

Cadre logique : un modèle figé ou un modèle évolutif ?

Les 2 exemples de cadres logiques ci-dessous sont issus d'un document ODI de 2016 promouvant une approche alternative de programmation axée sur l'apprentissage et par conséquent une formulation alternative des cadres logiques. En page 1 et 2, les deux modèles issus du document. En page 3, un décryptage de la solution proposée.

Exemple cadre logique 1 : programme conventionnel

Logical framework example 1: Conventional programme¹⁸

(Based on reasonably realistic assumptions, solutions are known in advance)

	Project summary	Indicators	Means of verification	Risks/assumptions
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome or purpose	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6.	6-monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self-confidence required to stay in school.
Outputs	1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp.	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer camp.
	2. 500 parents of children in Grade 5-6 with low reading proficiency help their children read at home.	Number of parents helping their children to read at home.	Survey of parents conducted at the end of each summer camp.	Children are interested in reading with their parents.
Activities	1. Run 5 reading summer camps, each with 100 Grades 5-6 students who have low reading proficiency.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are interested in them attending the camps.
	2. Distribute 500 'Reading at Home' kits to parents of children attending summary camps.	Number of kits distributed.	Kit distribution records.	Parents are interested and able to use the kits at home.

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Exemple cadre logique 2 : programme adaptatif

(Because of complex interactions, solutions are unknowable in advance)

	Project summary	Indicators	Means of verification	Risks/assumptions
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome or purpose	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6.	6-monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self-confidence required to stay in school.
Outputs	There is one Output, consisting of the trialling, in sequence or in parallel, of each of the several (say, half-dozen) possible entry points, combinations of actions or intervention strategies that might benefit the reading capacity of Grade 5-6 students, including teacher incentives, more frequent inspections, improved materials, prizes, summer camps and different combinations of the above.	A time limit (say, 9 months) and an 'actionable metric' (Ries) is set in advance for each trial, to provide fast feedback and robust information on the question 'Is it likely to work?' Timely adjustments to the approach are then made, to permit a similar trial of the 'next best guess' (Faustino) about what may work, until a sufficiently promising formula is discovered.	The learning and adjustment cycle or 'strategy testing' process (Ladner) is monitored by a critical friend, coach or mentor, who may be part of the programme but not involved in implementation, or alternatively a separately contracted M&E person, also responsible for annual reviews.	In spite of the complexity of the problem, the process of 'failing fast' and adapting promptly to knowledge gained leads eventually to the identification of an effective solution and achievement of the outcome.
Activities	A workplan is prepared for each of the strategies to be trialled.	Indicators provided in each workplan, for activity monitoring only.	Means of verification provided in each workplan.	Activities are pursued with sufficient vigour that useful feedback can be obtained on the strategy being tested.

Décryptage

- Aucune modification des 2 lignes supérieures du cadre logique : l'objectif global et l'objectif spécifique demeurent inchangés.
 - Dans l'exemple 2, les activités ne sont pas prédéfinies, elles découleront des produits envisagés à un stade ultérieur :
 - en effet, il est proposé ici de se donner une période (indicative) de 9 mois pour tester différentes solutions potentielles aboutissant à un même résultat : l'amélioration des compétences en lecture (par exemple jouer sur la motivation des professeurs, l'utilisation de méthodes d'apprentissage distinctes, fournir le matériel pédagogique approprié, remettre des prix aux élèves, organiser des stages d'études, ou encore la combinaison de chaque)
 - le chargé de suivi évaluation va jouer un rôle d'analyste dans cette première phase afin de détecter la meilleure combinaison possible, la meilleure stratégie en vue de l'objectif souhaité - à l'issue des 9 premiers mois le cadre logique est « ré-ouvert » pour incorporer le plan d'action effectif de la stratégie adoptée.
- dans les étapes classiques d'écriture du cadre figure également un arbre à stratégie, néanmoins celui-ci est virtuel, basé sur des hypothèses qui devront pourtant se confronter au contexte d'intervention
- l'utilisation de ce type de modèle alternatif (à appréhender en fonction des phases de démarrage distinctes de chaque bailleur de fond) nécessite cependant globalement une refonte des modes d'utilisation du cadre logique. L'opérateur de mise en oeuvre ne peut alors être considérée comme simple prestataire de services ou sous-traitant. Ce fonctionnement nécessite de pouvoir financer une première phase d'essai, implique une prise de risque et une confiance mutuelle et valorise le droit à l'expérimentation.