Dominican Republic
Region: Latin America and the Caribbean
Income Group: Upper Middle Income
Source for region and income groupings: World Bank 2018

National Education Profile
2018 Update

OVERVIEW

In Dominican Republic, the academic year begins in August and ends in June, and the official primary school entrance age is 6. The system is structured so that the primary school cycle lasts 6 years, lower secondary lasts 2 years, and upper secondary lasts 4 years. Dominican Republic has a total of 2,216,000 pupils enrolled in primary and secondary education. Of these pupils, about 1,287,000 (58%) are enrolled in primary education. Figure 3 shows the highest level of education reached by youth ages 15-24 in Dominican Republic. Although youth in this age group may still be in school and working towards their educational goals, it is notable that approximately 2% of youth have no formal education and 19% of youth have attained at most incomplete primary education, meaning that in total 21% of 15-24 year olds have not completed primary education in Dominican Republic.

SCHOOL PARTICIPATION AND EFFICIENCY

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. Figure 5 looks at the percentage of youth of secondary school ages who are out of school in Dominican Republic. Nearly 16% of female youth of secondary school age are out of school compared to 18% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between the poorest and the richest youth.
This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Dominican Republic stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Dominican Republic ranks at the 32 percentile in access and at the 68 percentile in learning. Figure 9 compares youth and adult literacy rates and shows that, in Dominican Republic, the literacy rate is 99% among the youth population; this is lower than the average youth literacy rate in other upper middle income countries. Figure 10 looks at the most recent TERCE reading and TERCE math assessment results for Dominican Republic in Grade 6, administered in 2014. It displays the percentage of test takers that have fallen below the lowest performance levels and the percentage of test takers that have exceeded the highest performance levels in these assessments. Nearly 12% of test takers in Dominican Republic performed below the lowest performance benchmark in reading, compared to an average of 3% for other countries that took the same assessment. To learn about assessment data and what competencies correspond with performance benchmarks, see www.epdc.org/data-about-epdc-data/about-epdc-learning-outcomes-data.

**LEARNING**

**FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim G1</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Prim G2</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>Prim G3</td>
<td>106</td>
<td>88</td>
</tr>
<tr>
<td>Prim G4</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Prim G5</td>
<td>96</td>
<td>91</td>
</tr>
<tr>
<td>Lower Sec</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Upper Sec</td>
<td>128</td>
<td>131</td>
</tr>
</tbody>
</table>

Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

**FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim G1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Prim G2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Prim G3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Prim G4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Prim G5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Data source: EPDC calculation based on UIS data (see Data Table for year)

**FIG 8. COMPARISON OF ACCESS AND LITERACY**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS**

Data source: EPDC extraction of TERCE microdata 2014
Figures 11 and 12 compare Dominican Republic’s per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other upper middle income countries. PPE indicates a country’s commitment to education at each school level. In Dominican Republic, PPE in primary education as a percentage of GDP per capita is 16%, the same as the median PPE in primary for upper middle income countries, which is 16%. In Dominican Republic, the PPE in primary is higher than the PPE in secondary. PTR is a proxy learning quality and resource availability indicator. In Dominican Republic, the PTR in primary education is 18.5, meaning that on average there is one teacher for every 18.5 primary school students. This is higher than the median PTR in primary for upper middle income countries, which is 18. In Dominican Republic, the PTR in primary is lower than the PTR in secondary.

**FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)**

![Graph showing PPE by school level](image)

**DATA TABLE**

In this table, the values of different education indicators for Dominican Republic are compared to all countries, to Latin America & Caribbean, and to low and middle income countries. The percentile rank that is given indicates Dominican Republic’s standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the gross enrollment rate for females in primary education in Dominican Republic is 98%. For this indicator, Dominican Republic ranks in the 27 percentile relative to all countries, meaning that 27% of countries have lower gross enrollment rates than Dominican Republic. As another example, the survival rate to grade 5 of primary school males in Dominican Republic is 86%, and Dominican Republic ranks in the 36 percentile relative to all countries, in the 26 percentile relative to Latin America & Caribbean, and in the 48 percentile relative to low and middle income countries for this indicator.

**KEY**

- Needs improvement
- Can improve
- Has improved
- Above 86%
- Between 56 and 66 percentile
- Below 66%<br>

**PERCENTILE RANK RELATIVE TO...**

**INDICATOR** | **VALUE** | **YEAR** | **LATIN AMERICA & CARIBBEAN** | **LOW AND MIDDLE INCOME**<br>
--- | --- | --- | --- | ---
Literate rate, 15+, Female | 94 | 2016 | 61% | 69%
Literate rate, 15+, Male | 94 | 2016 | 49% | 57%
Literate rate, 5-14, Female | 99 | 2016 | 55% | 64%
Literate rate, 5-14, Male | 99 | 2016 | 62% | 71%
Gross intake rate, Primary, Female | 100 | 2016 | 46% | 50%
Gross intake rate, Primary, Male | 102 | 2016 | 48% | 41%
Net intake rate, Primary, Female | 79 | 2016 | 58% | 60%
Net intake rate, Primary, Male | 77 | 2016 | 58% | 64%
Gross enrollment rate, Primary, Female | 98 | 2016 | 77% | 33%
Gross enrollment rate, Primary, Male | 106 | 2016 | 65% | 66%
Gross enrollment rate, Lower Secondary, Female | 131 | 2016 | 97% | 98%
Gross enrollment rate, Lower Secondary, Male | 128 | 2016 | 95% | 96%
Net enrollment rate, Upper Secondary, Male | 55 | 2016 | 28% | 40%
Net enrollment rate, Upper Secondary, Female | 45 | 2016 | 22% | 20%
Net enrollment rate, Primary, Male | 86 | 2016 | 25% | 33%
Net enrollment rate, Primary, Female | 86 | 2016 | 20% | 20%
Net enrollment rate, Secondary, Male | 67 | 2016 | 35% | 51%
Net enrollment rate, Secondary, Female | 62 | 2016 | 35% | 51%
Repetition rate, Primary, Female* | 2 | 2015 | 49% | 48%
Repetition rate, Primary, Male* | 5 | 2015 | 38% | 21%
 Dropout rate, Primary, Female* | 14 | 2015 | 38% | 32%
 Dropout rate, Primary, Male* | 18 | 2015 | 34% | 23%
 Survival rate, to Prim GS, Female | 88 | 2015 | 38% | 35%
 Survival rate, to Prim GS, Male | 86 | 2015 | 36% | 26%
 Completion rate, Primary, Female | 91 | 2016 | 36% | 45%
 Completion rate, Primary, Male | 96 | 2016 | 51% | 52%
 Transition rate, to Secondary, Male | 95 | 2015 | 41% | 50%
 Transition rate, to Secondary, Female | 90 | 2015 | 27% | 19%
 Pupil teacher ratio, Primary* | 9 | 2016 | 54% | 61%
 Pupil teacher ratio, Lower Secondary* | 21 | 2015 | 28% | 30%
 Pupil teacher ratio, Upper Secondary* | 23 | 2015 | 17% | 24%
 Public education expenditure per pupil (% of GDP per capita), Primary | 16 | 2016 | 54% | 66%
 Public education expenditure per pupil (% of GDP per capita), Secondary | 15 | 2016 | 51% | 39%
 Percentage of children out of school, Secondary, Poorest Quintile* | 30 | 2013 | 64% | 66%
 Percentage of children out of school, Secondary, Richest Quintile* | 1 | 2013 | 83% | 84%
 Percentage of children out of school, Primary, Richest Quintile* | 9 | 2013 | 61% | 61%
 Percentage of children out of school, Primary, Urban* | 5 | 2013 | 55% | 55%
 Percentage of children out of school, Secondary, Urban* | 16 | 2013 | 55% | 54%
 Percentage of children out of school, Primary, Rural* | 4 | 2013 | 77% | 77%
 Percentage of children out of school, Secondary, Rural* | 19 | 2013 | 68% | 68%
 Percentage of children out of school, Primary, Total* | 6 | 2013 | 58% | 65%
 Percentage of children out of school, Secondary, Total* | 18 | 2013 | 60% | 61%
 Percentage of children out of school, Primary, Female* | 16 | 2013 | 70% | 71%
 Percentage of children out of school, Secondary, Female* | 4 | 2013 | 61% | 68%
 Percentage of children out of school, Primary, Total* | 17 | 2013 | 64% | 66%

* includes World Bank classified low and middle income countries

**DATA SOURCE**

- UNESCO Institute for Statistics (UIS)
- Education Policy and Data Center (EPDC)
- World Bank
- World Data Atlas
- World Economic Forum
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS)
- Data Table

Second Regional Comparative and Explanatory Study (SERCE)*
Progress in International Reading Literacy Study (PIRLS)*
Programme for the International Assessment of Adult Competencies (PIAAC)*
Analysis Programme of the CONFEMEN Education Systems (PASEC)*
Multiple Indicator Cluster Survey (MICS)*
Demographic and Health Survey (DHS)*
Poorest Quintile
Both
Proportion of pupils who belong to the bottom 20% of a country’s population, based on household wealth measured by an index of household assets.
Richest Quintile
Proportion of pupils who belong to the top 20% of a country’s population, based on household wealth measured by an index of household assets.

DATA SOURCES AND LEARNING ASSESSMENTS
Demographic and Health Survey (DHS)*
Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.

Multiple Indicator Cluster Survey (MICS)*
Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.

UNESCO Institute for Statistics (UIS)*
Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.

Analysis Programme of the CONFEMEN Education Systems (PASEC)*
PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l’Éducation des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.

Progress in International Reading Literacy Study (PIRLS)*
The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade level.

Trends in International Mathematics and Science Study (TIMSS)*
The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMSS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.

Second Regional Comparative and Explanatory Study (SERCE)*
The SERCE assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*
The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.

Highest Performance Benchmark*
The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

Lowest Performance Benchmark*
The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.