

Montenegro 2018

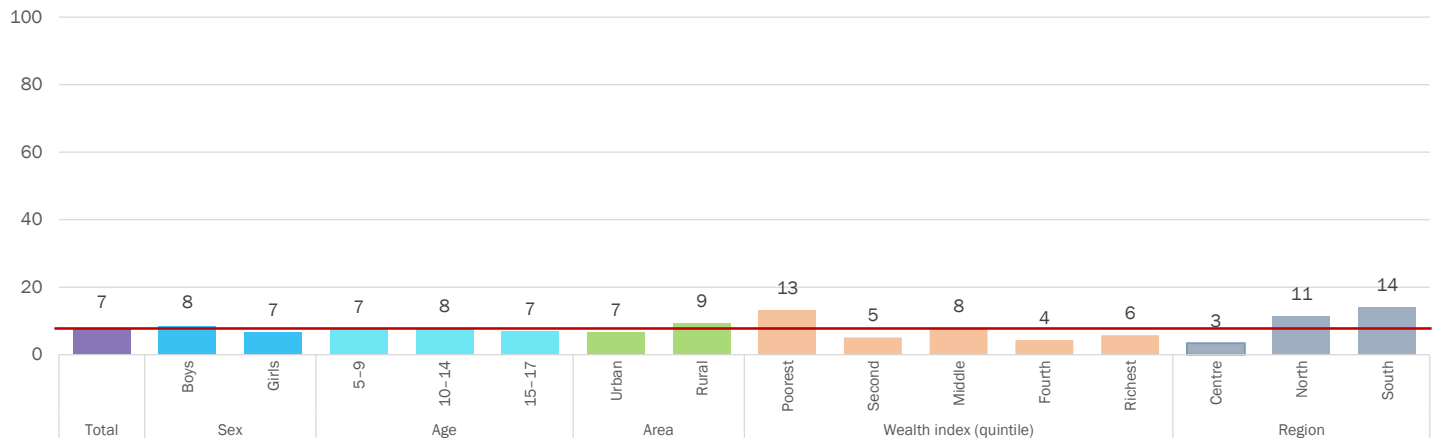


Child Functioning and Education

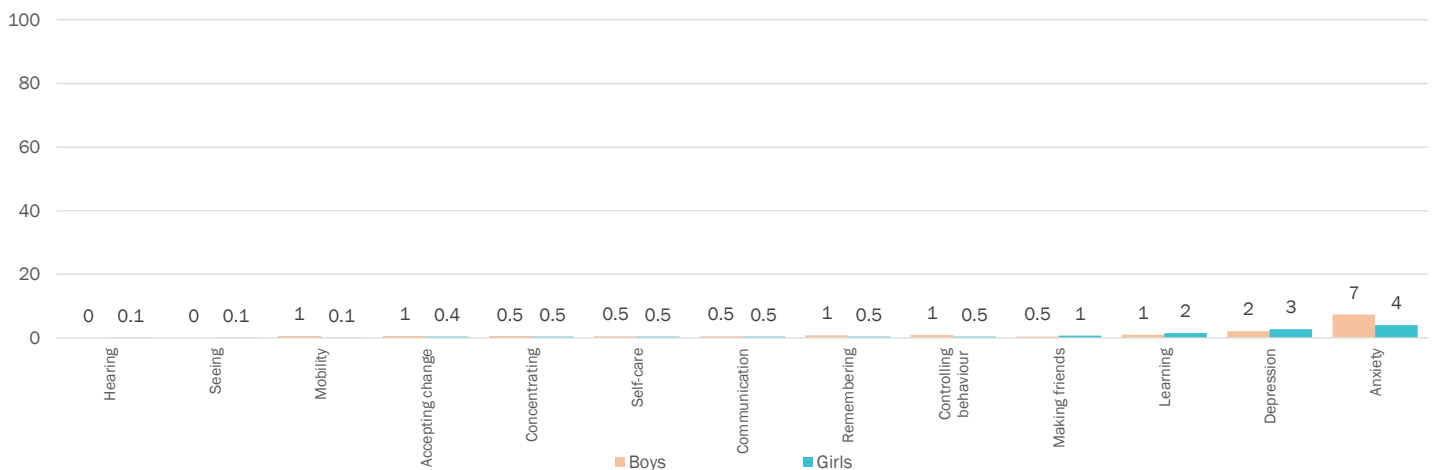
Multiple Indicator
Cluster Surveys



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



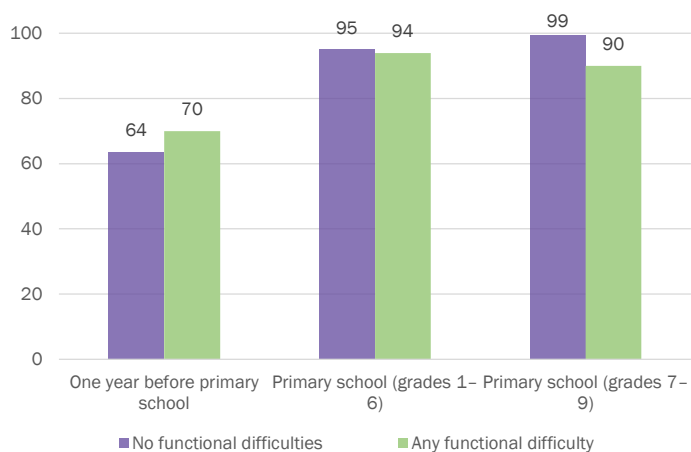
Prevalence of types of functional difficulties in children aged 5–17 years, by sex (%)



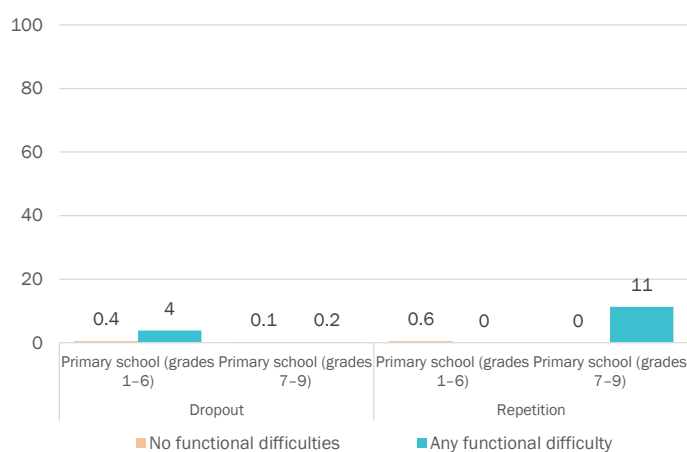
Key Messages

- According to the statements of mothers/guardians, in the total population 7% of children aged 5–17 have some form of functional difficulty in at least one domain.
- (3%). 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.

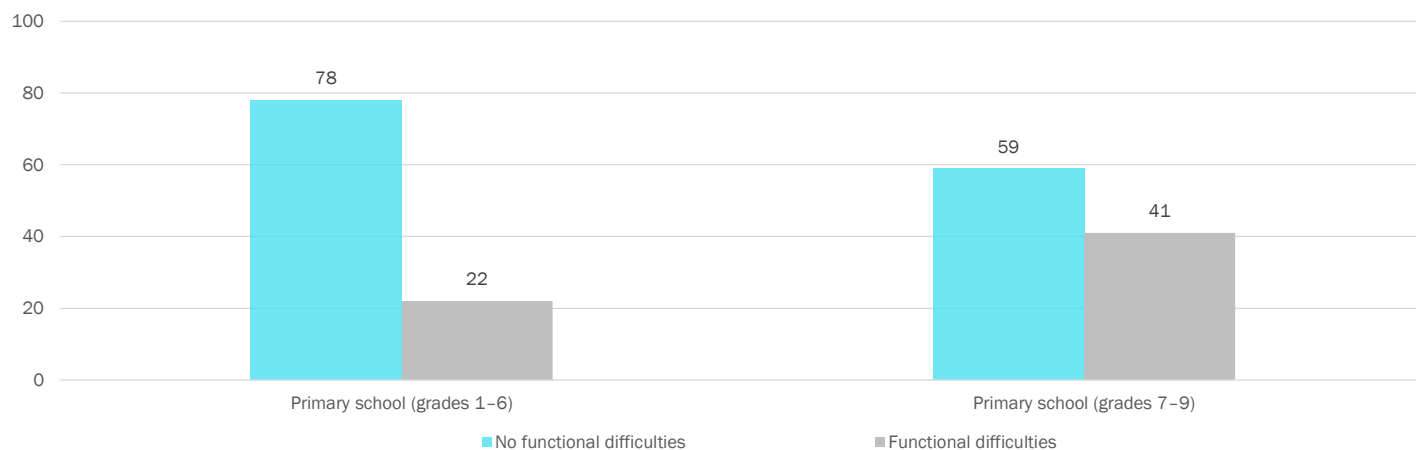
Adjusted net attendance rate by functional difficulties (%)



Dropout and repetition rates by functional difficulties (%)



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



Key Messages

- 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 and amounts to 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.

The Montenegro Multiple Indicator Cluster Survey (MICS) was carried out in 2018 by the Statistical Office of Montenegro (MONSTAT) as a part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). UNICEF, the Government of Montenegro, and UNHCR provided financial support.

With the objective of helping countries make better use of their available data and better understand what their data gaps are, UNICEF launched the MICS Education Analysis for Global Learning and Equity (MICS-EAGLE).

Further statistical snapshots and the Survey Findings Report for this and other MICS surveys are available at mics.unicef.org/surveys.