

Dominican Republic National Higher Education Equity Policy

Governance

The Ministry of Higher Education (MESCyT) and the Secretary of State for Higher Education, Science and Technology (SEESCyT), are responsible for formulating and implementing public policies in higher education, science and technology. The following bodies support their work:

- The National Council of Higher Education, Science and Technology (CONESCyT)
- The Assembly of Rectors and Directors of Higher Education Institutions Science and Technology, which is an advisory body.

Higher Education Policy Documents

- Higher Education, Science and Technology Law (Law 139-01 August 2001)
- Organic Law of the National Development Strategy 2030 (END law 1-12 January 2012)

Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

- Develop distance and virtual education in higher education institutions as a way to expand access to the entire population
- Strengthen mechanisms that guarantee equal opportunities among different population groups in accessing and remaining in higher education, such as student loans and scholarships.
- Establish a compulsory orientation and academic aptitude test that qualifies if the student possesses the minimum knowledge and skills required to begin tertiary level studies.
- Develop leveling programs for students who have not successfully completed the academic orientation aptitude test, prior to them retaking the tests and guaranteeing equal opportunities

The following equity target groups are identified in the policy documents.

- Low income students
- Gender groups
- Students with disabilities

Does the country have concrete targets for the participation of specific equity groups?

- No specific targets

Dominican Republic has specific anti-discrimination provisions embedded in the following pieces of legislation:

- Law No. 5-13 on Disability in the Dominican Republic.
- Law No. 5-13 on Disability in the Dominican Republic. Repeals Law No. 42-00, dated June 29, 2000. G. O. No. 10706 of January 16, 2013
- Draft of the General Law of Equality and Non-Discrimination in the Dominican Republic whose objective will be to prevent and eliminate all forms of discrimination against any person, promote equality of opportunity and treatment, a culture of tolerance, and respect for diversity.
- Multi-annual Plan to Eliminate Racial Discrimination, approved in 2009.

The Government of the Dominican Republic uses a series of financial and non-monetary instruments to promote equity.

Financial Policy Instruments

- The MESCyT National Scholarship Program offers educational opportunities to young people with limited economic resources and proven intellectual capacity throughout the national territory, to promote equal opportunities and academic excellence.
- The Government supports low income students to access and remain in higher education programs with a conditional cash transfer of RD\$500 per month. This program establishes a co-responsibility in which the family has the obligation to guarantee the assistance and completion of the beneficiary's studies.
- The private sector provides student loans with guarantors and with lower interest rates and longer terms than those of the market. These loans are

granted by the financial sector (commercial banks) and by the APEC Foundation for Student Loans (FUNDAPEC), which is a private, non-profit student loan agency.

Non-Monetary Policy Instruments

- *Outreach programs*: MESCyT promotes leveling courses depending on results obtained in the POMA (Academic Guidance and Measurement Test).
- *Recognition of prior learning*: HEIs may admit people who, without prior qualification, can demonstrate they have the necessary merits, skills, experiences and skills for the level and modality they are applying to, with previous approval by the Ministry of Higher Education.

Financial Resources

What financial resources does the country have to promote equity strategies and policies?

- Not available

Quality Assurance

The quality assurance criteria do not take elements of equity into account.

Monitoring and Evaluation

Who is responsible for monitoring the impact of equity promotion measures?

- No specific monitoring of equity aspects

Dedicated Equity Promotion Agency

N/A

Key Equity Indicators

Net Enrollment Rate By Gender, Income Quintiles and Area

YEAR	Gender			Quintiles of Income					Area	
	Total	Female	Male	1	2	3	4	5	Rural	Urban
2011	22,7	31,5	14,7	6,8	14,7	16,6	25,0	47,9	12,4	27,5
2012	19,3	24,4	14,7	5,7	14,1	15,3	16,4	45,6	11,4	23,2
2013	21,0	26,9	15,9	9,1	10,7	19,2	18,3	48,8	9,7	26,4
2014	22,3	30,7	14,8	9,8	11,6	15,5	23,4	54,4	12,9	27,0
2015	24,0	30,1	18,5	9,3	9,7	15,8	32,0	52,0	12,2	29,6
2016	22,0	27,6	16,9	12,0	14,0	14,7	27,8	46,0	15,4	25,6

Source: SEDLAC (CEDLAS and The World Bank) Mayo 2018

Sources:

<https://mapre.gob.do/ministerios-republica-dominicana/educacion-superior-ciencia-y-tecnologia/>

Ley 139-01 de Educación Superior, Ciencia y Tecnología República Dominicana

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