001 to TY 2005. Examinees from this region now show much more interest in studying in Israel, as well as increased interest in studying in other countries, such as Canada, Lebanon, and England. For Middle Eastern citizens in TY 2005, the United Arab Emirates was ranked seventh for the first time, both among examinees as a whole and for those in the 25 to 30 age group.

Observations

- Middle Eastern citizens appear to prefer to study close to their native region.
- Citizens from the Middle East, along with Canadian citizens, are the least likely to want to study in the United States.
- Examinees 25 to 30 are more likely to seek studies in Israel and slightly less likely to seek studies outside their native region when compared to all examinees from the region.

Australian/Pacific Island Citizens

Table 10: Top 10* Countries by School Location – Australian/Pacific Island Citizens

TY 2001 All Australian/ Pacific Island citizens		TY 2005 All Australian/ Pacific Island citizens		TY 2001 All Australian/ Pacific Island citizens in the 25 – 30 age group		TY 2005 All Australian/ Pacific Island citizens in the 25 – 30 age group	
1. United States	55.07%	1. United States	57.49%	1. United States	52.46%	1. United States	54.62%
2. Australia	18.16%	2. Australia	14.11%	2. Australia	21.94%	2. England	15.92%
3. England	11.10%	3. England	13.18%	3. England	10.17%	3. Australia	14.21%
4. France	4.40%	4. France	5.63%	4. France	4.29%	4. France	7.88%
5. Hong Kong	3.12%	5. New Zealand	1.97%	5. Hong Kong	4.13%	5. Hong Kong	2.57%
6. Switzerland	1.88%	6. Hong Kong	1.92%	6. Switzerland	2.23%	6. Switzerland	1.03%
7. Canada	1.79%	7. Canada	1.16%	7. Canada	1.91%	7. Ireland	0.51%
8. New Zealand	1.51%	7. Switzerland	1.16%	8. New Zealand	0.48%	7. Netherlands	0.51%
9. Spain	0.50%	8. India	0.70%	9. Singapore	0.48%	7. Spain	0.51%
10. Singapore	0.46%	9. Ireland/Japan	0.46%	9. Spain	0.48%	8. New Zealand /Italy/Canada	0.34%
Total 2,181	Avg # 2.8	Total 1,722	Avg # 2.8	Total 629	Avg # 3.2	Total 584	Avg # 3.5

*based on number of score reports received

While the percentage of score reports sent to U.S. schools by Australian/Pacific Island citizens has increased, they have shown increasing interest in studying in other countries as well. This is particularly true for those in the 25 to 30 age group. From TY 2001 to TY 2005, the percentage of examinees who would like to study in England, France, and Spain have all increased. Conversely, the percentage of score reports sent to schools in Australia, Hong Kong, and Canada has decreased for all examinees, as well as for those in the 25 to 30 age group. Among all examinees from this region, interest in studying in New Zealand has increased, but it has decreased for examinees in the 25 to 30 age group.

Observations

- Distance does not appear to be a factor for Australian/Pacific Island citizens.
- Australian/Pacific Island examinees in the 25 to 30 age group are slightly less likely to want to study in the United States.

Mexican/Caribbean/Latin American Citizens

Table II: Top 10* Countries by School Location – Mexican/Caribbean/Latin American Citizens

TY 2001 All Mexican/Caribbean/ Latin American citizens		TY 2005 All Mexican/Caribbean/ Latin American citizens		TY 2001 All Mexican/Caribbean/ Latin American citizens in the 25 – 30 year group		TY 2005 All Mexican/Caribbean/ Latin American citizens in the 25 – 30 year group	
1. United States	83.83%	1. United States	77.64%	1. United States	85.27%	1. United States	75.61%
2. England	3.85%	2. Canada	5.85%	2. England	4.36%	2. England	5.63%
3. Canada	3.84%	3. England	4.73%	3. Canada	3.14%	3. Canada	5.61%
4. France	2.33%	4. France	3.37%	4. France	2.61%	4. France	4.26%
5. Spain	1.59%	5. Spain	2.38%	5. Spain	1.56%	5. Spain	3.22%
6. Brazil	1.52%	6. Brazil	1.21%	6. Brazil	0.67%	6. Brazil	0.90%
7. Switzerland	0.66%	7. Switzerland	0.80%	7. Switzerland	0.58%	7. Switzerland	0.89%
8. Mexico	0.47%	8. Germany	0.78%	8. Mexico	0.40%	8. Netherlands	0.86%
9. Netherlands	0.43%	9. Netherlands	0.70%	9. Netherlands	0.35%	9. Germany	0.57%
10. Italy	0.38%	10. Mexico	0.69%	10. Italy	0.31%	10. Mexico	0.56%
Total 29,528	Avg # 3.1	Total 19,037	Avg # 2.9	Total 9,464	Avg # 3.6	Total 6,646	Avg # 3.1

*based on number of score reports received

Although the majority of citizens from the Mexico/Caribbean/Latin America region appear to prefer to study in the United States, this percentage has declined from TY 2001 to TY 2005 for all citizens, as well as for those in the 25 to 30 age group. This is primarily due to examinees sending more score reports to schools in Canada, England, France, Spain, and the Netherlands. Germany debuted for the first time among both groups of examinees in TY 2005. The percentage of score reports sent to Brazil by examinees in the 25 to 30 age group has increased from TY 2001 to TY 2005.

Observations

- Mexican/Caribbean/Latin American citizens are very unlikely to study at schools located in their native region.
- Examinees from this region, especially those in the 25 to 30 age group, are becoming increasingly interested in studying in Western Europe.

- Given their strong desire to study in the United States, distance does not appear to factor highly into the decision-making process of examinees from this region.

Conclusion

When reviewing these results, it is important to note that it is not mandatory for examinees to respond to background information questions² in order to register for the GMAT® exam. Also, any examinee who took the test more than once is represented in the analyses by the number of times they took the test.³ The results presented in this report are generalizations, and will not apply to every student. In fact, location preferences vary from individual to individual and circumstances unobservable to researchers also help determine location decisions (Kodrzycki, 2001).

2 As a result of online registration, the percentage of “missing” or unreported BIQ information has decreased dramatically in recent years.

3 The average percentage of tests taken by repeat examinees is approximately 21%.

UNESCO estimated 1.7 million students worldwide were educated abroad in 2001. That organization expects the number will swell to more than 8 million by 2025. Countries that attract these students will inevitably have a huge advantage in the coming war for global talent (Florida, 2004).

Contact Information

For questions or comments regarding study findings, methodology or data, please contact the GMAC Research and Development department at research@gmac.com.

References

- Florida, R. (2004). America's Looming Creativity Crisis. *Harvard Business Review*, 82(10), 122-131.
- Kodrzycki, Y.K. (2001, January/February). Migration of Recent College Graduates: Evidence from the National Longitudinal Survey of Youth. *New England Economic Review*, 13-35.
- Loades, R. (2005). *The future of graduate management education in the context of the Bologna Accord*. McLean, VA: Graduate Management Admission Council®.

Appendix

AFRICA

Algeria	Cote D'ivoire (Ivory Coast)	Rwanda
Angola	Kenya	Senegal
Benin	Lesotho	Seychelles
Botswana	Liberia	Sierra Leone
Burundi	Libya	Somalia
Cameroon	Madagascar	South Africa
Cape Verde	Malawi	Sudan
Chad	Mali	Swaziland
Congo, Republic of the	Mauritania	Tanzania
Egypt	Mauritius	Togo
Eritrea	Morocco	Tunisia
Ethiopia	Mozambique	Uganda
Gabon	Namibia	Burkina Faso
Gambia, The	Niger	Congo, Dem. Rep. of the
Ghana	Nigeria	Zambia
Guinea	Zimbabwe	

Acknowledgements

Rachel Edgington, Director, Market Research and Analysis, GMAC®, manuscript review; Lawrence Rudner, Vice President of Research and Development, GMAC®, manuscript review; Veronica Garcia, Research Writer/Editor, GMAC®, writing and editorial services.

The views and opinions expressed in this paper are those of the author and do not necessarily reflect those of the Graduate Management Admission Council®.

ASIA

Brunei	Korea, Rep. of (South)	Philippines
Myanmar (Burma)	Laos	Singapore
Hong Kong	Macau (SAR of China)	Sri Lanka
Indonesia	Malaysia	Taiwan
Japan	Maldives	Thailand
Cambodia	Mongolia	Vietnam
Korea, D.P.R. of (North)	China, People's Republic	

AUSTRALIA & PACIFIC ISLANDS

American Samoa	Kiribati	Palau
Australia	Marshall Islands	Tonga
Christmas Island	Papua New Guinea	Samoa
Fiji	New Zealand	

CANADA

Canada

CENTRAL ASIA

Afghanistan	Kazakhstan	Tajikistan
Bangladesh	Kyrgyzstan	Turkmenistan
Bhutan	Nepal	Uzbekistan
India	Pakistan	

EASTERN EUROPE

Albania	Czech Republic	Poland
Andorra	Estonia	Romania
Armenia	Georgia	Russia
Azerbaijan	Hungary	Slovakia
Bosnia-Herzegovina	Latvia	Slovenia
Bulgaria	Lithuania	Ukraine
Belarus	Macedonia, The F.Y.R. of	Yugoslavia
Croatia	Moldova	

MEXICO, CARIBBEAN, AND LATIN AMERICA

Antigua and Barbuda	Cuba	Nicaragua
Argentina	Dominica, Commonwealth	Panama
Bahamas	Dominican Republic	Paraguay
Barbados	Ecuador	Peru
Belize	El Salvador	St. Kitts
Bermuda	Grenada	St. Lucia
Bolivia	Guatemala	St. Vincent and The Grenadines
Brazil	Guyana	Suriname
Cayman Islands	Haiti	Trinidad and Tobago
Chile	Honduras	Turks and Caicos Islands
Colombia	Jamaica	Uruguay
Costa Rica	Mexico	Venezuela

MIDDLE EAST

Bahrain	Jordan	Syria
Gaza Strip	Kuwait	United Arab Emirates
Iran	Lebanon	West Bank
Iraq	Oman	Yemen
Israel	Saudi Arabia	

UNITED STATES

United States of America

WESTERN EUROPE

Austria	Iceland	Norway
Belgium	Ireland	Portugal
Cyprus	Italy	Spain
Denmark	Liechtenstein	Sweden
Finland	Luxembourg	Switzerland
France	Malta	Turkey
Germany	Monaco	United Kingdom
Greece	Netherlands	

© 2006 Graduate Management Admission Council® (GMAC®). All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, distributed or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of GMAC®. For permission contact the GMAC® legal department at legal@gmac.com.

Creating Access to Graduate Business Education®, GMAC®, GMAT®, Graduate Management Admission Council®, and Graduate Management Admission Test® are registered trademarks of the Graduate Management Admission Council® (GMAC®).