

# Roma settlements in Montenegro 2018



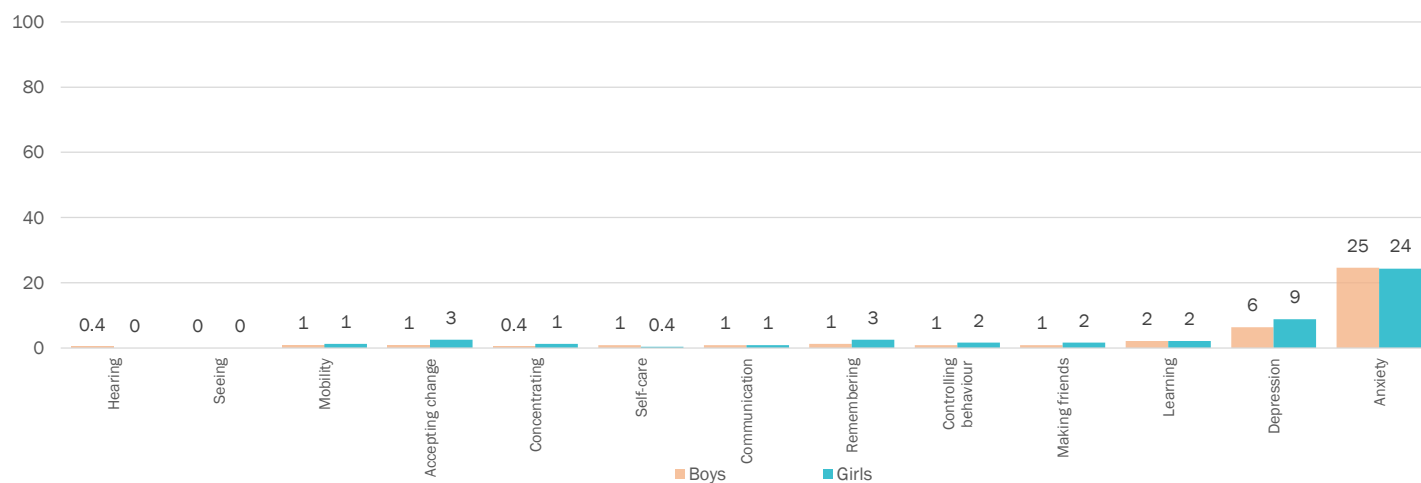
## Functional Difficulties and Education

Multiple Indicator  
Cluster Surveys

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



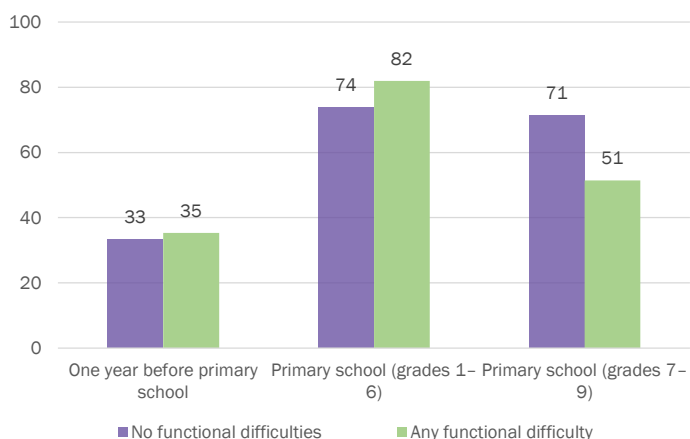
Prevalence of types of functional difficulties in children aged 5–17 years, by sex: Roma settlements (%)



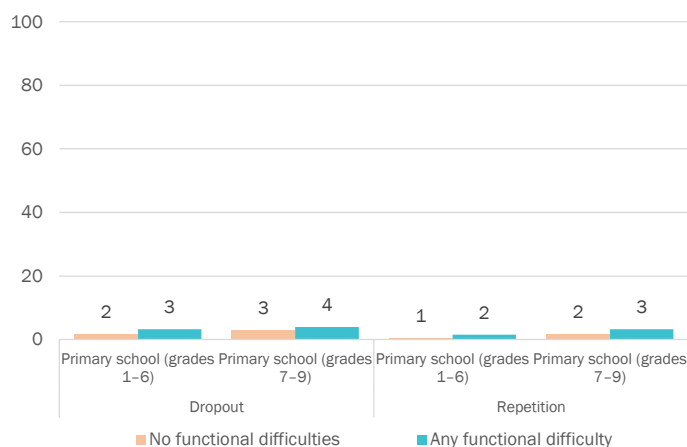
### Key Messages

- 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.

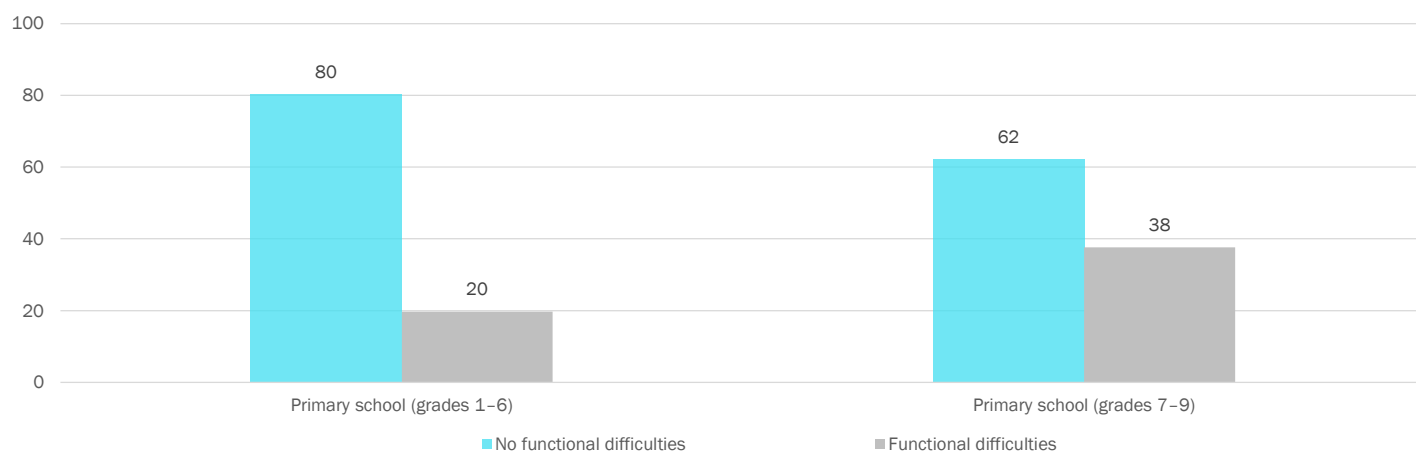
## Adjusted net attendance rate by functional difficulties: Roma settlements (%)



## Dropout and repetition rates by functional difficulties: Roma settlements (%)



## Profile of children out of school, by functional difficulties: Roma settlements (%)



## Key Messages

- 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.

The Montenegro Roma Settlements 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](https://mics.unicef.org/surveys).