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What is PRIDI?

• The Regional Project on Child Development Indicators (PRIDI) is an initiative launched by the Inter-American Development Bank (led by Aimee Verdisco) that aims to generate high quality and regionally comparable data on the development of children. Inspired by regional and international comparisons, such as LLECE (TERCE).
• Nationally representative samples of children in households
• Children from 24 to 59 months
• Participating Countries:
The new instruments were built around commonalities in the scales and evaluations applied in the region and international tests. A three-phase plan was laid out for creating the instruments (with the support of IEA).

**Phase 1**
- A formative phase: All instruments and materials, manual and forms were piloted in small samples of children in Paraguay and Peru and then adapted to different populations.

**Phase 2**
- A validation phase: Instruments were applied in limited samples (200 children) in all four participating countries, and validated against two internationally normed tests: PPVT and height-for-age.

**Phase 3**
- National application: PRIDI instruments together with the PPVT, MICS and height-for-age were applied in nationally representative populations with a target of 2000 children in each participating country.
Engle Scale

• Extrapolation of common items from national evaluation instruments. Mapping of these items by domain.
• We also incorporated items from regional and international evaluations.
• Domains covered by the Engle Scale:
  • Cognition
  • Language/Communication
  • Motor
  • Socio-Emotional
• Construction of 2 scales:
  • Form A for kids 24 to 41 months
  • Form B for kids 42 to 59 months
• Anchor items included for vertical equating
• Form A: 21 items. Form B: 22 items
• Application time: 30-40 minutes
Domains covered

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Language/Communication</th>
<th>Motor</th>
<th>Socio-Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct application</td>
<td>Direct application</td>
<td>Direct application</td>
<td>Reported by the mother</td>
</tr>
<tr>
<td>Form A: 9 items</td>
<td>Form A: 7 items</td>
<td>Form A: 5 items</td>
<td>Scale: 16 items (Likert type, 4 options)</td>
</tr>
<tr>
<td>Form B: 12 items</td>
<td>Form B: 6 items</td>
<td>Form B: 4 items</td>
<td>Cronbach´s Alpha:</td>
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<tr>
<td>Cronbach´s Alpha:</td>
<td>Cronbach´s Alpha:</td>
<td>Cronbach´s Alpha:</td>
<td>Cronbach´s Alpha: 0.85</td>
</tr>
<tr>
<td>Form A 0.68</td>
<td>Form A 0.76</td>
<td>Form A 0.68</td>
<td></td>
</tr>
<tr>
<td>Form B 0.76</td>
<td>Form B 0.70</td>
<td>Form B 0.64</td>
<td></td>
</tr>
</tbody>
</table>
PRIDI questionnaires

- PRIDI captures not only domains of child development but also factors associated with ECD.
- Questionnaires administered include information about household, community and early education programs (includes MICS and ECDI items from UNICEF).
Main findings: Domains and wealth index

- Socio-Emotional Score across different wealth quintiles
- Cognitive Score across different wealth quintiles
- Motor Score across different wealth quintiles
- Language and Communication Score across different wealth quintiles

Legend:
- Solid line: Lowest quintile (less wealthy)
- Dashed line: Highest quintile (most wealthy)
Main findings: Domains and nurturing environment

- **Socio-Emotional Score**
  - Age (years): 2, 2.5, 3, 3.5, 4, 4.5, 5
  - Score range: 40 to 60

- **Cognitive Score**
  - Age (years): 2, 2.5, 3, 3.5, 4, 4.5, 5
  - Score range: 40 to 60

- **Motor Score**
  - Age (years): 2, 2.5, 3, 3.5, 4, 4.5, 5
  - Score range: 40 to 60

- **Language and Communication Score**
  - Age (years): 2, 2.5, 3, 3.5, 4, 4.5, 5
  - Score range: 40 to 60

- **Comparison**:
  - Lowest quintile (less nurturing)
  - Highest quintile (most nurturing)
Validity and uses

• Reliability and validity (CFA, Rasch model), however it is a relatively short test
• Concurrent validity (PPVT, height for age and MICS)
• Uses: estimate levels of development of populations, program evaluation (as long as domains are aligned with what is tested).
• Not a screening test
Conclusions and moving forward

- Negotiation about domains and items to be included needed meetings with governments and other stakeholders (be clear about what to measure, how to measure, and how to use information, respecting national priorities and policies).
- Evaluation has to meet international standards, such as validation of items, construction of items and samples sizes (see technical report).
- Cost-effectiveness in application (consider human resources).
- Predictive validity study?
- Information about the scale, questionnaires, database, preliminary report on results and technical manual is available at http://www.iadb.org/es/temas/educacion/pridi
For further information and suggestions regarding PRIDI:

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