Montenegro Education Fact Sheets | 2018

Analyses for learning and equity
using MICS data

MICS-EAGLE

unicef
for every child

Table of contents

Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

• Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and

• Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent.

For example, a profile of children not completing upper secondary education will show what the main characteristics of children in the key population group for this indicator are. As upper secondary completion rates look into children aged 3–5 years older than the entry age for children for the last grade of upper secondary school, which is 18 years-old, the target population will be children aged 21–23 years who have not completed primary education. In Montenegro, 70 percent of children of the key population group not completing upper secondary education are male, therefore 30 per cent have to be female. In turn, 67 per cent of children of the target population not completing upper secondary education live in rural areas, therefore 33 per cent live in urban areas.

Completion

| Guiding questions | 1. Which level of education has the lowest completion rate? | 2. What are the characteristics of children who do not complete each level of education? | 3. Which regions have the lowest completion rates at each level? | 4. What is the profile of children who don't complete each level of education? |

Overview

FIGURE 1 Primary school completion rate (%)

Primary school (grades 1–6)   Primary school (grades 7–9)
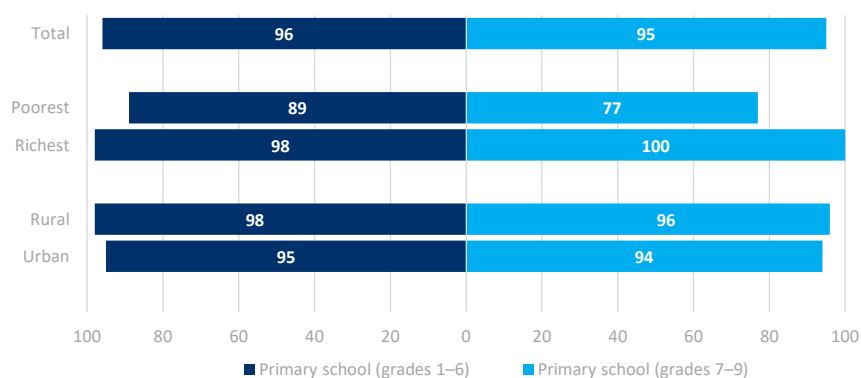
FIGURE 2 Completion rates, primary (grade 1-6)
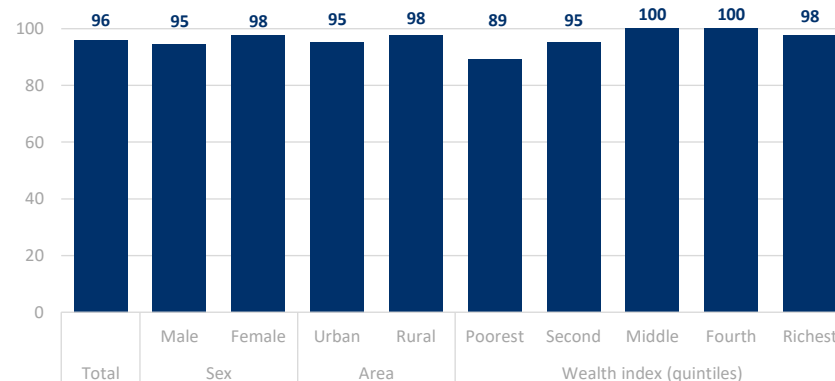
FIGURE 3 Completion rates, primary (grade 7-9)
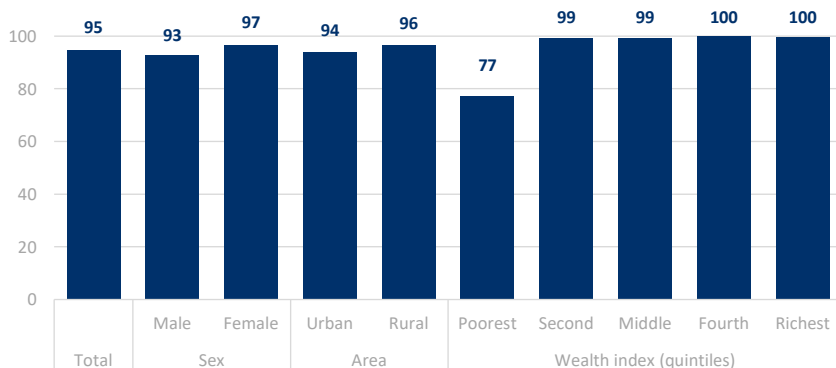
The education system comprises nine grades of primary school (normally for ages 6–14; children who turn 6 by the end of December of the current school year are required to have enrolled in the first grade) and up to four grades of secondary school (normally for ages 15–18). The nine-year primary school curricula are implemented in three three-year cycles. For the needs of this analysis, the data is shown together for the first and second cycles (grades 1–6) and the third cycle (grades 7–9). This classification corresponds to the International Standard Classification of Education – ISCED, under which there are two levels of primary education: grades 1–5 (primary) and grades 6–9 (middle school).

Findings

- The completion rate of the first two cycles of primary school in the general population is 96%, while the third cycle's rate is 95%.

- As poverty increases, the primary school completion rate decreases. Namely, the primary school completion rate (grades 1–6) among the poorest population amounts to 89%, while for the children belonging to the richest population the rate is 98%.

- This difference is even bigger among children in grades 7–9 who live in families of different financial standings. For the poorest category, the rate is 77%, which is 18 percentage points below the national average (95%).

- Every child (100%) completes the third cycle of education if they belong to the richest population.

- The percentage of boys who complete the first and second cycles is 95% (the third cycle: 93%), while these percentages for girls are 98% and 97%, respectively.

- The school completion rate for children living in urban areas is 95% for the first and second cycles of education, while for the third cycle this rate is 94%.

Regional Distribution and characteristics of children who fail to complete primary school (%)

FIGURE 4 First and second primary education cycles (grades 1–6)

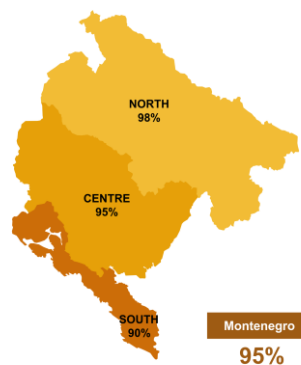**FIGURE 5** Third primary education cycle (grades 7–9)

NORTH 100%
CENTRE 94%
SOUTH 96%
Montenegro **96%**

NORTH 98%
CENTRE 95%
SOUTH 90%
Montenegro **95%**

Findings

- Children who do not complete primary school are most often boys from urban areas, who live in the central region and belong to the poorest families.

- Boys fail to complete primary school to a greater extent than girls. Of the children who do not complete the first and second cycles, 68% are boys and 32% are girls. For the third cycle, the equivalent percentages are 70% for boys and 30% for girls.

- When it comes to the type of settlement, children who do not complete these cycles most often live in urban areas (80% and 77%, respectively).

- Similarly, children from the central region have the highest primary school dropout rates, while those from the northern region have the highest school completion rates.

- The financial standing of the child's family plays a significant role when it comes to school completion. Namely, children from poorer families achieve worse results than children from richer families. Out of the total number of children who do not complete school, the largest number come from the poorest families (62% and 93%), and the smallest number of children are from better-off families (13% and 2%).

FIGURE 6 First and second primary education cycles (grades 1–6)

Female 32 / Male 68 — **Sex**

Rural 20 / Urban 80 — **Area**

North 1 / South 20 / Centre 79 — **Region**

Poorest 62 / Richest 13 / Second 25 — **Wealth Index**
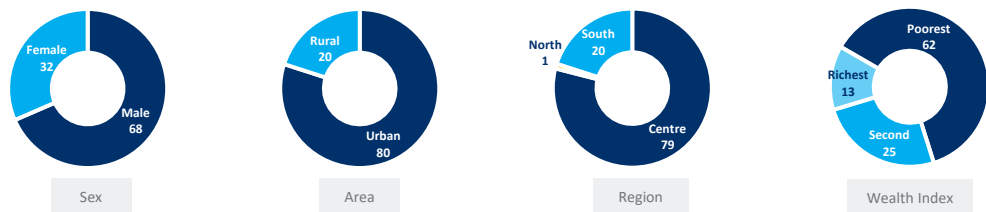
FIGURE 7 Third primary education cycle (grades 7–9)

Female 30 / Male 70 — **Sex**

Rural 23 / Urban 77 — **Area**

South 30 / North 11 / Centre 59 — **Region**

Richest 2 / Middle 3 / Second 2 / Poorest 93 — **Wealth Index**

Out-of-School Children

Guiding questions	1. Which level of education has the highest out-of-school rate for children?	2. How many children are out of school?	3. Which regions have the highest out-of-school rates?	4. Where do most out-of-school children live and what is their background?

Overview

FIGURE 8 The percentage of out-of-school children of primary school age

Total: 3 | 7
Poorest: 8 | 21
Richest: 1 | 1
Rural: 3 | 7
Urban: 4 | 7

■ Primary school (grades 1–6)   ■ Primary school (grades 7–9)
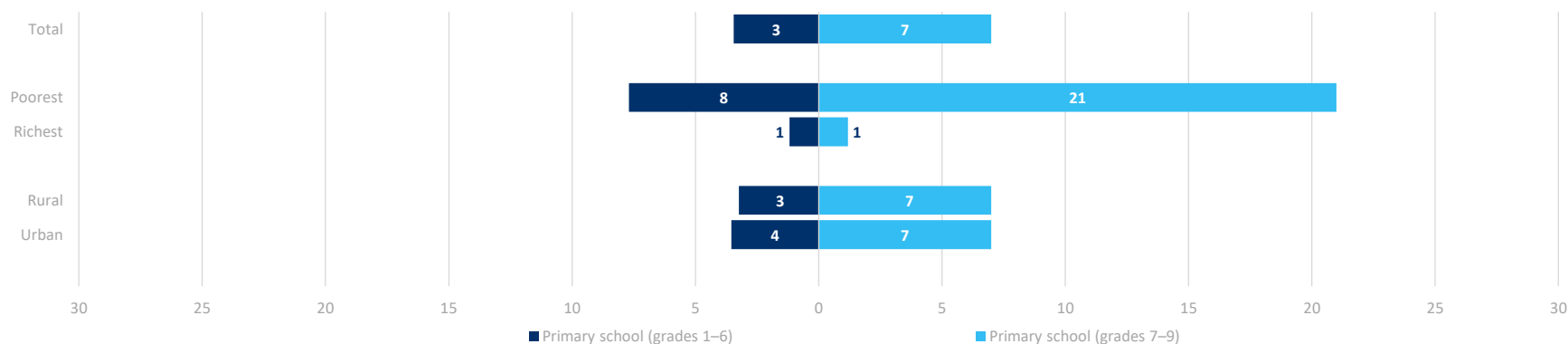
FIGURE 9 First and second primary education cycles (grades 1–6)

Total: 3
Sex — Male: 4, Female: 3
Area — Urban: 4, Rural: 3
Wealth index (quintiles) — Poorest: 8, Second: 2, Middle: 2, Fourth: 3, Richest: 1
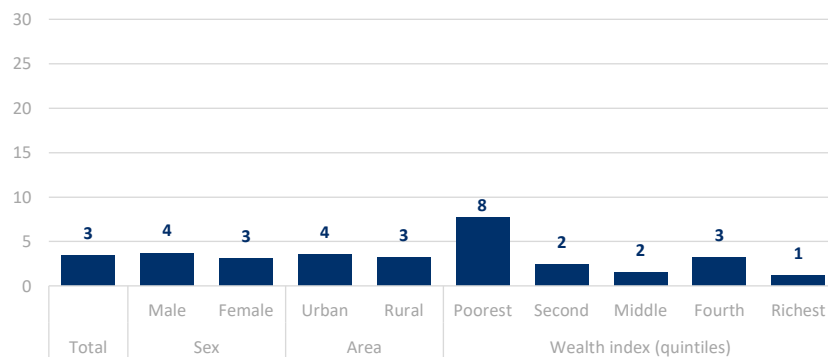
FIGURE 10 Third primary education cycle (grades 7–9)

Total: 7
Sex — Male: 9, Female: 4
Area — Urban: 7, Other: 7
Wealth index (quintiles) — Poorest: 21, Second: 4, Middle: 6, Fourth: 2, Richest: 1
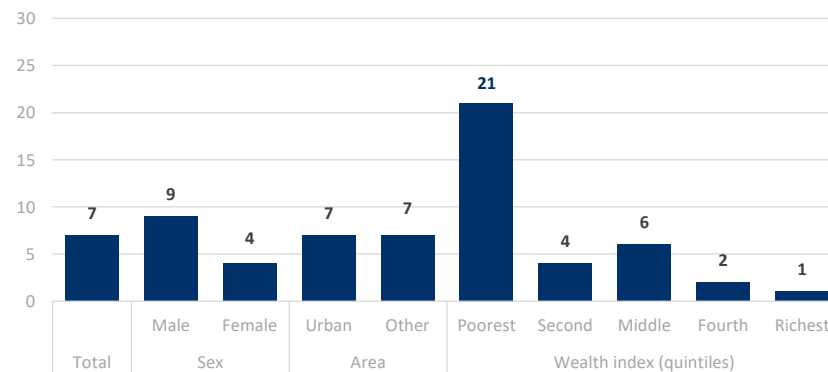
Findings

- The rate of out-of-school children in the first two cycles of primary school in the general population is 3%, while the rate in the third cycle is 4 percentage points higher and amounts to 7%.

- As poverty increases, the rate of out-of-school children in the primary education system increases. For grades 1–6, among the poorest children, this rate amounts to 8%, while among children belonging to the richest population it is 1%.

- This difference is even bigger between children in grades 7–9 who live in families of different financial standing. For the poorest category, the percentage of out-of-school children is 21%, which is 20 percentage points more than for children from the richest population (1%) and 14 percentage points more than the national average (7%).

- The percentage of boys who are out of school in the first and second cycle is higher compared to girls. For the first and second cycles, 4% of boys and 3% of girls are out of school, while that percentage for the third cycle is 9% for boys and 4% for girls.

- By type of settlement, there are no significant differences in the percentage of out-of-school children compared to the national average. For the first and second cycles in urban areas, this percentage is 4% of children, and in rural areas it is 3%. In the third cycle, the percentage is 7% of children in urban and rural areas, respectively.

Regional Distribution and characteristics of out of school children (%)

First and second primary education cycles (grades 1–6)

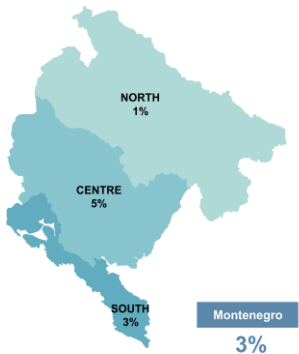Third primary education cycle (grades 7–9)

NORTH
1%

CENTRE
5%

SOUTH
3%

Montenegro
3%

NORTH
4%

CENTRE
8%

SOUTH
8%

Montenegro
7%
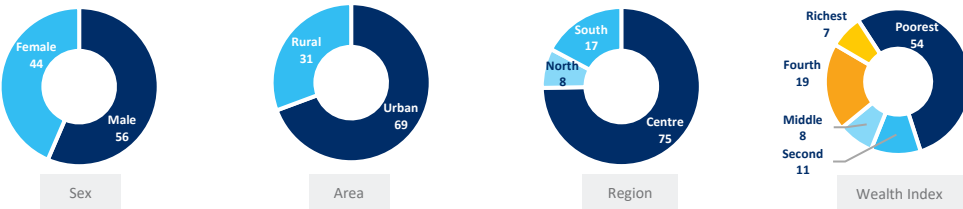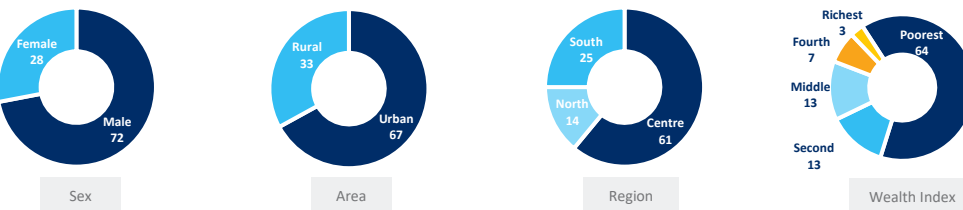
Findings

- Out-of-school children are most often boys, from urban areas, who live in the central region and belong to the poorest families.

- Boys tend to remain out of school more than girls. Of the out-of-school children in the first and second cycles, more than half are boys (56%) and 44% are girls. Nearly three-quarters of boys (72%) and 28% of girls are out of school in the third cycle.

- When it comes to the type of settlement, out-of-school children for these cycles most often live in urban areas (69% for the first and second cycles, and 67% for the third cycle).

- Most out-of-school children are from the central region (75% and 69%), while the lowest rate of out-of-school children is in the north (8% and 14%).

- The financial standing of the child's family plays a significant role when it comes to the rate of out-of-school children. Namely, children from poorer families tend to be out of school more than children from richer families. Of the total number of out-of-school children, the largest number come from the poorest families (54% and 64%), and the smallest number of children from better-off families (7% and 3%).

First and second primary education cycles (grades 1–6)

Female 44 / Male 56

Sex

Rural 31 / Urban 69

Area

South 17 / North 8 / Centre 75

Region

Richest 7 / Poorest 54 / Fourth 19 / Middle 8 / Second 11

Wealth Index

Third primary education cycle (grades 7–9)

Female 28 / Male 72

Sex

Rural 33 / Urban 67

Area

South 25 / North 14 / Centre 61

Region

Richest 3 / Poorest 64 / Fourth 7 / Middle 13 / Second 13

Wealth Index

Early Childhood Education

| Guiding questions	1. Which children are developmentally on track (measured by ECDI)	2. Which level(s) of education do young children attend?	3. Do children attend Grade 1 at the right age?	4. What is the profile of children not attending ECE?	5. What is the profile of children not developmentally on track (measured by ECDI)?

Overview

FIGURE 15   Early Childhood Development Index (ECDI)
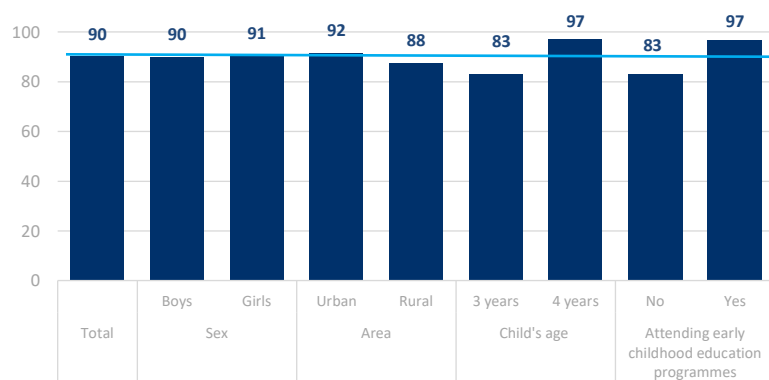
ECDI: Early Childhood Development Index; percentage of children aged 3–4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

FIGURE 16   Attendance of Early Childhood Education Programmes
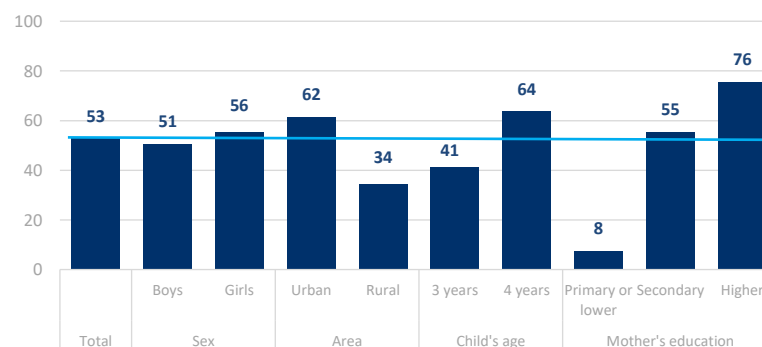
Percentage of children aged 36–59 months attending an early childhood education programme, by background characteristics.

FIGURE 17   Attendance of education levels by the age of children

Preschool education or early childhood education programme ■ Primary school ■ Out of the education system
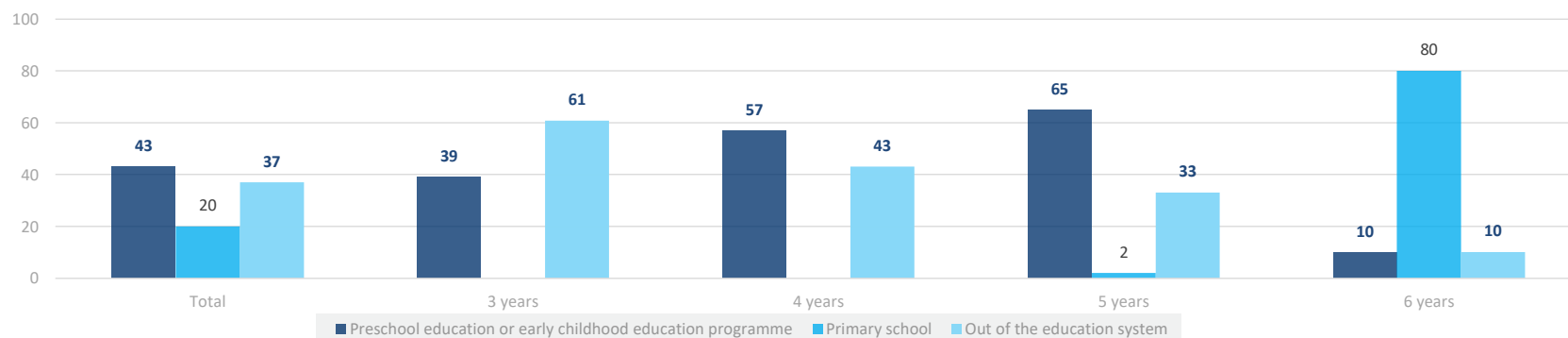
Findings

- In Montenegro, 90% of children aged 3–4 years are developmentally on track.

- There is a positive correlation between the index of development in early childhood and the age of children. Children who are 4 years old have a higher development index than 3-year-olds. This difference is 14 percentage points in favour of 4-year-olds (97% vs. 83%).

- Participation in early childhood education programmes has a positive effect on achieving an adequate level of early development. Children who do not attend an early childhood education programme lag behind by 14 percentage points compared to children attending an education programme (83% and 97%, respectively).

- Slightly more than half of children (53%) aged 36 to 59 months attend an early childhood education programme.

- Early childhood education programmes are attended by 56% of girls and 51% of boys.

- Children from urban areas are more likely to attend some form of early education (62%), which is almost 30 percentage points more than children from rural areas (34%).

- Two out of five 3-year-olds (41%) and almost two out of three 4-year-olds (64%) attend an early childhood education programme.

- The mother's education significantly affects whether the child will attend an education programme. The more educated the mother of the child, the higher the rate of attending early education. Only 8% of children whose mother has primary or lower education attend an education programme, compared to children whose mothers have secondary or higher education (55% and 76%, respectively).

Characteristics of children who lag behind in development or do not attend early education programme (%)

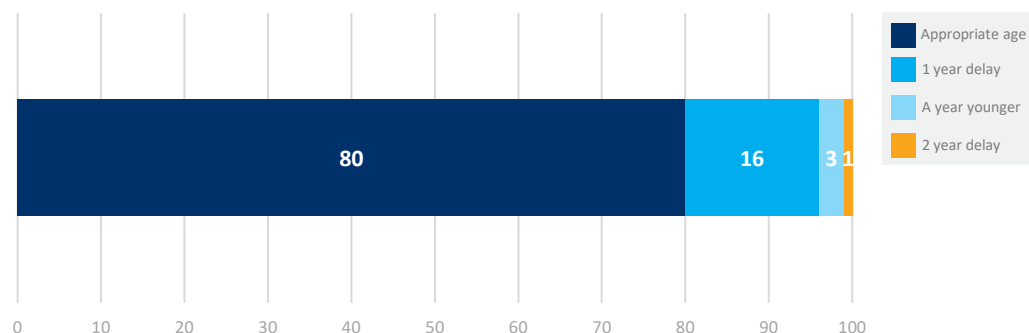Attendance of first grade of primary school by children's age (%)
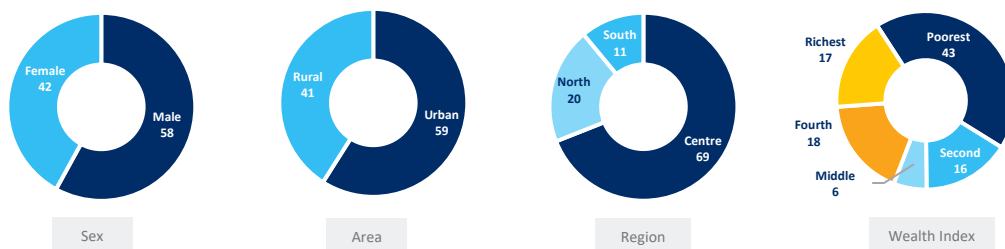
Legend:
- Appropriate age
- 1 year delay
- A year younger
- 2 year delay

Bar values: 80 | 16 | 3 | 1
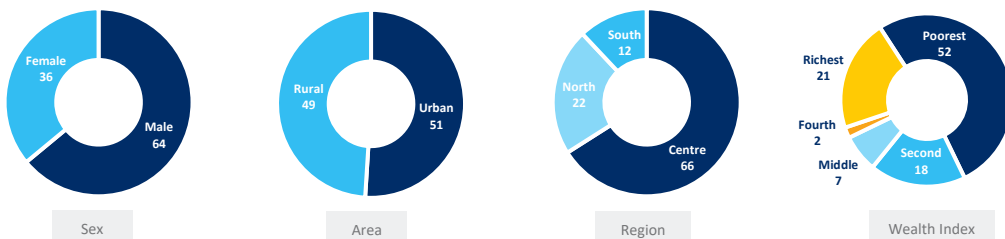
Findings

- Eight out of 10 children attending the first grade of primary school (80%) are of an appropriate age to attend the first grade (the child turns 6 by the end of December of the current school year), while delays in enrolling in and starting the first grade are present with nearly every fifth child (18%).

- Children who have not reached the expected level of development or who do not attend an early education programme are most often boys who live in the central region and who belong to the poorest families.

- Of the children who lag behind in development, there are more boys (by 16 percentage points) than girls (58% compared to 42%). Among the cases of children who do not attend early childhood education, boys account for 64% and girls for 36%.

- Children living in urban areas account for 59% of cases of children who lag behind in development, while those living in rural areas account for 41%. When it comes to not attending early education, 51% of such children live in urban and 49% in rural areas.

- Slightly over two-thirds of children from the central region (69%) and one in five children from the north (20%) did not reach the expected level of early development.

- A similar trend is observed in early education, where 66% of children from the central region and 22% from the north do not attend early childhood education.

- Children from the southern region have the lowest rate of lagging behind (11%) and the lowest non-attendance rate (12%).

- The financial standing of the child's family plays a significant role in achieving the expected level of development and in attendance of early education. Of the total number of children lagging behind in development, 43% come from the poorest families, which puts them at higher risk of lagging behind in development compared to children from richer families. In addition, almost every fifth child from the richest population (17%) did not reach the expected level of development.

- Children who do not attend an early education programme in more than half of the cases (52%) live in the poorest families, while this is the case with every fifth child (21%) from the richest families.

Characteristics of children who lag behind in development (%)

Sex: Female 42, Male 58
Area: Rural 41, Urban 59
Region: South 11, North 20, Centre 69
Wealth Index: Richest 17, Fourth 18, Middle 6, Second 16, Poorest 43

Characteristics of children who do not attend an early education programme (%)

Sex: Female 36, Male 64
Area: Rural 49, Urban 51
Region: South 12, North 22, Centre 66
Wealth Index: Richest 21, Fourth 2, Middle 7, Second 18, Poorest 52

Repetition and Dropouts

Guiding questions	1. Which level or grade has the highest levels of repetition and dropout?	2. What is the profile of children who repeat grades?	3. What is the profile of children who drop out of school?

Overview

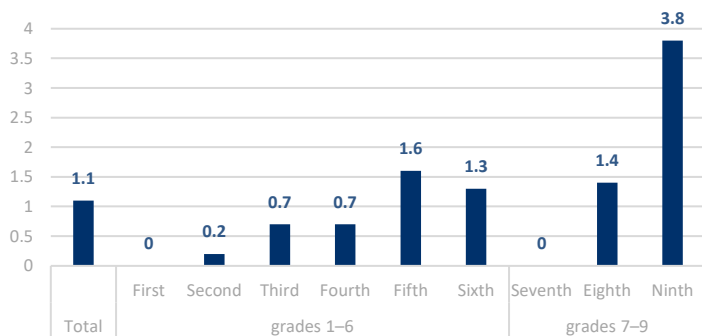**FIGURE 21**   Primary school repetition rate by grade (%)

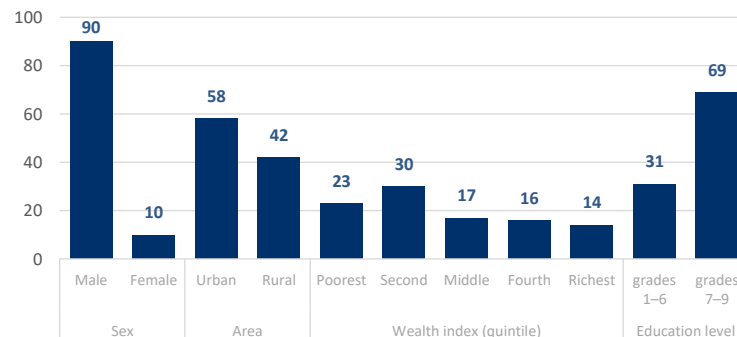**FIGURE 22**   Profile of primary school repeaters (%)

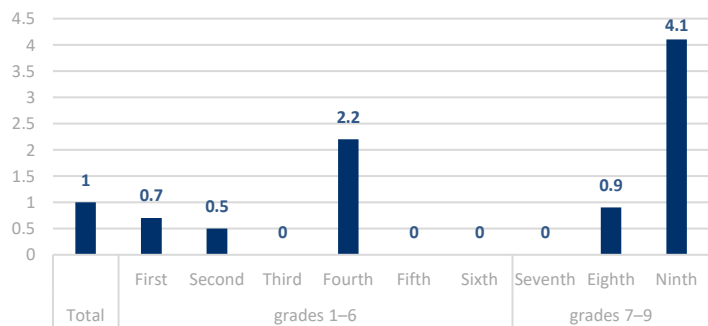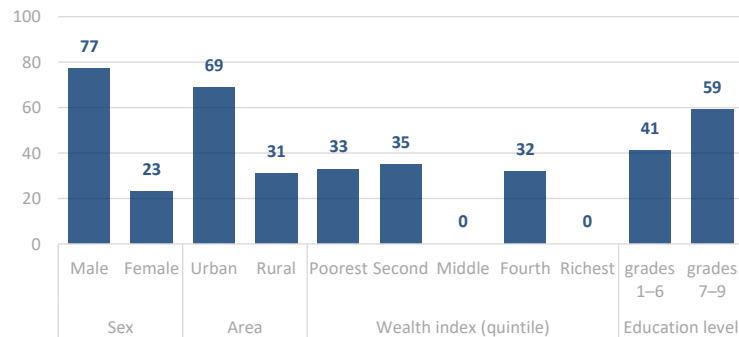**FIGURE 23**   Primary school dropout rate by grade (%)

FIGURE 24   Profile of primary school dropouts (%)

Findings

- In Montenegro, 1% of children of primary school age (6–14) repeat a grade during their primary education.

- The repetition rates are lowest in the first education cycle (grades 1–3), and highest in the third cycle (grades 7–9), with the rate of children repeating the last grade of primary school being particularly high (3.8%).

- Of the total number of children repeating a grade in primary school, they are most commonly male children, from urban areas and from poor families, who attend grades 7–9.

- The repetition rate during primary school is significantly higher in boys than in girls. Of the total number of repeaters, 90% are boys, as opposed to 10% of girls.

- Children from poorer families are at higher risk of repetition during primary school than children living in wealthier families. Namely, in slightly more than half of the cases (23% + 30% = 53%), the repeaters are children from the two poorest quintiles. On the other hand, every seventh child (14%) from wealthier families repeats one or more grades during primary school.

- Dropping out of primary education in Montenegro is present in only 1% of cases.

- In relation to the total number of children dropping out of primary education, the highest dropout rates are in the fourth (2.2%) and ninth grades (4.1%).

- The children who drop out of primary education are predominantly boys, from urban areas and from the poorest families, who attend the third education cycle.

- Among the children dropping out of primary education, the boys' rate is 54 percentage points higher than the girls' rate (77% compared to 23%).

- There are differences according to area type in the number of children dropping out of primary school. In urban areas, the percentage of children who drop out of primary school is more than 50 percentage points higher than in rural areas (69% and 31%, respectively).

- Children from poorer families are at higher risk of dropping out of primary school than children from wealthier families. Two out of three children who drop out of primary education come from the poorest families (33% + 35% = 68%). In addition, no children from wealthier families nor from middle-income families drop out of primary education.

- In 60% of cases, children who drop out of primary school attend the third education cycle grade (grades 7–9). The first two cycles (grades 1–5) account for 40% of the dropout rate.

Child Protection

Guiding questions	1. Which groups have higher rates of early marriage, and how does it affect literacy and ICT skills?	2. Which groups of children are more frequently involved in child labour?	3. How is child labour linked to education attendance and foundational learning skills?	4. How does child labour explain the profile of out-of-school children of those not learning in school?

Overview

FIGURE 25   Prevalence of child marriage among young people aged 20–24 years (%)
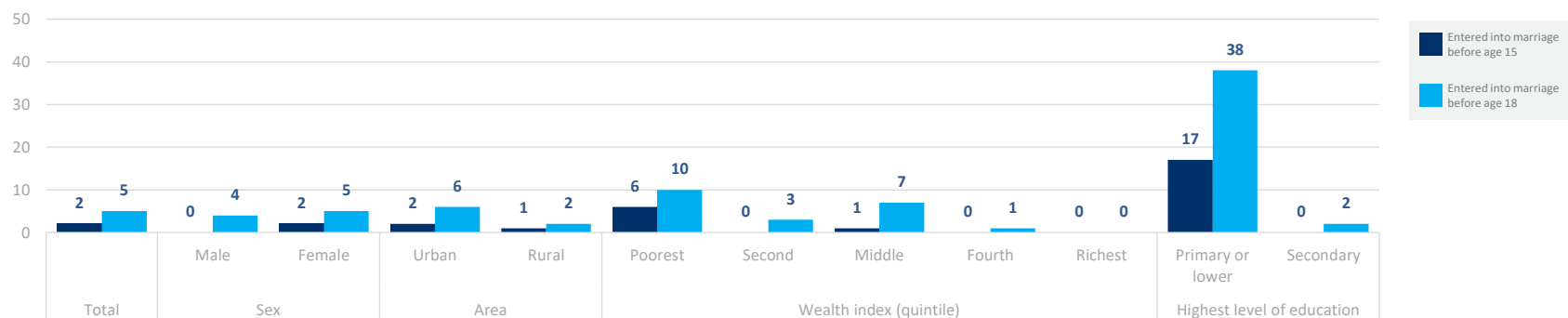

FIGURE 26   Literacy rate among young people aged 20–24 years, by marital status (%)
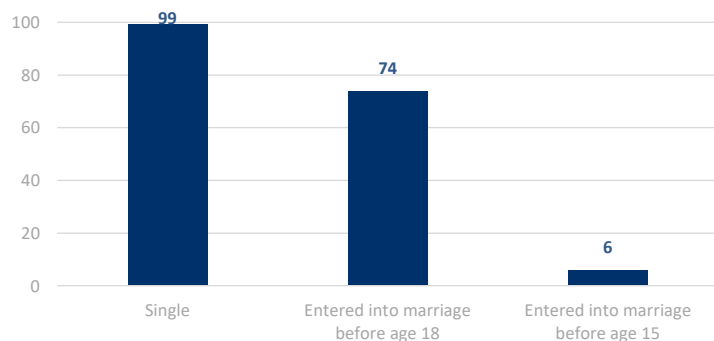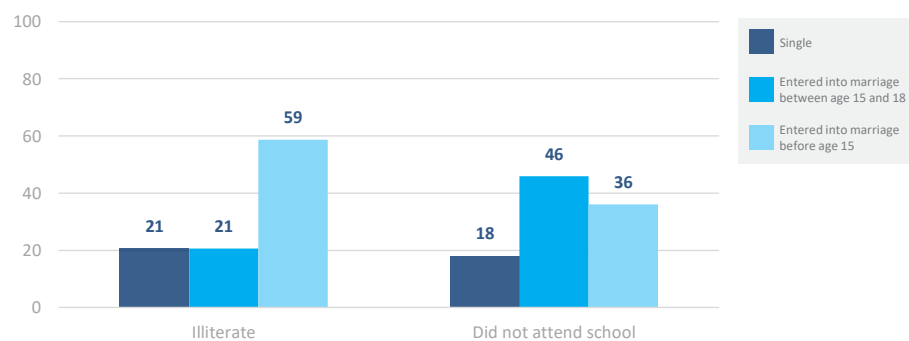

FIGURE 27   Profile of illiterate or uneducated young people, by marital status (%)

Findings

- Young people aged 20 to 24 enter into marriage before age 15 in 2% of cases, and before coming of age (18) in 5% of cases.

- Young people from poorer families are at higher risk of early marriage than their peers living in wealthier families. Six percent of young people from the poorest families get married before age 15, and 10% before age 18. Furthermore, no young person from the wealthiest quintile of the population entered into marriage before coming of age.

- Of the total number of young people who entered into marriage before age 15, every sixth person (17%) has completed primary or lower education. Among those who entered into marriage before age 18, almost two-fifths (38%) have completed primary education.

- The age of marriage of young people (20 to 24) significantly affects the literacy rate. Almost every young person who is not married is literate (99%). Every fourth young person (26%) who entered into marriage before age 18 is illiterate, and this percentage is as high as 93% when it comes to young people who entered into marriage before age 15.

- Among young people who are illiterate, three out of five (59%) entered into marriage before age 15. In addition, young people who do not attend school in four out of five cases (82%) entered into marriage before age 15 (36%) or between the ages of 15 and 18 (46%).
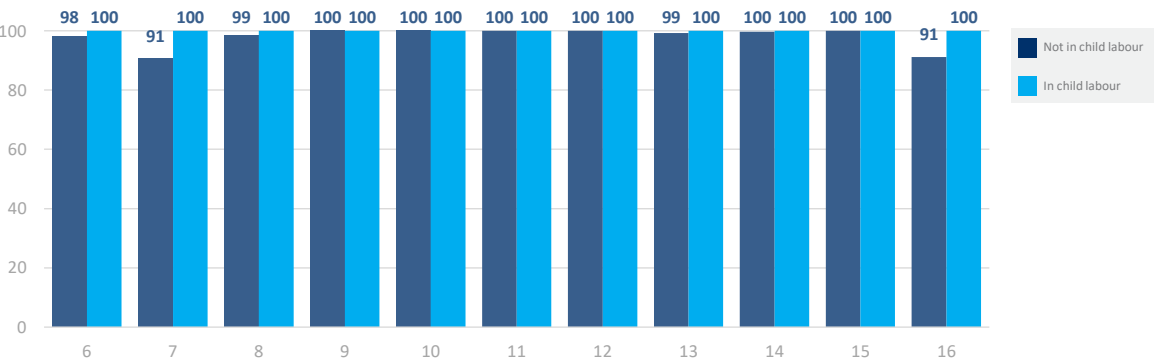
Child labour

FIGURE 28 Prevalence of child labour among children aged 5–17 years (%)
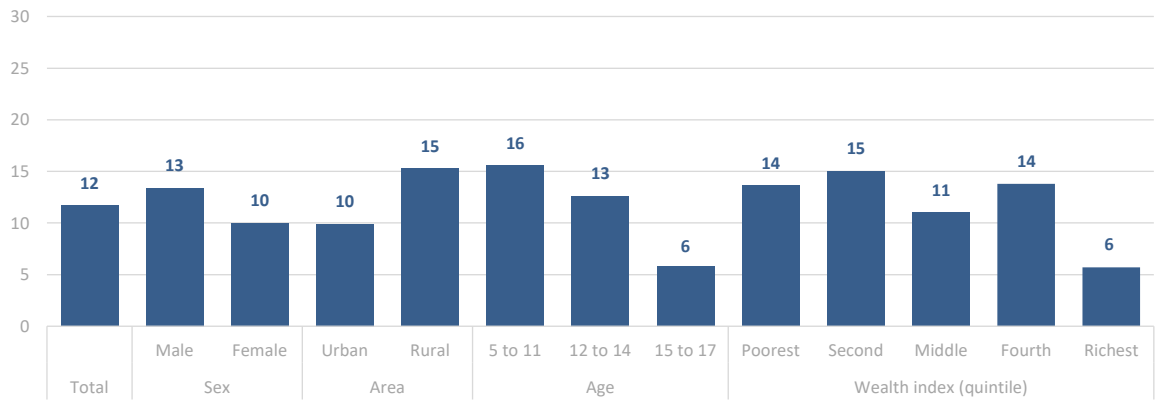
Children involved in child labour are defined as: children involved in economic activities above the statutory age-specific thresholds, children involved in household chores above the age-specific thresholds, and children involved in hazardous work.

FIGURE 29 School attendance per child labour status (%)

Findings

- The share of children aged 5 to 17 who are involved in some form of child labour amounts to 12% at the level of Montenegro.

- Boys (13%) are involved in child labour more often than girls (10%). The same applies to children from rural areas (15%) compared to children from urban areas (10%).

- The older the children, the less child labour is present. Children aged 5 to 11 are more involved in some form of child labour (16%) than older children (15 to 17: 6%).

- With the growth of poverty, the frequency of child labour among children aged 5 to 17 is increasing. In the poorest category of the population, 14% of children are involved in some form of child labour. That percentage for children living in families that are financially wealthier is 6%.

- School attendance by age and child labour status shows that almost all children aged 6 to 16 attend school regardless of whether they are involved in some form of labour or not. An exception to this trend is children aged 7 and 16, among whom one in 10 children (9%) do not attend school even though they are not involved in child labour.

Functional Difficulties and Education

Guiding questions	1. Which groups of children have higher disability rates?	2. What are the most common disabilities among children?	3. How is disability linked to school attendance and learning?	4. How is disability linked to repetition and dropout?	5. How do disabilities explain the profile of out-of-school children or not learning in school?

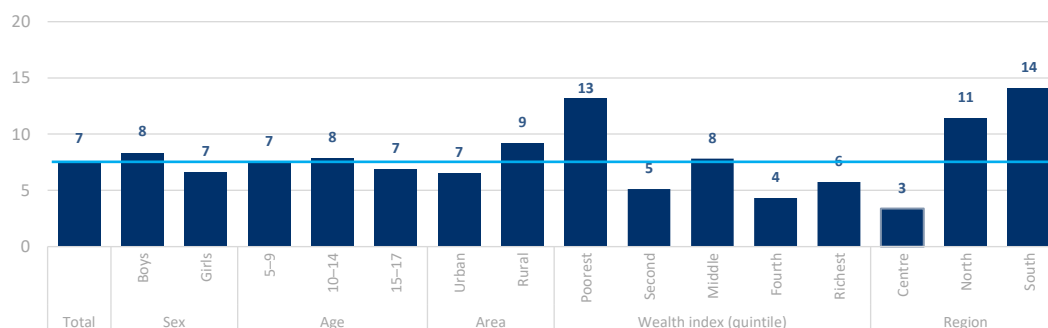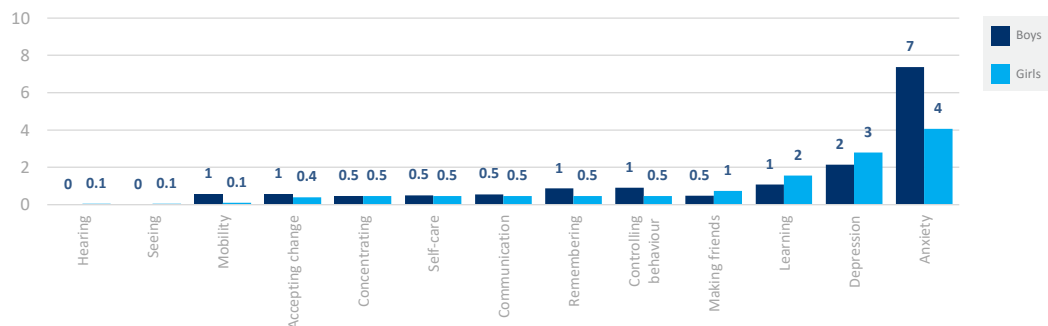**FIGURE 30**   Prevalence of functional difficulties in children aged 5–17 years (%)

Findings

- According to the statements of mothers/guardians, in the total population 7% of children aged 5–17 have some form of functional difficulty. With regard to regions, children living in the southern and northern parts of the country have more functional difficulties (14% and 11%, respectively) than their peers from the central region (3%).

- In rural areas, 9% of children have difficulty in at least one domain. In urban areas, the same applies to 7% of children.

- A higher percentage of mothers/guardians from poorer families report that children have functional difficulties compared to mothers/guardians of their peers who live in richer families. From the poorest families, 13% of children have functional difficulties, while this percentage is half as high for the richest population (6%).

- The prevalence of functional difficulties in boys and girls is approximately at the same level (8% and 7%, respectively). A similar trend is observed when it comes to age. Children aged 5–9 and 15–17 have some form of functional difficulty in 7% of cases, while this figure amounts to 8% for children aged 10–14.

- Mothers/guardians reported that anxiety was the most common domain in both boys (7%) and girls (4%).

- Depression is present in 2% of boys and 3% of girls.

FIGURE 31   Prevalence of types of functional difficulties in children aged 5–17 years, by sex (%)

Attendance, dropout & repetition and profile of out of school children by functional difficulties

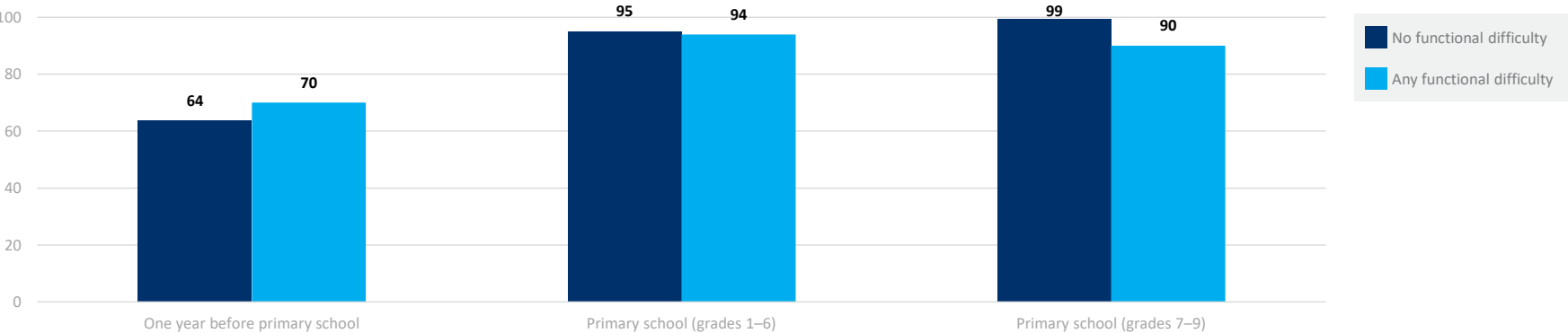**FIGURE 32** Adjusted net attendance rate by functional difficulties (%)

Legend:
- No functional difficulty
- Any functional difficulty

One year before primary school: 64, 70
Primary school (grades 1–6): 95, 94
Primary school (grades 7–9): 99, 90

FIGURE 33 Dropout and repetition rates by functional difficulties (%)

Dropout — grades 1–6: 0.4, 4
Dropout — grades 7–9: 0.1, 0.2
Repetition — grades 1–6: 0.6, 0
Repetition — grades 7–9: 0, 11
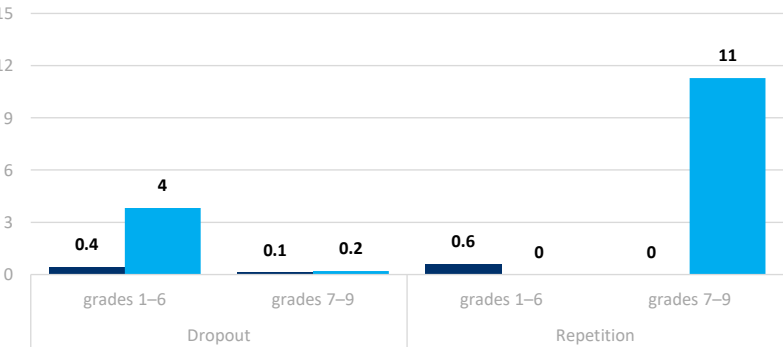
FIGURE 34 Profile of children out of school, by functional difficulties (%)

Primary school (grades 1–6): 78, 22
Primary school (grades 7–9): 59, 41
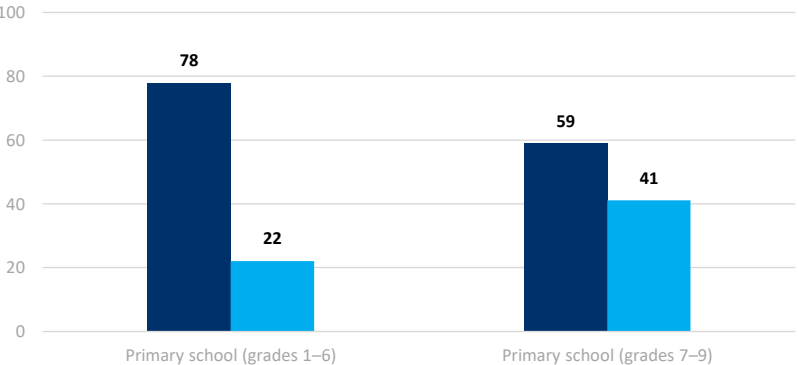
Findings

- The highest attendance rate of children of primary school age with functional difficulties is present in the first education cycle (94%). For children aged 5 with functional difficulties, the adjusted net primary school attendance rate is 70%.

- More children with functional difficulties drop out of school at the school age for grades 1–6 than at the school age for grades 7–9.

- School dropout rates during the first and second primary education cycles (grades 1–6) amount to 4% in children with functional difficulties in at least one domain. In children without functioning difficulties, this rate is significantly lower at 0.4%. School dropout in the third cycle is present in a small number of cases, regardless of whether children have some form of functional difficulty (0.2%) or not (0.1%).

- Repetition during primary education is more present in children with functional difficulties higher than the lower grades of primary school. Every tenth child (11%) with a functional difficulty repeats a grade during the third education cycle (grades 7–9). On the other hand, none of their peers without functional difficulties repeat a grade in the third cycle.

- Functional difficulties are not a significant predictor of primary school attendance. The share of children who are out of the education system with a functional difficulty in at least one domain is lower compared to children who do not have any functional difficulties. In the first and second cycles of primary education (grades 1–6), 78% of children out of the education system are without functional difficulties, while the figure is much lower (22%) for their peers with a functional difficulty. When it comes to the third education cycle, six out of 10 children (59%) out of the education system have no functional difficulties, while four out of 10 children (41%) have at least one functioning difficulty.

UNICEF Montenegro

Stanka Dragojevica bb
Podgorica, Montenegro
Tel: + 382 20 447 400
Web: https://www.unicef.org/montenegro