

Appendix to Results of a Budget Tracking Survey in the Public Primary Education Sector

A.1. Schematic overview of resource flows in the education sector of Madagascar

Figure 1 depicts a schematic overview of the flow of money and supplies from the central level to the public primary schools. The budget of the Government is allocated in two ways towards the functioning of public primary schools. Salaries are directly paid to the civil servant teachers by the MEFB (Ministère de l'Economie, Finances et Budget). This Ministry also allocates money to MENRES (Ministère de l'Education Nationale et de la Recherche Scientifique). The latter gives money and material to the Cisco (*Circonscription Scolaire* or district education office) which is largely in charge of distributing most of the financial and material resources¹ to the schools in their district. By studying the payment of the salaries and the tuition fees and the distribution of school kits, books and some other indicators of equipment, we are covering the most important financial and material flows that are going to the frontline service providers.

A.2. Sampling of the budget tracking survey in the education sector of Madagascar

The results in this study are based on primary data collected in the first round of a nation-wide budget tracking survey at the end of 2006.² The stratified sample was set up in such a way to be representative at the national level. Madagascar counts 22 regions and 111 districts and at least one district was visited in each region. Two districts were selected in the six largest regions. Hence, 28 districts were visited in total. The selected districts were obtained through random selection, giving greater (less) weight to districts with more (less) public primary schools and health centers within the district. The education and health sector were given equal weight in the latter selection (World Bank, 2006). In each district, three communes were randomly selected, giving greater weight to the communes with more schools. Within each commune, three public primary schools were randomly selected. By ranking schools from large to small and ensuring that a school was picked out of each tercile, a representative sample of school sizes was chosen (World Bank, 2006).

In order to track different resource flows from the decentralized district facility levels to the schools, surveys were organized at district and school level. At school level, the directors of the school as well as the teachers were interviewed independently. To ensure compatibility, the surveys at district and school level were held at the same time. Table 1 gives an overview of the sample. In total, 252 schools were visited. Six percent of the visited schools were closed at the time of the survey so we ended up with reliable data on 238 schools.

Table 1: Structure of the sample

Province	Number
Antananarivo	54
Fianarantsoa	63
Toamasina	36
Mahajanga	45
Toliara	36
Antsiranana	18
Total	252

Source: Budget Tracking Survey, 2006

¹ The Government distributes school kits, books etc. to the Cisco's but the latter are also able to buy school equipment on their credit line from the Government.

² The survey was conducted in September/October/November

Figure 1: Circuit of money and supplies for public primary schools in 2005-2006
 (c=cash; k=in-kind;
 *: month 1-4 through CISCO;
 afterwards MENRES)

