

The incidence of student dropout and the financing of educational policy on child migration

Phd. Roberto Enrique Chang López

Abstract

In order to determine the incidence of financing of educational policy and student dropout in the increase in child migration, multiple and simple regression models were constructed, first carrying out the normality tests of the variables under study and correlations bivariate.

With regard to education and child migration policies, this research provides empirical evidence that Honduras faces a great challenge in guaranteeing human and fundamental rights, because school dropout has an impact on child migration as well as inefficiency, inequity and low quality of spending on education, because the most benefited group are teachers, instead of children and adolescents in the country in the period 2013-2019.

Keywords: resource allocation, educational finance, access to education, multiple regression analysis, regression (statistics), state schools.

Date of Submission: 23-01-2021

Date of Acceptance: 07-02-2021

I. INTRODUCTION

The United Nations Committee on the Rights of the Child describes Honduras as a country of high vulnerability for children (United Nations, 2015 & UNICEF, 2018). In 2019, Honduras presents a structural poverty situation of 64.7%, 23% relative and 41.7% of extreme poverty with a higher incidence in the urban area (INE, 2019a). Income poverty at the national level in urban areas rises to 57% and in rural areas 43% where 61.5% live with more than USD 1 a day and 38.5% with less than USD 1. (INE, 2019a).

Poverty affects children and adolescents, leaving them on the sidelines of reaching their potential and the realization of their rights. 78.3% of children and adolescents in Honduras live in a condition of poverty and 57.3% of the total are in a condition of indigence or extreme poverty (UNICEF, 2016; Universalía, 2017). According to UNICEF (2010) and Universalía (2017), social investment in childhood is insufficient to cover public health and education services.

In 2014, the Government of the Republic of Honduras declared the issue of migrant children as a "Humanitarian Emergency", because on average 90 unaccompanied boys and girls and 240 family units enter the United States of America daily (Executive Decree PCM 33-2014). The growth of child migration went from 2,700 returned boys and girls in 2013 to 20,323 in 2019, which represents a growth rate of 653%.

This drastic and highly risky migration is not a choice, it is a necessity and the main reason, including that of migrant children, is to achieve a better standard of living by working, to reunite with their families, forced to migrate due to poverty and insecurity (Universalía, 2017). Student desertion in Honduras went from 44,402 boys and girls in 2013 to 87,379 boys and girls in 2019, which represents a dropout rate of 2.2% and 4.5%, for the years 2013 and 2019 according to figures from the Secretary of Education (2018) and the University Observatory of National Education of the Francisco Morazán National Pedagogical University (2019).

Table 1 shows the behavior of returned child migration, school dropouts, budget of the Secretary of Education without transfers in millions of lempiras, as well as the percentage with respect to GDP and the budget of the Central Administration in the period 2013-2019. The analysis of the budget of the Secretary of Education without the transfer spending group is a product that includes transfers to the National Autonomous University of Honduras, which constitutionally receives 6% of the total budget, in addition to transfers to other public universities and organizations of civil society that do not have a role with pre-basic, basic and secondary education, which overstates the financing of education at these levels.

Table 1
Child behavior of returned migration, school dropouts and the budget of the Secretary of Education for the period 2013-2019

Indicators/ year	2013	2014	2015	2016	2017	2018	2019
Returned child migration	2.700	10.450	8.378	11,158	6,076	12,987	20.323
Student desertion	44.402	62.938	48.288	59.352	69.977	78.773	87.379
SEDUC budget without transfers million Lempiras	17.559	18.945	18.780	19.989	20.428	22.659	23.595
% of the Central Administration PG without transfers from the Secretary of Education Budget	23%	18%	18%	16%	16%	16%	15%
Budget of the Secretary of Education without transfers / GDP	4,7%	4,6%	4,1%	4,0%	3,8%	3,9%	3,8%

Source: Own elaboration based on the Central Bank of Honduras (2020), Secretary of Education (2014), Secretary of Education (2017), Secretary of Education (2018), University Observatory of National Education of the Francisco Morazán National Pedagogical University (2019) and in accordance with the Provisions of the 2013-2019 Budget contained in Legislative Decrees No. 223-2012, No. 360-2013, No. 140-2014, No. 168-2015, No. 171-2016, No. 141-2017 and No. 180-2018.

Investment in education at the pre-basic, basic and secondary levels in Honduras is 3.8 as a percentage of GDP in 2019 and 15 percent of the budget of the Central Administration. The international parameter of these indicators as a UNESCO recommendation is an investment of at least 6% of GDP and / or 20% of the total public budget. (EFA-GMR, 2014 and Treviño, Villalobos & Baeza, 2016).

As in other cases, investing relevant amounts is a necessary, but not sufficient, condition for improving educational quality. Increases should be tied to specific goals and objectives. The increase in resources requires that, simultaneously, specific policies are developed that aim to meet the objectives. (Treviño et al., 2016, p.87)

In order to determine the incidence of student dropout and the financing of educational policy in the increase in child migration, it is important to ask, what is the impact of school dropout and the budget of the Secretary of Education on child migration of Honduras in the period 2013-2019?

In sum, this research determines that school dropout has an impact on migration as well as investment in education by the Government of Honduras in the 2013-2019 period, due to the statistical significance presented by the regression models. This empirical evidence can contribute to the reflection on the formulation of public educational and social policies in the short, medium and long term to improve the efficiency, equity and quality of public spending on education because as school dropouts and the education budget increase in nominal terms, child migration will increase.

II. DATA

According to UNICEF (2018), in the case of the displacement of children abroad, there are no accurate figures on children and adolescents whomigrate, but there is a registry of returnees or returnees from the National Information Center of the Social Sector (CENISS), which reveals data on child migration in 2013 of a total of 2,700 children and adolescents returned or repatriated to Honduras, while in 2019 it increased to 20,323 (CENISS, 2020). CENISS (2020) presents a cumulative total of 53,356 returned girls and boys from January 2016 to July 11, 2020, of which 65.37% were boys and 34.63% were girls. 38.31% (20,441) represent unaccompanied returned children and the remaining 32,915 are accompanied returned children (CENISS, 2020).

The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families establishes the basic rights of migrant workers, including those in an irregular migratory situation and their families, without any distinction based on sex, race, color, language, religion or belief, political or other opinion, national, ethnic or social origin, nationality, age, economic situation, heritage, marital status, birth or any other condition. (OHCHR, 2020a).

ILO Conventions 97 and 143 establish the fundamental rights regarding the protection of the rights of migrant workers and their families, such as protection measures for migrant workers and labor rights in the event of termination of employment, remuneration,

security social, salaries and benefits, including equality of access to educational, vocational and social services with nationals (ILO 2020a; 2020b).

With all these international legal instruments, the right of migrant workers and their families to enjoy equal access to social services with nationals of the receiving States is claimed, but the problem is that the countries that receive a high flow of migrant workers such as the United States and Canada have not yet ratified the International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families, ILO Conventions 97 and 143 (OHCHR, 2020b).

Within the national laws on migration is the Law on Migration and Foreigners (Legislative Decree No. 208-2003) and its regulations, which are only aimed at regulating the migration policy of the State, the entry or exit of nationals and foreigners, the permanence of the latter in Honduran territory and the issuance of immigration documents. Also, it identifies Legislative Decree No. 106-2013, Law for the protection of Honduran migrants and their relatives of February 15, 2014, which creates financial and operational mechanisms to guarantee the dignity of Honduran migrants abroad, as well as of the returnees. In relation to this issue, the FOSDEH & Wilson Center (2019) indicate that approximately one tenth of one percent of the total public sector budget for 2018 was allocated to serve returned migrants. The 2019 budget shows a decrease in relation to 2018. According to the FOSDEH & Wilson Center (2019) "most of the allocated budgetary resources do not seem to be directly linked to a National Plan or Comprehensive Strategy to address the migration problem." (P.18).

According to the Convention on the Rights of the Child, "... the rights of children and adolescents are universal, indivisible, interdependent and progressive. Therefore, any form of non-compliance or partial compliance with any of them is a deprivation." (UNICEF, 2018, p.15). For UNICEF "... inequities accentuate the deprivation of the rights of the Convention and may be due to urban or rural origin, ethnic condition, gender, age and socioeconomic limitations." (2018, p.15).

With respect to the education sector The Universal Declaration of Human Rights in article 26 literally establishes: "Everyone has the right to education. Education must be free, at least with regard to elementary and fundamental instruction. Elementary instruction will be mandatory." Article 123 Constitution of the Republic (Legislative Decree No. 131) establishes that, "Every child must enjoy the benefits of social security and education". Article 171 of the Constitution states that "the education provided will be free and compulsory for basic and intermediate levels, fully paid for by the State, which will establish the mechanisms of compulsion to make this provision effective."

The Fundamental Law of Education, Legislative Decree No. 262-2011 guarantees the right to education and access to knowledge that fosters personal development and the capacities of the learner in conditions of freedom and equality, having as a transversal axis the dignity of being human. Also, this Law establishes that education must be secular, ratifies its approach as a right, the state responsibility in its offer, the obligation to render accounts and gratuity up to the intermediate level and universality.

Article 35 of the Code of Children and Adolescents of Honduras, Decree 35-2013, indicates that, "Children have the right to education, which will be organized by the State as a comprehensive and coordinated process at its various levels. ..., will tend to achieve the development of the human person and prepare them for the full and responsible exercise of their rights and duties. It will be taught in a way that ensures: a) Equal opportunities to access and remain in the educational system. b) Reciprocal respect and dignified treatment between educator and student".

Izquierdo, Pessino & Vuletin (2018) state that, in the Latin American and Caribbean region, "between 1995 and 2013 investment in education increased from 3.6% to 5.3% of gross domestic product (GDP)..." (p.183). According to Poblete, Sepúlveda, Orellana & Abarca (2013), these levels are close to the average investment in education in European countries and the United States of America, which in 2010 was 5.6% of GDP.

This increase can be explained mainly by the expansion of education, but not in the proportional level of public spending per student because "it tended to be maintained or to increase slightly in primary and secondary education..." (Poblete et al., 2013, p.22). According to Treviño et al. (2016), the average years of compulsory education in the countries that participated in the TERCE study is 12 years, with Nicaragua being the lowest with six years, and the highest countries are Ecuador and Mexico, with 15 years, while Honduras is 10 years. "The primary level is the only compulsory one in all the countries. (Treviño et al., 2016, p.20).

According to Treviño et al. (2016) "This meant an increase in the net primary enrollment rate, reaching a national average coverage of 90% for the vast majority of countries" (p.20). These authors report that Honduras, in 2014 presents a coverage of 94% in primary education. The TERCE study identifies that, "between 5 and 14% of the school-age population does not participate in the educational system, with a high probability that these groups belong to more vulnerable sectors or those with difficult access." (Treviño et al., 2016, p.20).

Average spending per student in the region has exceeded USD 2,000 per student per year in the 2013-2015 period (Izquierdo et al., 2018). In Honduras, the National and Regional Education Observatory (2018) of the Francisco Morazán National Pedagogical University indicates that the investment in education per person of attending in 2014 is USD 979 PPP, while the average for Central America is USD 1,188.

Costa Rica and Panama presented the highest per capita investment in education in 2014 with USD 4,441 and USD 3,461, respectively, while Guatemala and Nicaragua had the investment around USD 634 and USD 600, respectively. (Observatory of National and Regional Education, 2018). In this sense, Vegas & Coffin (2015) suggest that for Latin America and the Caribbean to reach the performance level of the most developed countries, investment in PPA education has to reach at least USD 8,000 per student.

Treviño et al. (2016) state that "Countries with relatively low figures for spending on Education as a percentage of GDP -such as Guatemala and the Dominican Republic- show a high investment in education compared to total public government spending." (p.85). This means that the economies of the countries are heterogeneous and that this indicator is not a good benchmark for measuring investment in education. Investment in education in Honduras is 3.8% of GDP in 2019 and 15% of the Central Administration budget in the same year. According to Treviño et al. (2016) the amount of financing is important, but the allocation of more financial resources to education systems does not guarantee better teaching capacities, more learning opportunities and equity for students in relation to educational results.

Perdomo, Vasquez, Gallegos, Martell & Zavala (2016) indicate that in the period 2003-2013 about 98% of the budget of the Secretary of Education was allocated to cover salaries and salaries of teachers, consequently, the remaining resources for educational infrastructure and other components are insufficient, in other words, the budgetary resources are insufficient to improve the infrastructure and educational quality of the country, including textbooks and other supplies.

According to the INE (2019b) the school population between 5 and 18 years old that attends an educational center amounts to 2,754,160 people, made up of 14% of boys and girls between the ages of 5 and 6 years, 41% between 7 and 12 years, 20% between 13 and 15 years old and 25% for the school group between 16 and 18 years old. School coverage in Honduras of boys, girls and adolescents between 5 and 18 years old reached 53.4 percent, in other words, 46.6 percent were deprived of the right to education, for children between 5 and 6 years, 7 and 12 years, 13 and 15 years and 16 and 18 years, school coverage represented 43.6, 87.6, 22.4 and 28%, respectively (INE, 2019b). In Latin America and the Caribbean the average coverage rate in 2010 in pre-primary school was 66%, in primary it was 94% and in secondary it was 72.2% (Poblete et al., 2013). This indicates that Honduras in 2019 has not yet reached the average level of the region with respect to 2010, in any of the educational levels, so it is depriving itself of the right of access to education to the future of Honduras.

School dropout in Latin America and the Caribbean is 12.3%, while in OECD countries it is 2.3% in the 2013-2015 period (Izquierdo et al., 2018). In the Latin America and the Caribbean region, the average primary school dropout rate decreased from 13% to 8.3% in the period 2000-2010 (Poblete et al., 2013). In some countries such as Argentina, Chile and the Dominican Republic, this rate is one percent (Poblete et al., 2013). In 2010, in countries such as Honduras, Guatemala, and Nicaragua, the primary dropout rate was slightly above 15% (Poblete et al., 2013). In secondary school, the average dropout rate in Latin American countries decreased from 17.8% in 2000 to 15.5% in 2010. The dropout rate in secondary school in Honduras in 2010 is estimated to be above 15% at the same as in primary education level (Poblete et al., 2013).

Data from the Secretary of Education (2017) indicate that the national dropout rate increased at all educational levels in 2016 compared to 2015, in the case of pre-basic education it went from 0.9 to 1.2%, in basic from 1st to 6th grade from 1.7 to 2.2%, in basic from 7th to 9th grade from 5.0 to 5.8% and in average from 3.4 to 4.1%. One of the main causes of desertion mentioned by the Secretary of Education (2017) is "... in recent years, statistics have revealed that the migratory phenomenon is not only a matter of adults but of children and young people. Also, inter-municipal and inter-departmental migration may be contributing to school dropouts" (p.135).

Other causes of school dropout according to the Secretary of Education (2017) are: i) child labor as a result of poverty levels, ii) generalized violence and in schools, iii) school-age pregnancies, iv) lack of access to school infrastructure, v) family disintegration, and v) others of ethnic, socio-cultural, geographical origin and special educational needs. (Secretary of Education, 2017).

The UNICEF report (2018) highlights that:

In Honduras only tuition is free. "There are expenses for uniforms, supplies, food, teaching material for teachers, study material, voluntary contribution and the situation of poverty does not allow it" (Focus groups with mothers and fathers from urban and rural areas, April 2016). "From 2003 to 2006 there was a program to cover the expenses that parents were having. The problem was that there were no resources to continue the program. This affects and causes desertion" (Workshop with civil society, February 2016). (p.64).

In general terms and with a view to the future in relation to the fulfillment of the 2030 Sustainable Development Goals, the general progress of Honduras to 2019 is 58.09% (average of the region 63.1%), which places it in the 20th place of the SDG Ranking in Latin America and the Caribbean (Cods, 2020). With this progress and position in the region, it will be quite difficult to achieve the Development goals by 2030 for Honduras.

With respect to Sustainable Development Goal 4 of "guaranteeing inclusive, equitable and quality education and promoting lifelong learning opportunities for all.", The results of the goals of this goal to 2019 according to Cods (2020) are: i) average net enrollment rate in primary education (83.22%) (Region average 91.79), ii) completion rate of basic secondary education (47.45%) (Region average 80.13), iii) rate of literacy (age 15-24, both sexes) (96.13%) (Regional average 97), iv) gross enrollment rate in tertiary education (26.16%) (Region average 46.24), and v) gross enrollment rate in preschool education (% gross) (41.15%) (Region average 73.28).

Regarding Sustainable Development Goal 10 as part of reducing inequality in and between countries, which affects migration, the results of the 2019 goals for Honduras are: i) Gini coefficient adjusted for income higher than 53.54 (Average of the region 50.40) and ii) Palm quotient (Average income 10% higher / average income 40% lower) of 21.40 (Average of the region 14.04). (Cods, 2020).

III. METHODOLOGY

This research is of a causal type, in other words, it will have an explanatory scope, since it is intended to establish whether there is an incidence of the independent variables school dropout and budget of the Secretary of Education of Honduras in returned child migration, as well as quantify the degree of these incidents. Causal research is that aimed at understanding, what are the variables causing the effect studied? In this case, child migration.

In this study, the degree of effect or impact of the independent variables is measured X_1 = school dropout of pre-basic, elementary and middle school students in the period 2013-2019, X_2 = budget of the Secretary of Education of Honduras in millions of lempiras in the 2013-2019 period in the dependent variable Y = returned child migration from 0 to 17 years of age accompanied and unaccompanied in the period 2013-2019.

First, the normality test was carried out, in order to know the type of bivariate correlation to apply, so in this investigation, since the study variables were normal, Pearson's R correlation was used. After corroborating the statistical significance of the correlations of the independent and dependent variables, the multiple regression model ($Y = X_1 + X_2 + b_0$) was built, which did not present statistical significance, so two linear models ($Y = X_1 + b_0$ and $Y = X_2 + b_0$) to explain the incidence of each independent variable individually on the dependent variable.

Because there are no accurate figures on children whomigrate abroad (UNICEF, 2018), but there is a registry of returnees or repatriates from the National Center for Social Sector Information (CENISS), this registry will be considered as child migration abroad in this research.

Table 2 presents the summary of the descriptive statistics (N = observations, Minimum, Maximum, Average and standard deviation) of the variables school dropout of students up to high school in the period 2013-2019, budget of the Secretary of Education of Honduras in millions of lempiras in the period 2013-2019 and returned child migration from 0 to 17 years of age accompanied and unaccompanied in the period 2013-2019.

Table 2
Descriptive Statistics Summary

	N	Minimum	Maximum	Mean	Standard Deviation
Returned child migration	7	2,700	20,323	10,296,00	5,593,67
School or student dropout	7	44,402	87,379	64,444,14	15,560,86
The Secretary of Education budget without transfers million of lempiras	7	17,559	23,595	20,279	2,167
Valid N (per list)	7				

Source: Own elaboration based on the Central Bank of Honduras (2020), Secretary of Education (2014), Secretary of Education (2017), Secretary of Education (2018), University Observatory of National Education of the Francisco Morazán National Pedagogical University (2019) and in accordance with the Provisions of the 2013-2019 Budget contained in Legislative Decrees No. 223-2012, No. 360-2013, No. 140-2014, No. 168-2015, No. 171-2016, No. 141-2017 and No. 180-2018. Calculated with SPSS version 22.

Table 3 shows that the independent variables X_1 = school dropout, X_2 = budget of the Secretary of Education of Honduras in millions of lempiras and the dependent variable Y = returned child migration are normal variables because the p value of Shapiro-Wilk of each one of them present values above 0.05%.

Table 3
Normality tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistical	Lf	Sig.	Statistical	Lf	Sig.
Returned child migration	0,172	7	0,200*	0,966	7	0,869
School or student dropout	0,136	7	0,200*	0,969	7	0,889
Budget of the Secretary of Education without transfers millions of lempiras	0,187	7	0,200*	0,939	7	0,632

Note. * This is a lower limit of true significance.

a. Lilliefors significance correction
Calculated with SPSS version 22.

Table 4 shows the bivariate correlations of the variables school dropout, budget of the Secretary of Education of Honduras in million of lempiras, and returned child migration with their respective level of statistical significance. Among the variables school dropout and budget of the Secretary of Education of Honduras in million of lempiras, statistical significance is observed at two tails at the 0.01 level of significance, while among the variables returned child migration and budget of the Secretary of Education of Honduras in million of lempiras and between the variables school dropout and returned child migration, it indicates two-tailed correlations at the 0.05 level of significance.

Table 4
Pearson's R Bivariate Correlations

		Returned child migration	Student desertion	Secretary of Education Budget Without Transfers Million of Lempiras
Returned child migration	Pearson's correlation	1	0,811*	0,854*
	Sig. (bilateral)		0,027	0,015
	N	7	7	7
School or student dropout	Pearson's correlation	0,811*	1	0,955**
	Sig. (bilateral)	0,027		0,001
	N	7	7	7
Budget of the Secretary of Education without transfers millions of lempiras	Pearson's correlation	0,854*	0,955**	1
	Sig. (bilateral)	0,015	0,001	
	N	7	7	7

Note. * The correlation is significant at the 0.05 level (2-tailed).

** The correlation is significant at the 0.01 level (2 tails).

Calculated with SPSS version 22.

IV. ANALYSIS OF RESULTS

Multiple linear regression

To answer the research question, What is the impact of school dropouts and the budget of the Secretary of Education on child migration from Honduras in the 2013-2019 period? Multiple and simple regression models were built to determine the incidence of the independent variables on the dependent variable. First, the multiple regression analysis was carried out ($Y = X_1 + X_2 + b_0$), which did not present statistical significance in the model and in the independent variables.

The correlation coefficient R of 0.854 shows a positive behavior between the dependent variable and the independent variables, while the adjusted R squared of 0.593 indicates that both the multiple regression model fits or explains (Table 5). The value of 0.073 of $F > 0.05$ shows that there is no statistical significance of the incidence of the budget of the Secretary of Education and school dropout in returned child migration (Table 6). Therefore, we proceeded to calculate the incidence of the independent variables of the Secretary of Education budget and school dropout on the dependent variable with individual linear regressions.

Table 5
Summary of the model $Y = X_1 + X_2 + b_0$

Model	R	R Square	R Square Fitted	Standard Error of Estimate
1	0,854 ^a	0,729	0,593	3566,585

Note. a. Predictors: (Constant), the Secretary of Education budget without transfers million of lempiras, Student desertion. Calculated with SPSS version 22.

Table 6

ANOVA ^a of the model $Y = X_1 + X_2 + b_0$

Model	Sum of Squares	Lf	Quadratic mean	F	Sig.
1 Regression	136853182,700	2	68426591,350	5,379	0,073 ^b
Residue	50882127,300	4	12720531,825		
Total	187735310,000	6			

Note. a. Dependent variable: Returned child migration

b. Predictors: (Constant), the Secretary of Education budget without transfers million of lempiras, Student desertion. Calculated with SPSS version 22.

Simple Linear Regression on School Dropout in Returned Child Migration

The correlation coefficient R of 0.811 indicates a positive behavior between the dependent and independent variables, while the adjusted R squared of 0.590 indicates that both the linear regression model fits or explains (Table 7). This model $Y = X_1 + b_0$ presents a p value of 0.027 of $F < 0.05$, thus demonstrating statistical significance of the incidence of school dropout in returned child migration (Table 8).

Table 7

Model Summary $Y = X_1 + b_0$

Model	R	R Square	R Square Fitted	Standard Error of Estimate
1	0,811 ^a	0,658	0,590	3581,071

Note. a. Predictors: (Constant), Student Dropout. Calculated with SPSS version 22.

Table 1

ANOVA ^a of the model $Y = X_1 + b_0$

Model	Sum of Squares	Lf	Quadratic Mean	F	Sig.
1 Regression	123614970,301	1	123614970,301	9,639	0,027 ^b
Residue	64120339,699	5	12824067,940		
Total	187735310,000	6			

Note. a. Dependent variable: Returned child migration

b. Predictors: (Constant), Student Dropout. Calculated with SPSS version 22.

Once it has been determined that there is an effect of school dropout on returned child migration, Table 9 shows the degree of the effect through the regression coefficient determined by the least squares method or linear regression. The regression coefficient for the effect of the school dropout system on returned child migration is 0.292 or 29.2%, which explains that for every 100 students who dropout of the education system, 29 boys, girls and adolescents migrated abroad in the period 2013-2019. This same table shows that in a 95% confidence interval this effect ranges between 0.05 and 0.533.

Simple Linear Regression on the Budget of the Secretary of Education Without Transfers in Million of Lempiras in Returned Child Migration

The model $Y = X_2 + b_0$ to explain the incidence of the independent variable, budget of the Secretary of Education without transfers in million of lempiras on the dependent variable, returned child migration, presents a correlation coefficient R of 0.854, which indicates a behavior positive between the dependent and the independent variables, while the adjusted R squared of 0.675 explains the simple linear regression adjustment (Table 10). Table 11 shows a p value of 0.015 < 0.05 , so it is concluded that there is statistical significance of the incidence of the education budget without transfers in million of lempiras in returned child migration.

Table 2

Resume of the model $Y = X_2 + b_0$

Model	R	R Square	R Square Fitted	Standard Error of Estimate
1	0,854 ^a	0,729	0,675	3190,868

Note. a. Predictors: (Constant), the Secretary of Education budget without transfers million of lempiras. Calculated with SPSS version 22.

Table 3
ANOVA^a of the model $Y = X_2 + b_0$

	Model	Sum of Squares	Lf	Quadratic Mean	F	Sig.
1	Regression	136827131,165	1	136827131,165	13,439	0,015 ^b
	Residue	50908178,835	5	10181635,767		
	Total	187735310,000	6			

Note. a. Predictors: (Constant), the Secretary of Education budget without transfers in millions of lempiras. Calculated with SPSS version 22.

After confirming the effect of the budget of the Secretary of Education without transfers in millions of lempiras on child migration, Table 12 shows the degree of the effect, through the regression coefficient determined by the method of least squares or linear regression. The regression coefficient or the effect of the education budget without transfers in millions of lempiras on child migration shows a value of 2,203 children and adolescents for every million lempiras, in other words, for every million lempiras in the budget of the Secretary of Education in the period 2013-2019, 2,203 children and adolescents migrated. These results corroborate the lack of efficiency, equity and quality in investment in education in the period under analysis, in which almost 98% of the education budget was allocated to wages and salaries in the period 2003-2013 (Perdomo et al., 2016), which deprived children and adolescents of human and fundamental rights.

Table 4
Model Coefficients^a $Y = X_2 + b_0$

Model	Non-Standardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Standard error	Beta	t	Sig.	Lower limit	Upper limit
1 (Constant)	-34381,702	12246,996		-2,807	0,038	-65863,607	-2899,798
Budget Secretary of Education without transfers in million lempiras	2,203	0,601	0,854	3,666	0,015	0,658	3,748

Note. a. Dependent variable: Returned child migration. Calculated with SPSS version 22.

Regarding the right of access to education in Honduras, it is observed that, in 2019, the school coverage of children and adolescents between 5 and 18 years of age is 53.4 percent, in other words, 46.6 percent were deprived of the right to education, while the school coverage for populations between 5 and 6 years old, 7 and 12 years old, 13 and 15 years old and 16 and 18 years old is 43.6, 87.6, 22.4 and 28%, respectively (INE, 2019b). In this sense, Honduras has not yet reached the average for the Latin American and Caribbean region of 2010 in any of the educational levels, in which the average coverage rate in pre-primary schools is 66%, in primary it is 94% and 72.2% in secondary (Poblete et al., 2013).

Regarding the efficiency, equity and quality of public spending on education between 2003 and 2013, the Secretary of Education invested about 98% of its budget in salaries and wages (Perdomo et al., 2016), so with the remaining resources, it was very difficult to finance compensatory programs to correct and counteract the different inequalities in the school population, considering the high level of relative and extreme poverty in the country. This situation has deprived the school population of Honduras of the rights of access, equity and quality in education, which had an impact on the migration of children abroad. In addition, in the 2013-2019 period, investment in education was reduced with respect to GDP and the Central Administration budget.

Another problem identified with regard to the efficiency of public spending may be related to the fiscal sustainability of educational programs, which must be continuous in order to improve the living conditions of children and adolescents in the short, medium and long term. UNICEF (2018) points out that in the country only tuition is free and that in the period 2003-2006 there was a program, which helped cover the expenses of parents, but the lack of subsequent financing led to its closure, therefore, it is important to consider how to address economic constraints because they promote school dropouts and child migration.

The Secretary of Education (2017) points out that "... in recent years, statistics have revealed that the migratory phenomenon is not only a matter of adults but of children and young people"

(p.135), so it is imperative to put attention to this issue and on the public agenda, because apart from depriving the human and fundamental rights of children and adolescents, the future workforce and development of the country is being put at risk.

The Secretary of Education (2017) reported that the main cause of school dropout is migration, which in turn is determined by the lack of income in households or economic causes, which represent 57% of the total causes in 2015 (CENISS, CAMR & DINAF, 2015). Alternatively, based on the results of this research, it is shown that student dropout has a correlation with the child migration phenomenon in the 2013-2019 period, as demonstrated by the bivariate Pearson *R* correlations and incidence with the *p* value of $0.027 < 0.05$.

In general terms and with a view to 2030 in relation to the fulfillment of the 2030 Sustainable Development Goals, in 2019, Honduras presents a general advance of 58.09%, lower than the average of the region of 63.1%, which is ranked 20th in the SDG Ranking in Latin America and the Caribbean (Cods, 2020). The same occurs with the progress of the goals of SDG 4 "to guarantee an inclusive, equitable and quality education and to promote learning opportunities throughout life for all.", which represent indicators of the country's educational policy in with regard to the right of access, equity and quality of education, while the progress towards the goals of SDG 10 of reducing inequality in and between countries is slightly above the average for the region.

In sum, Honduras faces a great challenge regarding the financing of educational policy, school dropout and child migration, because school dropout has an impact on returned child migration in the 2013-2019 period and the effect of this, is 0.292 or 29.2%, which explains that for every 100 students who dropped out of the educational system, 29 children and adolescents migrated abroad. Finally, it is shown that the education budget without transfers in million of Lempiras also has an impact on child migration with an effect of 2,203 children and adolescents for every million lempiras, in other words, for every million lempiras in the budget of the Secretary of Education in the period 2013-2019, 2,203 children and adolescents migrated, because the budget benefited teachers more in terms of wages and salaries than boys, girls and adolescents in the country with regard to education.

REFERENCES

- [1]. CENISS, CAMR & DINAF. (2015). Informe Estadístico de Personas Repatriadas 2015. <http://ceniss.gob.hn/informes/Informe%20Estadistico%20Personas%20Migrantes%20Repatriadas-Retornadas%202015%2030.01.2015.pdf> [Statistical Report of Returned Persons 2015]
- [2]. CENISS.(2020). Sistema Integral de Atención al Migrante Retornado (SIAMIR) Hondureños Retornados. <http://ceniss.gob.hn/migrantes/MigrantesEstadisticas.aspx> [Comprehensive System of Attention to Returned Migrants (SIAMIR) Honduran Returnees]
- [3]. Central Bank of Honduras. (2020). Producto Interno Bruto Enfoque del Gasto en Valores Corrientes y Constantes, 2000-2019. https://www.bch.hn/pib_base2000.php [Gross Domestic Product Spending Approach on Current and Constant Values, 2000-2019]
- [4]. Cods (2020). Índice ODS 2019 para América Latina y el Caribe. Centro de los Objetivos de Desarrollo Sostenible para América Latina y el Caribe: Bogotá, Colombia. [SDG Index 2019 for Latin America and the Caribbean]
- [5]. EFA-GMR. (2014). Increasing tax revenues to bridge the education financing gap. Paris, France.
- [6]. Executive Decree PCM 33-2014. Situation of unaccompanied migrant children and family units as a humanitarian emergency, Presidency of the Republic of Honduras, July 8, 2014.
- [7]. FOSDEH & Wilson Center. (2019). "Características Fundamentales para una Reinserción Efectiva de hondureños "TPS" Retornando a Honduras" RECOMENDACIONES DE POLÍTICAS PÚBLICAS. https://www.wilsoncenter.org/sites/default/files/media/documents/publication/lap_fosdeh_publication_v2.pdf ["Fundamental Characteristics for an Effective Reintegration of Hondurans" TPS "Returning to Honduras" RECOMMENDATIONS OF PUBLIC POLICIES.]
- [8]. ILO. (2020a). Convenios y protocolos actualizados no ratificados por Canadá. https://www.ilo.org/dyn/normlex/es/f?p=1000:11210:0::NO:11210:P11210_COUNTRY_ID:102582 [Updated conventions and protocols not ratified by Canada.]
- [9]. ILO. (2020b). Convenios y protocolos actualizados no ratificados por Estados Unidos de América. https://www.ilo.org/dyn/normlex/es/f?p=1000:11210:0::NO:11210:P11210_COUNTRY_ID:102871 [Updated conventions and protocols not ratified by the United States of America.]
- [10]. INE.(2019a). Encuesta Permanente de Hogares y Propósitos Múltiples. Cuadros de Pobreza. <https://www.ine.gob.hn/V3/ephpm/> [Permanent Household Survey and Multiple Purposes. Poverty Charts]
- [11]. INE. (2019b). Encuesta Permanente de Hogares y Propósitos Múltiples. Cuadros de Educación. <https://www.ine.gob.hn/V3/ephpm/> [Permanent Household Survey and Multiple Purposes. Education Charts]

- [12]. Izquierdo, A., Pessino, C., & Vuletin, G. (2018). Mejor gasto para mejores vidas: cómo América Latina y el Caribe puede hacer más con menos (Vol. 10). Inter-American Development Bank. [Better Spending for Better Lives: How Latin America and the Caribbean Can Do More with Less]
- [13]. Legislative Decree 35-2013. the Code of Children and Adolescents of Honduras, reformed on February 27, 2013.
- [14]. Legislative Decree No. 140-2014. Provisions of the General Budget of the Republic 2015, National Congress, December 18, 2014.
- [15]. Legislative Decree No. 208-2003. Immigration and Immigration Law. La Gaceta, March 3, 2004.
- [16]. Legislative Decree No. 223-2012. Summary of the Public Sector Budget for 2013, National Congress, February 6, 2013.
- [17]. Legislative Decree No. 262-2011 The Fundamental Law of Education, National Congress, February 22, 2012.
- [18]. Legislative Decree No. 360-2013. Provisions of the General Budget of the Republic for 2014, National Congress, January 14, 2014.
- [19]. Legislative Decree No. 106-2013. Law for the protection of Honduran migrants and their families, National Congress Tegucigalpa, M.D.C., February 15, 2014.
- [20]. Legislative Decree No. 131. Constitution of the Republic, National Congress, January 11, 1982.
- [21]. Legislative Decree No. 141-2017. Provisions of the General Budget of the Republic for 2018, National Congress, January 19, 2018.
- [22]. Legislative Decree No. 168-2015. Provisions of the General Budget of the Republic for 2016, National Congress, December 8, 2015.
- [23]. Legislative Decree No. 171-2016. Provisions of the General Budget of the Republic for 2017, National Congress, December 27, 2016.
- [24]. Legislative Decree No. 180-2018. Provisions of the General Budget of the Republic for 2019, National Congress, December 20, 2018.
- [25]. OHCHR. (2020a). The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.. <https://www.ohchr.org/sp/professionalinterest/pages/cmw.aspx>
- [26]. OHCHR. (2020b). Base de datos de los órganos de tratados de las Naciones Unidas. https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/countries.aspx?Lang=Sp [Database of the United Nations Treaty Bodies.]
- [27]. Perdomo, R., Vasquez, G., Gallegos, B., Martell, R., & Zavala, H. (2016). La eficiencia del gasto público en Educación y Salud en Honduras, 2003-2013. Nota técnica IDB- TN- 976 del Banco Interamericano de Desarrollo. [La eficiencia del gasto público en Educación y Salud en Honduras, 2003-2013]
- [28]. Poblete, X., Sepúlveda, P., Orellana, V., & Abarca, G. (2013). Situación Educativa de América Latina y el Caribe: Hacia la educación de calidad para todos al 2015. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/images/SITIED-espanol.pdf> [Educational Situation of Latin America and the Caribbean: Towards quality education for all by 2015.]
- [29]. Secretary of Education. (2014). Información estadística año escolar 2013. http://www.transparencia.se.gob.hn/media/planeacion/documentosfinancieros/Presentaci%C3%B3n_para_memoria_2013_pdf.pdf [Statistical information for school year 2013]
- [30]. Secretary of Education. (2017). Informe sistema educativo hondureño en cifras periodo académico 2014-2016. Unidad del Sistema Nacional de Información Educativa de Honduras. https://www.se.gob.hn/media/files/articles/201711_usinieh_informe_estadistico_2014_2016.pdf [Report on the Honduran educational system in figures, academic period 2014-2016. Unit of the National Educational Information System of Honduras]
- [31]. Secretary of Education. (2018) Catálogo de desertores. https://www.se.gob.hn/media/files/articles/catalogode_desercion-2015-2017.pdf [Deserters catalog]
- [32]. The National and Regional Education Observatory (2018). La Deuda Social en Honduras en Educación. Boletín informativo No.3 de febrero de 2018. https://observatorio.upnfm.edu.hn/observatorio/wp-content/uploads/2018/09/Boletin_3_Observatorio_educativo_UPNFM.pdf [Social Debt in Honduras in Education]
- [33]. The Universal Declaration of Human Rights. (1948). The Universal Declaration of Human Rights.
- [34]. Treviño, E., Villalobos, C., & Baeza, A. (2016). Recomendaciones de políticas educativas en América Latina en base al TERCE. [Recommendations for educational policies in Latin America based on the TERCE]
- [35]. UNICEF. (2010). *La Infancia en Honduras, Análisis de Situación*. [Childhood in Honduras, Situation Analysis]
- [36]. UNICEF. (2016). *Los Múltiples Rostros de la Pobreza Infantil en Honduras*. [The Multiple Faces of Child Poverty in Honduras]

- [37]. UNICEF. (2018). Informe de situación 2018 sobre los derechos de la niñez y adolescencia en Honduras. <https://reliefweb.int/report/honduras/unicef-informe-de-situacion-2018-sobre-los-derechos-de-la-ninez-y-adolescencia-en> [2018 Situation Report on the Rights of Children and Adolescents in Honduras]
- [38]. United Nations. (2015). Comité de los Derechos del Niño. Observaciones finales sobre los informes periódicos cuarto y quinto combinados de Honduras, CRC/C/HND/CO/4-5. <https://www2.ohchr.org/spanish/bodies/crc/> [Committee on the Rights of the Child. Concluding observations on the combined fourth and fifth periodic reports of Honduras]
- [39]. Universalia. (2017). Evaluación de la implementación de la estrategia Retorno de la Alegría para la recuperación psico-afectiva de los niños, las niñas y los adolescentes en el contexto de la situación humanitaria de la niñez migrante en Honduras. Informe Final. https://www.unicef.org/evaldatabase/files/Honduras_Evaluacion_Retorno_Alegria_VF.pdf [Evaluation of the implementation of the Return to Joy strategy for the psycho-affective recovery of children and adolescents in the context of the humanitarian situation of migrant children in Honduras. Final report]
- [40]. University Observatory of National Education of the Francisco Morazán National Pedagogical University. (2019). El problema de la cobertura en el sistema educativo de hondureño: 900 mil niños y niñas fuera del sistema. Boletín No. 9, marzo de 2019. <https://observatorio.upnfm.edu.hn/observatorio/> [The problem of coverage in the Honduran educational system: 900 thousand boys and girls out of the system]
- [41]. Vegas, E., & Coffin, C. (2015). “When Education Expenditure Matters: An Empirical Analysis of Recent International Data.” *Comparative Education Review* 59(2) mayo: 289–304.