

Montenegro (Roma Settlements)

Education Fact Sheets | 2018

Analyses for learning and equity
using MICS data



MICS-EAGLE

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for every child

Acknowledgements

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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 the Roma Settlements of Montenegro, 52 percent of children of the key population group not completing upper secondary education are male, therefore 48 per cent have to be female. In turn, 21 per cent of children of the target population not completing upper secondary education live in rural areas, therefore 79 per cent live in urban areas.

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Inclusive Education

(with a focus on disability)



Early Learning



Out-of-School Children



Repetition and Dropouts

(Internal Efficiency)



Child Protection

(child labour and child marriage)

Topic 1 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 (%)

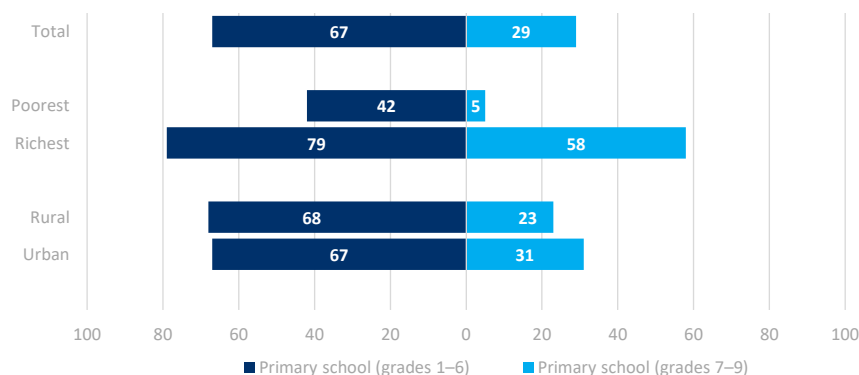


FIGURE 2 Completion rates, primary (grade 1-6)

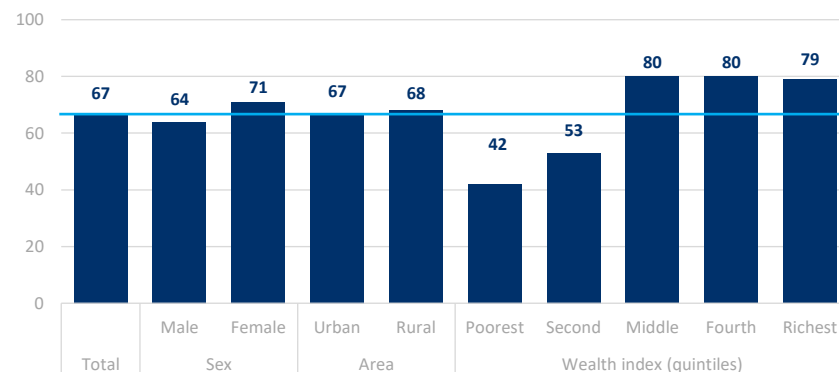
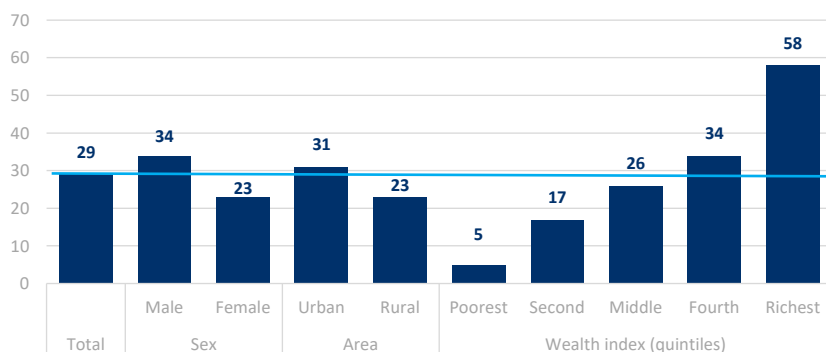


FIGURE 3 Completion rates, primary (grade 7-9)



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

- For children from Roma settlements, the completion rate of the first two cycles of primary school is 67%. Less than one in three children (29%) complete the third cycle.
- As poverty increases, the primary school completion rate decreases. Namely, the completion rate of primary school (grades 1-6) among the poorest population is 42% (i.e. only two out of five children attending school), while among children belonging to the richest population the rate is 79%.
- This difference is even bigger in grades 7-9 by different financial standings of the families of children. For the poorest category, the school completion rate is only 5% (every twentieth Roma child), which is 24 percentage points lower than the average (29%). At the other end, six out of 10 children (58%) from the richest families complete the third cycle of education.
- The percentage of boys who complete the first and second cycles is 64% (the third cycle: 34%), while these percentages for girls are 71% and 23%, respectively.
- The school completion rate for children living in urban areas is 67% for the first and second cycles of education, while for the third cycle this rate is 31%. In rural areas, these percentages are 68% and 23%, respectively.



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

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

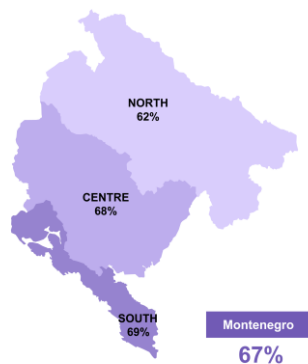


FIGURE 5 Third primary education cycle (grades 7–9)

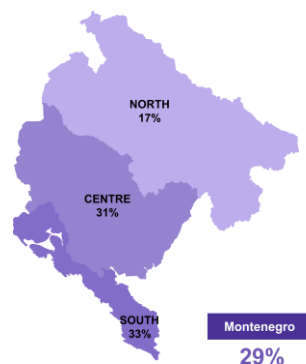


FIGURE 6 First and second primary education cycles (grades 1–6)

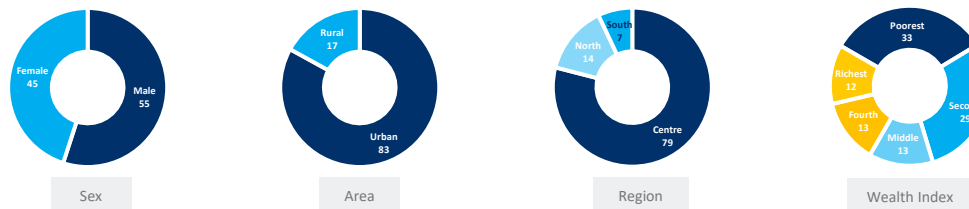
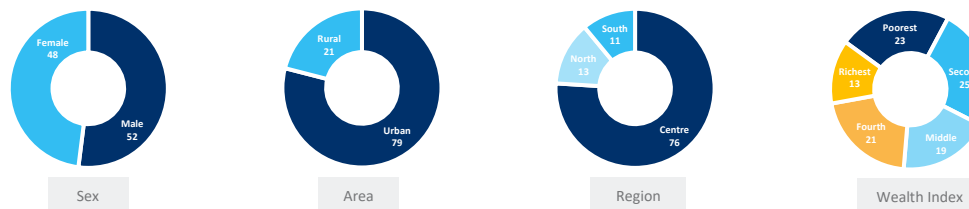


FIGURE 7 Third primary education cycle (grades 7–9)



Findings

- Children from Roma settlements who do not complete primary school are most often boys, from urban areas, who live in the central region and who belong to families of poor material standing.
- Of the children who do not complete the first and second cycles, 55% are boys, and 45% are girls. The third cycle is not completed by slightly more than half of boys (52%) and almost half of girls (48%).
- When it comes to the type of settlement, children who do not complete these cycles most often live in urban areas (83% and 79%).
- Similarly, children from the central region feature the highest primary school dropout rates, while those from the southern region feature 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 Roma children who do not complete school, the largest number come from the poorest families (33% and 23%), and the smallest number of children are from better-off families (12% and 13%).



Topic 2 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

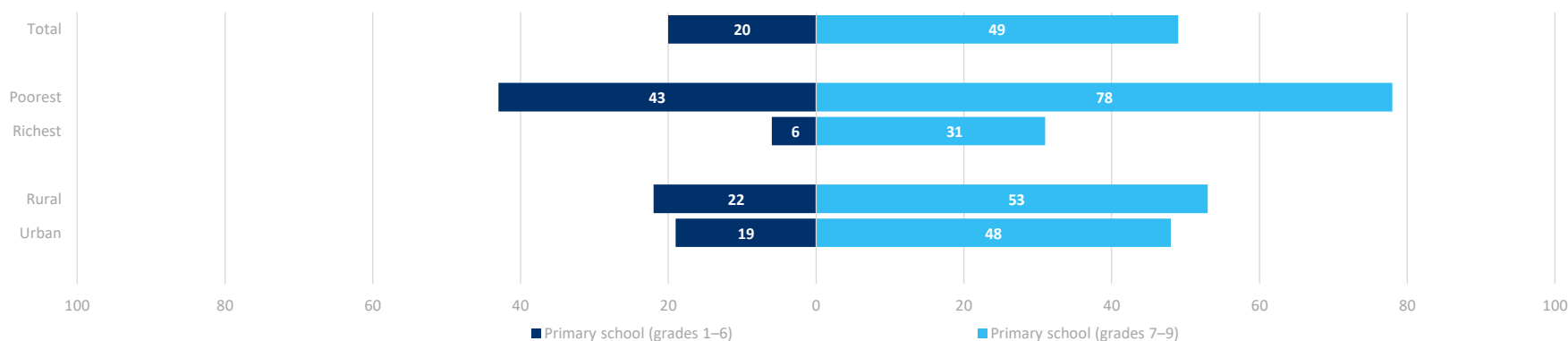


FIGURE 9 First and second primary education cycles (grades 1–6)

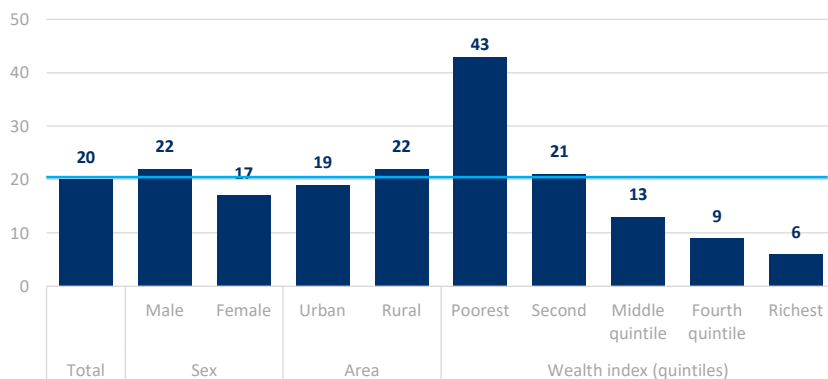
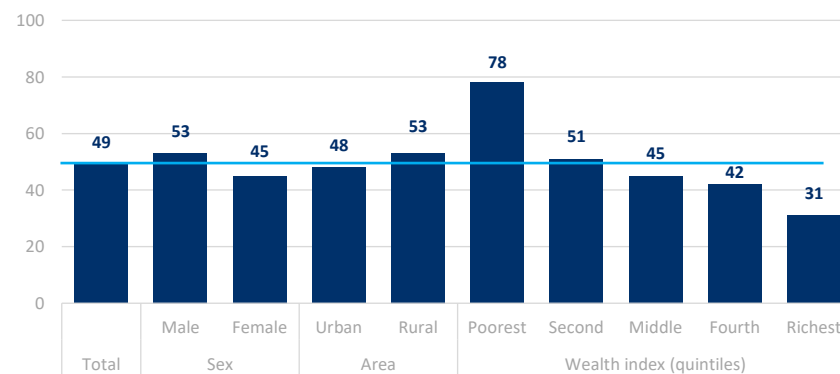


FIGURE 10 Third primary education cycle (grades 7–9)



Findings

- Every fourth Roma child (20%) is out of school in the first two cycles of primary education, while this rate is much higher and amounts to 49% in the third cycle, which means that one in two children remains out of school in the third cycle.
- As poverty increases, the rate of out-of-school children in primary education system increases. For grades 1–5, among the poorest Roma children, this rate amounts to 43%, while among children belonging to the richest population the rate is 37 percentage points lower and amounts to 6%.
- This difference is even bigger between children in grades 6–9 who live in families of different financial standings. For the poorest category, the percentage of out-of-school children is 78%, which is 29 percentage points above the national average (49%), and as much as 47% percentage points more than for children from the richest population (31%).
- The percentage of boys who are out of school in the first and second cycles is higher compared to girls. For the first and second cycles, this percentage amounts to 22% for boys and 17% for girls, while for the third cycle the percentage amounts to 53% for boys and 45% for girls.
- By type of settlement, there are no significant differences in the percentage of out-of-school children compared to the national average. In urban areas, 19% of children are out of school for the first and second cycles, and in rural areas the rate is 22%. In the third cycle, the percentage is 48% in urban and 53% in rural areas.



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

FIGURE 11 First and second primary education cycles (grades 1–6)

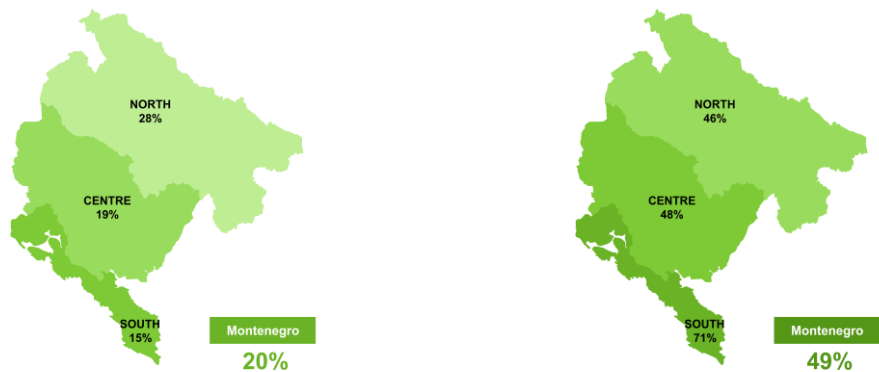


FIGURE 12 Third primary education cycle (grades 7–9)

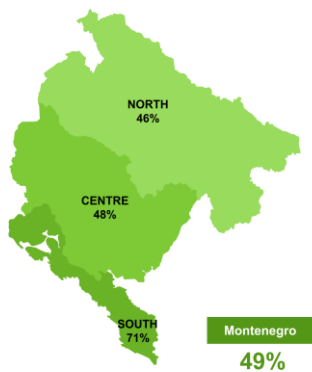


FIGURE 13 First and second primary education cycles (grades 1–6)

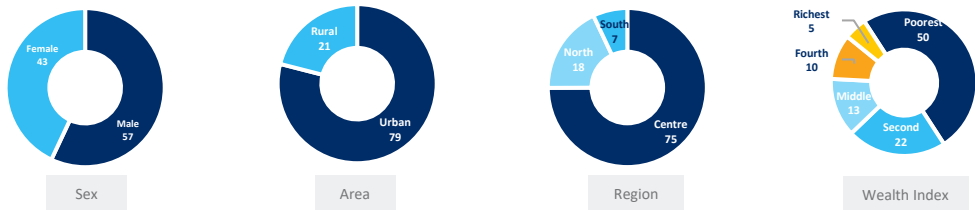
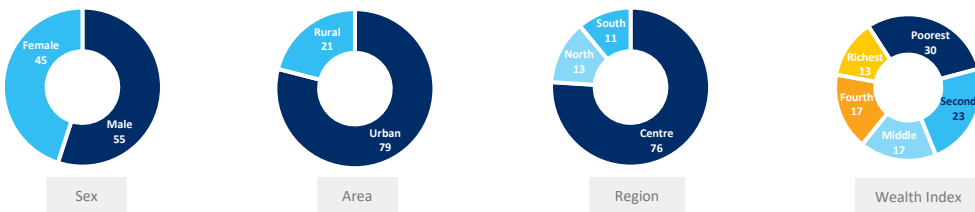


FIGURE 14 Third primary education cycle (grades 7–9)



Findings

- Out-of-school children are most often boys, from urban areas, who live in the central region and belong to the poorest families.
- Roma 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 (55%), and 45% are girls. Nearly six out of 10 boys (57%) and four out of 10 girls (43%) remain out of school in the third cycle.
- When it comes to the type of settlement, for both cycles, urban areas account for 78% of out-of-school children.
- Most out-of-school children are from the central region (75% and 76%), while the lowest rate of out-of-school children is in the south (7% and 11%).
- The financial standing of the child’s family plays a significant role when it comes to the rate of out-of-school children. Accordingly, children from poorer Roma families are at a higher risk of being out of school than the children from richer families. Of the total number of out-of-school children, for grades 1–5, one in two children (50%) come from the poorest families, with this figure being nearly one in three (30%) when it comes to the third cycle. These rates are much lower when it comes to children from richer families: 5% and 13%, respectively.



Guiding questions

1. Which children are developmentally on track (measured by ECDI)

2. Which level(s) of education do young children attend?

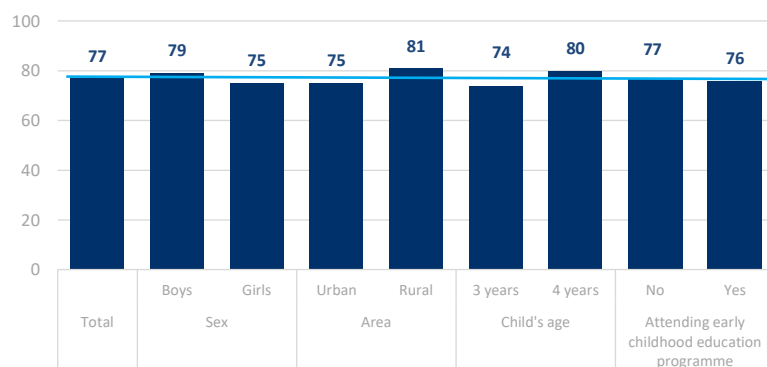
3. Do children attend Grade 1 at the right age?

4. What is the profile of children not attending ECE?

5. What is the profile of children not developmentally on track (measured by ECDI)?

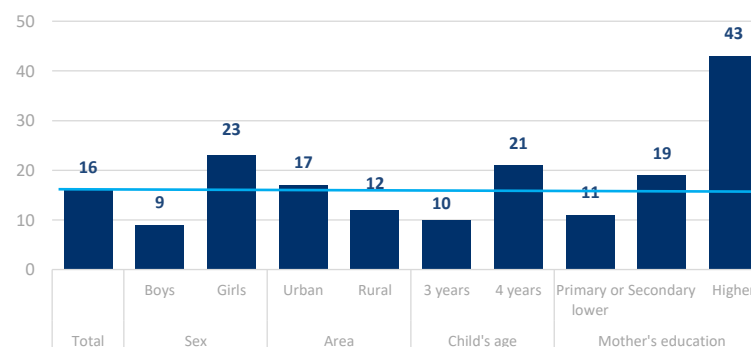
Overview

FIGURE 15 Early Childhood Development Index (ECDI)



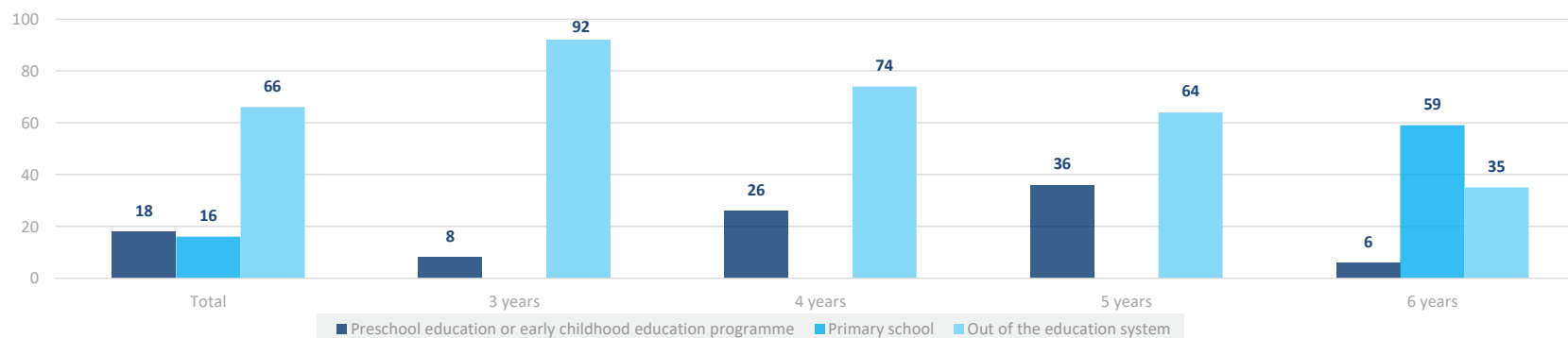
ECDI: Early Childhood Development Index; percentage of children aged 3–4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains

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



Findings

- In Roma Settlements, 77% of children aged 3–4 years are developmentally on track.
- Children who are 4 years old have a higher development index compared to 3-year-olds (80% compared to 74%).
- Participation in early childhood education programmes does not have a significant effect on achieving a sufficient level of early development when it comes to Roma children. The percentages of children who attend an early childhood education programme, and of those who do not attend such a programme, correspond to the national averages (77% and 76%, respectively).
- Only one in six Roma children (16%), 36–59 months old, attend an early childhood education programme.
- There are significant differences in early education attendance between boys and girls. Two-and-a-half times fewer boys than girls attend an education programme (9% and 23%, respectively).
- Children from urban areas attend some form of early education in 17% of cases, while this percentage in rural areas amounts to 12%.
- When it comes to age, twice as many children aged 4 are included in an early education system compared to 3-year-olds (21% and 10%, respectively).
- 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 11% of children whose mothers have completed primary or lower education attend an education programme, compared to children whose mothers have completed secondary or higher education (19% and 43%, respectively).



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

FIGURE 18 Attendance of first grade of primary school by children's age (%)

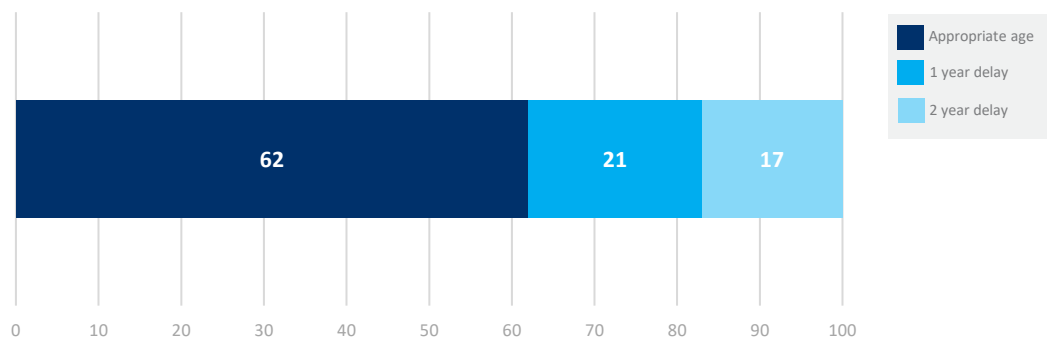


FIGURE 19 Characteristics of children who lag behind in development (%)

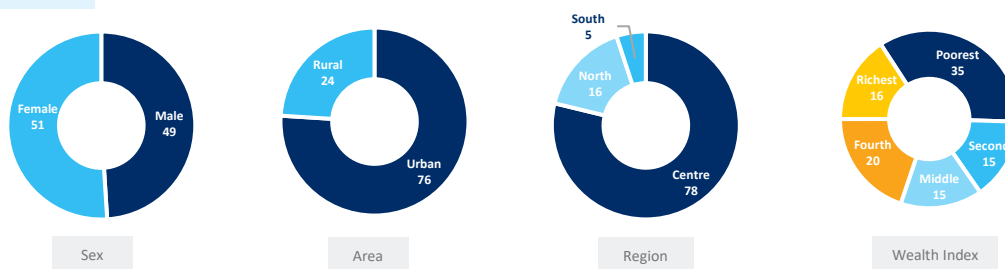
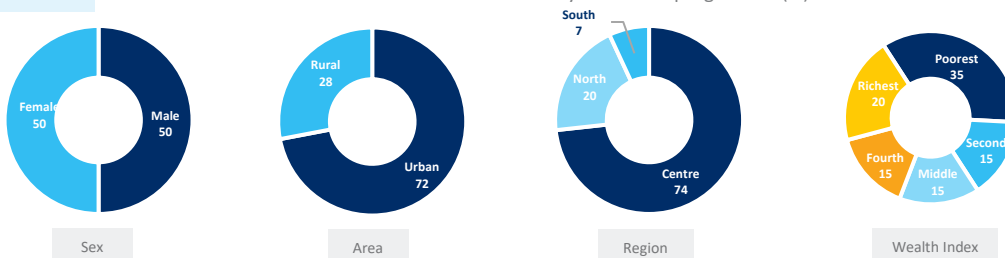


FIGURE 20 Characteristics of children who do not attend an early education programme (%)



Findings

- Six out of 10 children attending the first grade of primary school (62%) are of the appropriate age to attend the first grade (they turn 6 by the end of December of the current school year). Delays in enrolling in and attending the first grade are present in almost two-fifths of cases (38%). In the first grade, every fifth child is one year older than the expected age for starting school (21%), and one in six is as much as two years older (17%). There are no children starting the first grade younger than is envisaged for school enrolment.
- Children who have not reached the expected level of development or who do not attend an early education programme are equally often boys and girls, who live in an urban area, in the central region, and belong to the poorest families.
- Of the children who lag behind in development, 51% are girls and 49% are boys. The same tendency is present in early education, where 50% of boys and 50% of girls from Roma settlements are not included in the early education system.
- In urban areas, more than three-quarters (76%) of children from Roma settlements lag behind the expected level of development, while 72% do not attend early education.
- By region, 78% of children from the central region and 16% from the north lag behind the expected level of early development.
- 74% of children from the central region and every fifth child from the north (20%) are not included in early education.
- Children from the southern region have the lowest rate of lagging behind (5%) and the lowest early education non-attendance rate (7%).
- The financial standing of the Roma child's family plays a significant role in achieving the expected level of development and attendance of early education. Of the total number of children lagging behind in development, 35% are from poor families, which puts them at higher risk of lagging behind in development compared to children from richer families. The same tendency is present in early education, where every third child (35%) from poorer families does not attend early education.
- Every fifth child from the richest population (20%) does not attend early education

Topic 4 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 (%)

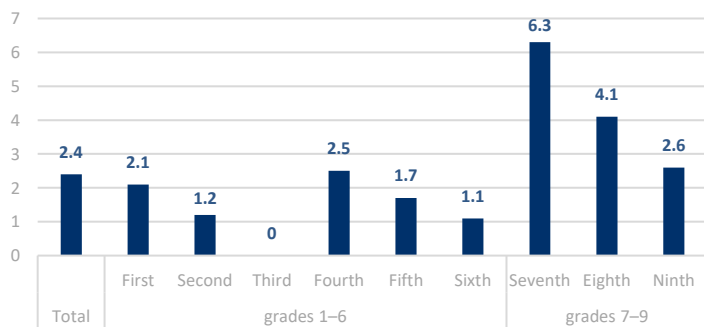


FIGURE 22 Profile of primary school repeaters (%)

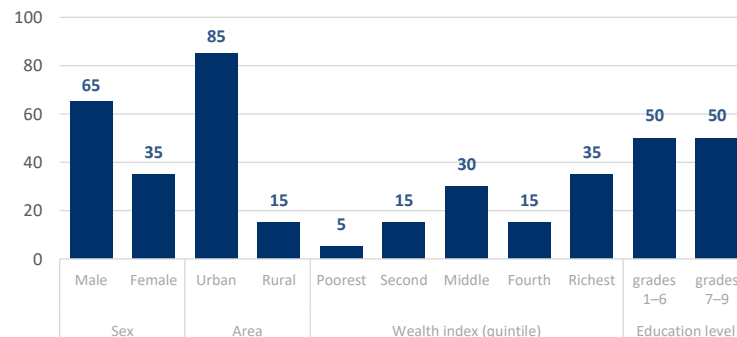


FIGURE 23 Primary school dropout rate by grade (%)

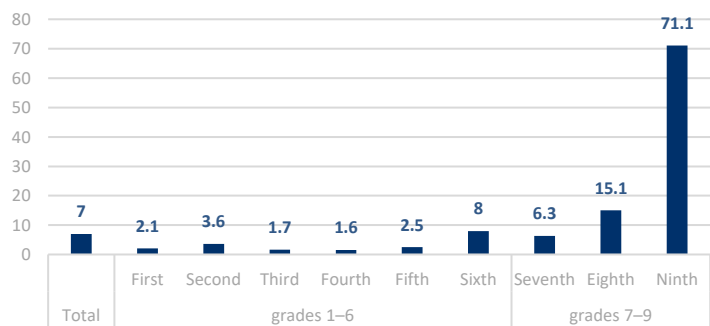
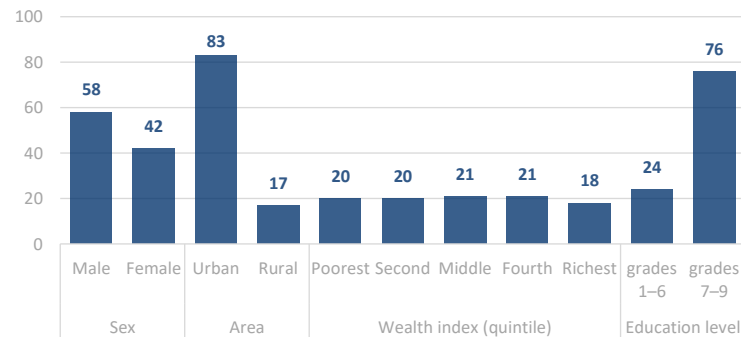


FIGURE 24 Profile of primary school dropouts (%)



Findings

- In Montenegro, 2% of children from Roma settlements of primary school age (6–14) repeat a grade during primary education.
- The highest repetition rates occur in the initial grades of each primary school cycle (first grade: 2.1%, fourth grade: 2.5% and seventh grade: 6.3%).
- Of the total number of children from Roma settlements who repeat a grade, they are most commonly male children, from urban areas and wealthier families.
- The repetition rate is significantly higher in boys than in girls. Of the total number of repeaters, 65% are boys, and 35% are girls.
- As for the area type, children who live in urban areas are more likely to repeat a grade in primary school than children from rural areas (85% and 15%, respectively).
- Children from poorer families are at lower risk of repeating a grade in primary school than children living in wealthier families. Namely, every third child (35%) from wealthier families repeats one or more grades during primary school. On the other hand, the repetition rate for children from poorer Roma families is 5%.
- Out of the total number of repeaters, the numbers of children repeating a grade in the first or second (grades 1–6) and in the third primary education cycle (grades 7–9) are similar.
- Dropping out of primary education in Roma settlements is present in 7% of cases.
- In relation to the total number of Roma children dropping out of primary education, the highest dropout rate is present in the ninth grade and is as high as 71.1%.
- The children who drop out of primary education are predominantly boys, from urban areas, who attend the third education cycle.
- Of the total number of children dropping out of primary education, 58% are boys and 42% are girls.
- As for the area type, there are differences in the numbers of children dropping out of primary school. Children from Roma settlements who live in urban areas drop out of primary school in 83% of cases compared to those from rural areas, which account for 17% of the total dropout rate.
- The financial situation of children from Roma settlements does not have a significant impact on dropping out of primary education. Namely, on average, every fifth child drops out of primary school (20%), regardless of the family's financial status.
- In three-quarters of cases (75%) children drop out of a grade from the third education cycle (grades 7–9). On the other hand, every fourth child (24%) drops out of school during the first two education cycles (grades 1–6).



Topic 5 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 (%)

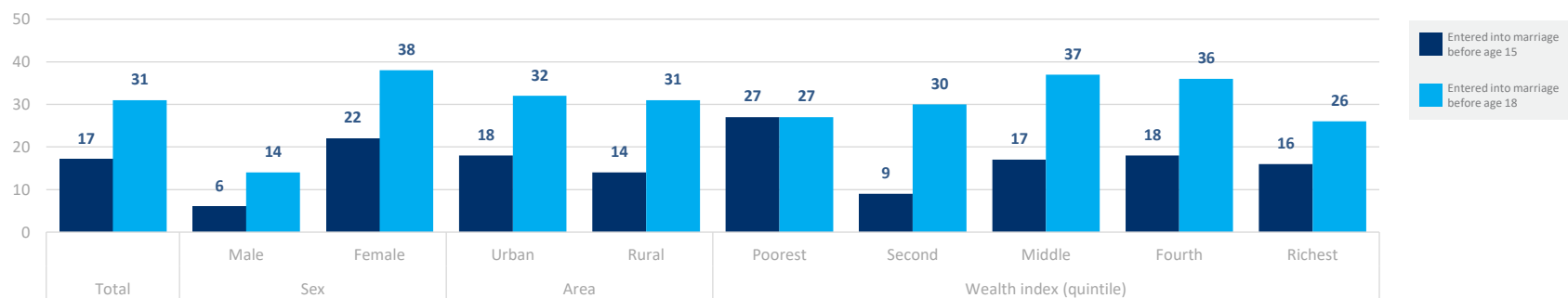


FIGURE 26 Literacy rate among young people aged 20–24 years, by marital status (%)

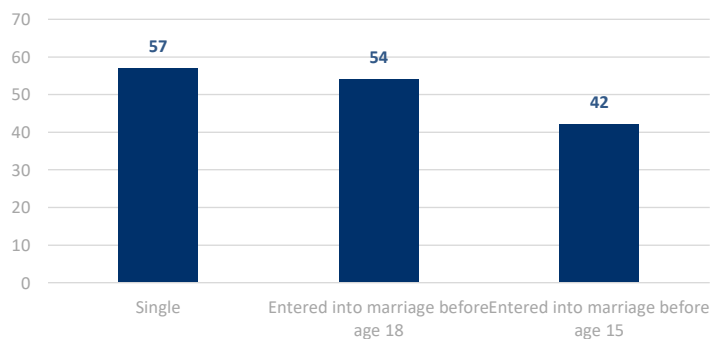
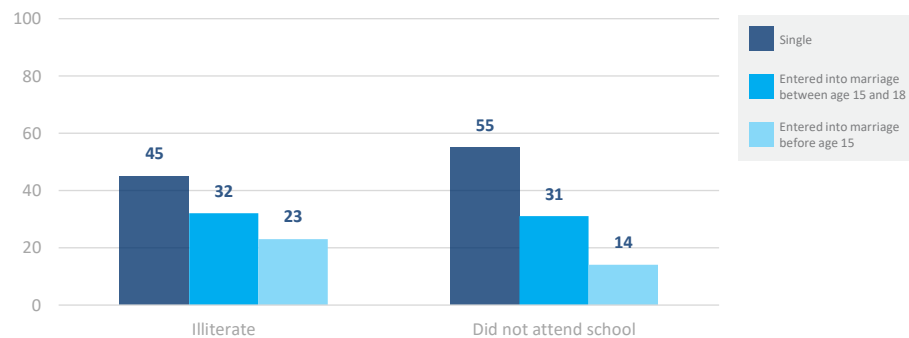


FIGURE 27 Profile of illiterate or uneducated young people, by marital status (%)



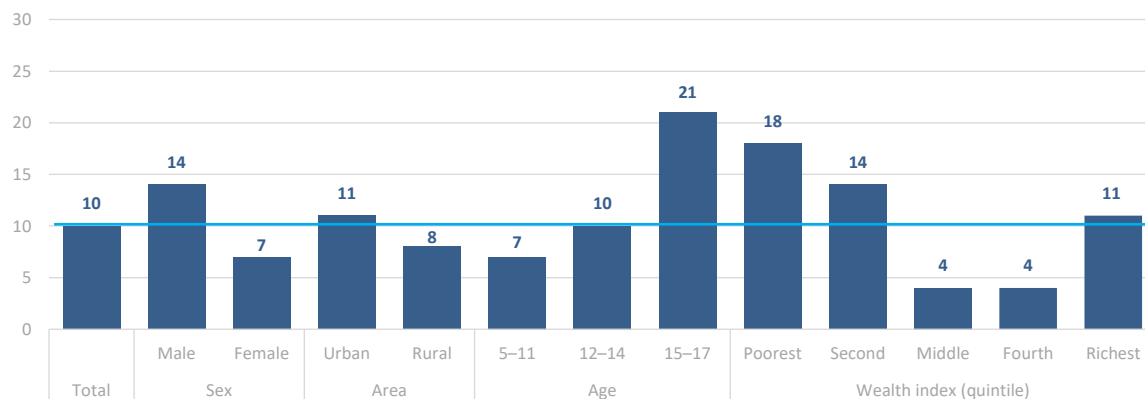
Findings

- Young people from Roma settlements aged 20–24 enter into marriage before age 15 in 17% of cases, while almost one-third (31%) do it before coming of age (18).
- Young Roma from poorer families are at higher risk of entering into marriage before age 15 compared to their peers living in wealthier families. As many as 27% of young Roma from the poorest families get married before age 15, while 16% of young Roma from the wealthiest families do so.
- When it comes to marriage before age 18, material status does not have a significant impact on the percentage of young people who enter into marriage. Young people from the middle and fourth quintiles enter into marriage before coming of age in 37% and 36% of cases, respectively. Additionally, marriage is entered into before age 18 by 27% of young people from the poorest families and by 26% from the wealthiest ones.
- The age of marriage of young people (20–24) affects the literacy rate. Young people from Roma settlements who are not married are literate in 57% of cases. Among those who entered into marriage before age 18, slightly more than half (54%) are literate. On the other hand, only two out of five people who entered into marriage before age 15 are literate (42%).
- Among young Roma who are illiterate, 45% are not married, one-third (32%) entered into marriage between ages 15 and 18, and almost one-quarter (23%) did so before age 15. Of those who do not attend school, more than half (55%) are not married, almost one-third (31%) entered into marriage between ages 15 and 18, and 14% did so before age 15.



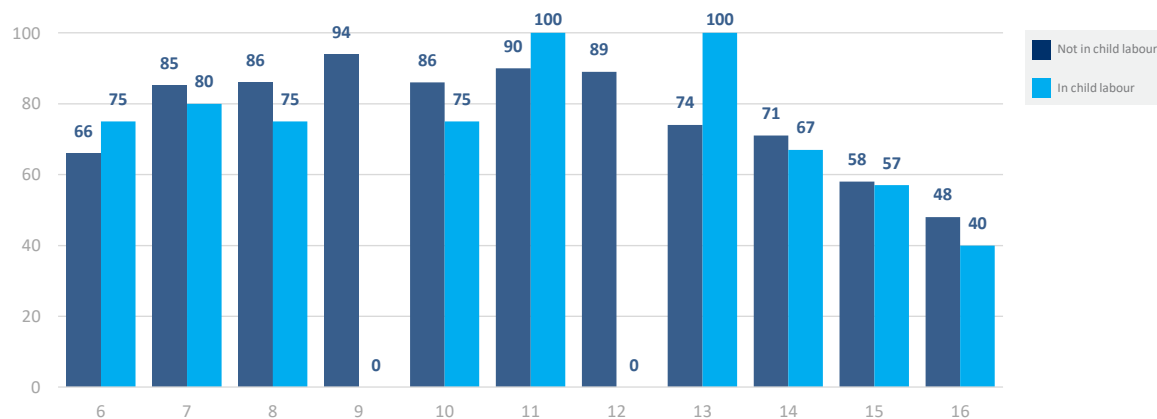
Child labour

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 in Roma settlements amounts to 10%.
- Boys (14%) are more often involved in child labour than girls (7%), and the same applies to children from urban areas (11%) compared to children from rural areas (8%).
- The older the children from Roma settlements, the greater the share of child labour. Every fourth child aged 15 to 17 is involved in some form of child labour (21%) compared to younger children (5 to 7: 7%).
- The level of poverty affects the frequency of child labour among children aged 5 to 17 years. In the poorest category of the population, 18% of children from Roma settlements are involved in some form of child labour. That percentage for children living in families that are financially wealthier is 11%.
- The degree of children's involvement in child labour affects the level of school attendance. Namely, children who are involved in child labour attend school to a lesser extent than children who are not involved in child labour. This is especially the case among children aged 9 and 12, where no child involved in child labour attends school. The exception to this trend are children aged 11 and 13 who attend school in 100% of cases even though they are involved in some form of child labour.
- It is noticeable that children aged 14 to 16 from Roma settlements, regardless of whether they are involved in child labour or not, have lower school attendance rates than other children.

Topic 6 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 (%)

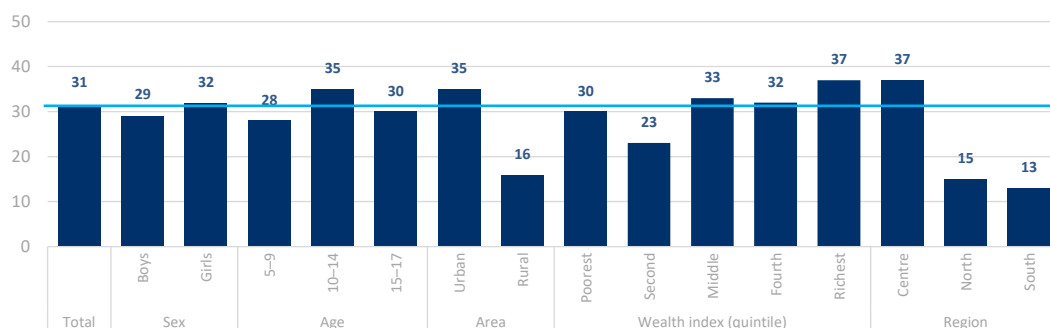
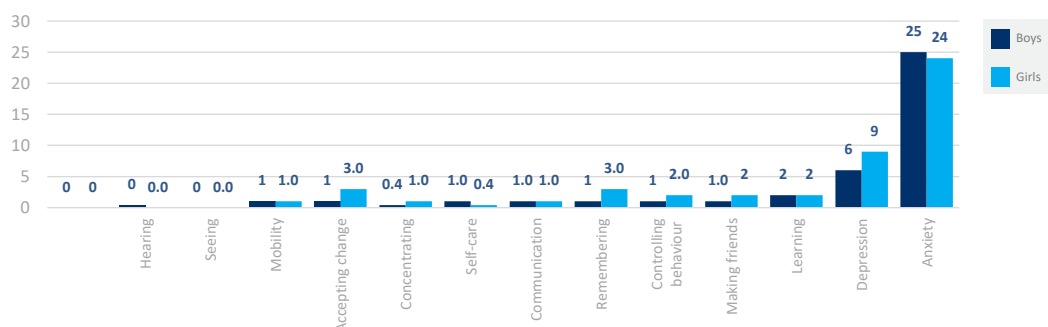


FIGURE 31 Prevalence of types of functional difficulties in children aged 5–17 years, by sex (%)



Findings

- According to the statements of mothers/ guardians in the Roma population, almost every third child (31%) aged 5–17 has functional difficulties in at least one domain.
- As much as 37% of the functional difficulties occur in children living in the central part of the country, while this percentage is more than two and three times lower among their peers from the northern (15%) and southern (13%) regions, respectively.
- In urban areas, 35% of Roma children have difficulties in at least one domain, which is 19 percentage points more than for children living in rural areas (16%).
- The proportions of boys and girls with functional difficulties are at approximately the same level (29% and 32%, respectively).
- In 35% of cases, children aged 10–14 have some form of functional difficulty, while this percentage for children aged 5–9 is 28%. For children aged 15–17, the figure amounts to 30%.
- A higher percentage of children from richer families have functional difficulties compared to their peers living in poorer families. Children from the richest families account for 37% of the cases of functional difficulties, while the percentage for the poorest population is 30%.
- Mothers/guardians reported that anxiety was the most common domain in both boys (25%) and girls (24%).
- Depression is present in 6% of boys and 9% of girls.

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

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

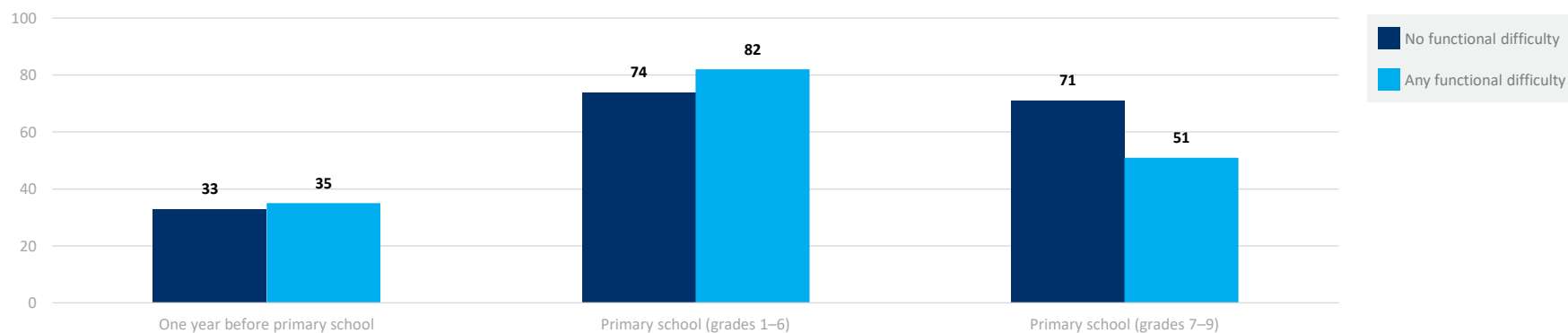


FIGURE 33 Dropout and repetition rates by functional difficulties (%)

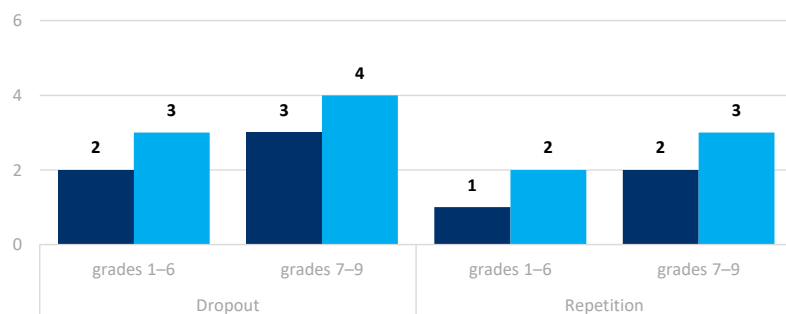
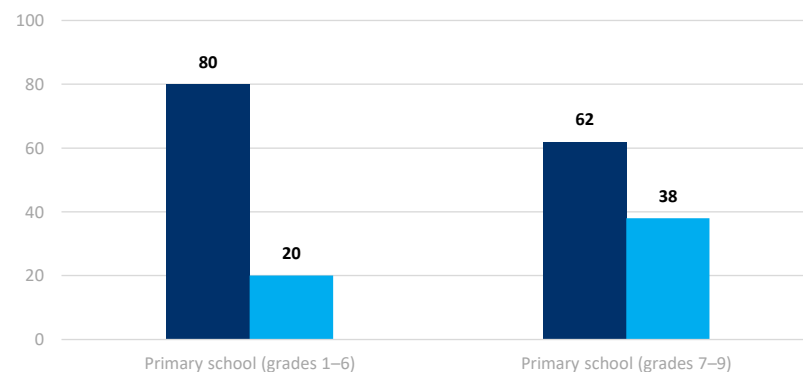


FIGURE 34 Profile of children out of school, by functional difficulties (%)



Findings

- The highest adjusted net attendance rate of children of primary school age with functional difficulties in Roma settlements is present in the first education cycle (82%). For children aged 5 with functional difficulties, the adjusted net primary school attendance rate is 35%.
- Primary school dropout and repetition are present in a small number of cases, regardless of whether children face functional difficulties or not.
- For children with functional difficulty in at least one domain, the dropout rate from grades 1–6 is 3%, and from grades 7–9 it is 4%. In children without functioning difficulties, these percentages are 2% and 3%, respectively.
- A similar trend is observed in the repetition of some of the grades during primary school education. Children with a functional difficulty repeat a grade in the first and second cycle in 2% of cases, and in the third cycle in 3% of cases. For their peers without functional difficulties, these percentages are 1% and 2%, respectively.
- 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 cycle of primary education (grades 1–6), 80% of children out of the education system are without functional difficulties, while the figure is four times lower (20%) for their peers with a functional difficulty. When it comes to the third education cycle, six out of 10 children (62%) out of the education system have no functional difficulties, while almost four out of 10 such children (41%) have at least one functioning difficulty.





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