



Retours critiques sur la prospective :

Quels critères ?

Quelles pistes d'amélioration des méthodes ?



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→ Généralisation de la prospective

→ Croissance exponentielle
de la production

→ Et de la littérature sur les méthodes



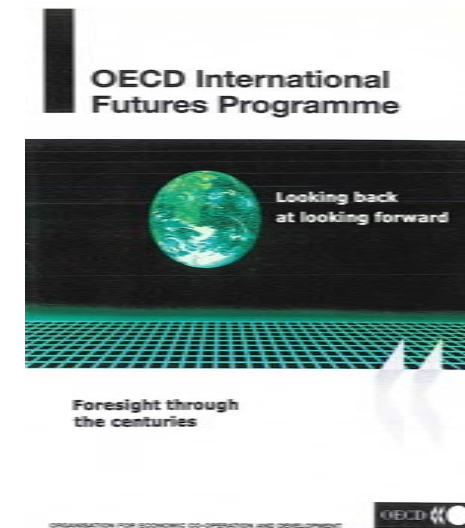
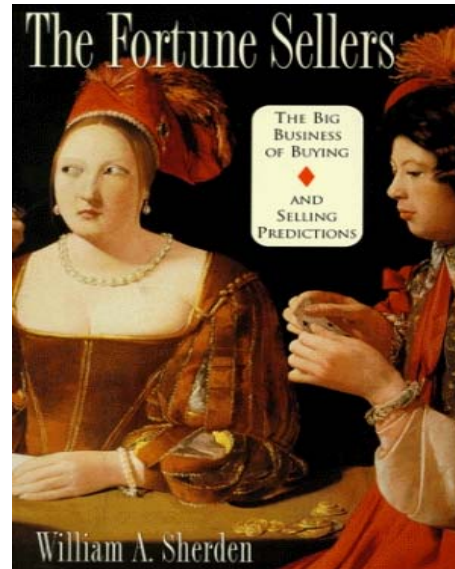
Quid d'un retour critique ?



Source : A. Rialland / K.E. Wold / MARINTEK, *Future Studies, Foresight and Scenarios as basis for better strategic decisions*, 2009.

→ Peu de « rétro-prospective »

→ Surtout technologique



→ Souvent pour se « moquer » de ce qui n'a pas été correctement prévu

« speaking movies are impossible », movie maker D.W. Griffith

« 1930 will be a splendid employment year », US Department of Labor, 1929

Pas toujours très constructif

- **permet de créer une prise de conscience de certains enjeux futurs**

« Main impacts like raising awareness, policy learning and reconsidering the validity of policy assumptions often result more from the process of developing scenarios than from the published record of their output disseminated after the analysis » (AEE).

- **permet de créer du dialogue entre acteurs, des réseaux**

“[Scenarios]. . . can serve to build networks of individuals linked by common concerns, generate shared understanding, or stabilize interaction between different social worlds. » (Hulme)

- **permet de créer un certain consensus pour bâtir des décisions**

« Scenario exercises in the realm of the public sector often aim to build consensus or to foster a shared understanding within multi-stakeholder settings, bringing a broader diversity of interests to the table that need to be accommodated » (AEE).

→ **Avantages résident plus dans le processus que dans le résultat final**

- **question de la crédibilité de la prospective**

« most papers argue that the current level of trust and credibility of foresight is not high » (Martijn Van der Steen, Patrick Van der Duin)

- **fréquente surestimation de la vitesse du changement technique**

Cf Etude sur les perspectives concernant les NTIC, “Some reflections on the high expectations as formulated in the Internet Bubble era »

- **la prospective, paradoxalement, n'appréhende pas bien les ruptures et surprises**

cas du mur de Berlin, du 9 septembre 2001, ou plus récemment de la crise économique

« Scenarios should in principle help organisations to prepare better for uncertain future developments and surprises but in practice they have often failed to do so ». (AEE)

Proposition de Patrick van der Duin et Martijn van der Steen

La question n'est pas « est-ce que les choses se sont déroulées comme prévu ? » mais « est-ce que nous avons fait comme il fallait ? »
on évalue moins le résultat que le processus.

Trois « aires » d'évaluation :

- **qualité** (qualité méthodologique intrinsèque de l'exercice)
 - **succès** (justesse de la prévision à l'épreuve des faits)
 - **impact** (dans quelle mesure la prospective a eu un impact positif sur l'organisation, appropriation des résultats par les différents acteurs).
- Evaluer la qualité d'un exercice donné **dépend de l'objectif fixé au départ**, de la méthode utilisée, des moyens par lesquels les résultats ont été disséminés.
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Quels critères d'évaluation ?

Proposition de Patrick van der Duin et Martijn van der Steene Kalle A. Piirainen, Rafael A. Gonzalez et Johanna Bragge

Evaluation des travaux de prospective inspirée de l'approche du « design science », série de questions à se poser à différentes étapes du processus (avant / pendant / après), servant de sorte de « checklist » :

- What limitations in the future images, visions and (organizational) objectives, resources, present plans do we have to account for ?
- Do we have sufficient information to proceed ?
- Were the results satisfying to the stakeholders ?
- What are the main assumptions and limitations behind the prospects ?
- Were the strategies feasible and were they based on the foresight ?

Table 4

A systemic evaluation framework for futures studies. The evaluation questions are organized by level of analysis, and the specific activity (A1–A6 in reference to Table 1 in the process they are associated with is marked in parentheses.

Level	Input	Process activity	Output	(Sustained) Impact
	Pre-activity evaluation questions	A1–A6	Post-activity evaluation questions	Long-term evaluation questions
Utility and delivery level	<p>Is the question relevant to the problem (A1)</p> <p>What limitations will we have to take into account in the interpretation (A3)</p> <p>Do the analysis and interpretation form a sufficient basis for foresight (A4)</p> <p>Which assumptions and agendas do we have to take into account (A4)</p> <p>What constraints do we have in strategizing (A5)</p> <p>What limitations in the future images, visions and (organizational) objectives, resources, present plans do we have to account for (A5)</p>	(A1) Scoping, objective setting	<p>Are the stakeholders satisfied with the process and methods (A1)</p> <p>What limitations or assumptions were added by interpretation (A3)</p> <p>Do the prospectons answer the question (A4)</p> <p>Do the results inspire trust (A4)</p> <p>Are the prospects challenging and inspiring (A4)</p> <p>Are the proposed actions and strategies based on the prospects (A5)</p> <p>Are they feasible given the resources, stakeholders and other constraints (A5)</p> <p>Are the people willing to commit (A5)</p> <p>Are the limitations of the prospectons accounted for in the plans (A5)</p>	<p>Was the perspective the one that was needed (A1)</p> <p>Did the analysis prove sufficient to support answering the question/problem (A2)</p> <p>What limitations did the analysis uncover (A2)</p> <p>Did the prospecton answer the question (A4)</p> <p>Were the results satisfying to the stakeholders (A4)</p> <p>Was it engaging and inspiring enough to have impact on the imagination of the readers (A4)</p> <p>Were the strategies feasible and were they based on the foresight (A5)</p> <p>Were they implemented (A5)</p> <p>Were the forecasts on the right level of analysis and depth to support strategizing (A5)</p>
Technical level	<p>Is the research problem/question reasonable (A1)</p> <p>What data do we need to answer the question (A2)</p> <p>What assumptions and limitations are associated with the methods (A2)</p> <p>Are the chosen methods appropriate (A2)</p> <p>Are the chosen analytical methods sufficient to support the interpretation (A3)</p> <p>What limitations of analysis and interpretation do we have to take into account and which deserve less attention (A4)</p> <p>Which data and assumptions are still up to date (A6)</p> <p>Do we need to change methods (A6)</p> <p>How big an update must we do (A6)</p>	(A2) Analysis (A3) Interpretation (A4) Prospecion	<p>Is the project plan reasonable (A1)</p> <p>Are the resources sufficient to fulfill the plan (A1)</p> <p>Are the design and methods suitable to answer the question (A1)</p> <p>Did we have a reasonable field design, and did we get good data (A2)</p> <p>Were the reliability and validity of analysis sufficient (A2)</p> <p>Do we have sufficient information to proceed (A2)</p> <p>Do we need new data or different analytical tools (A2)</p> <p>What limitations are associated with the methods and data (A2)</p> <p>Is the interpretation compatible with the analysis methodologically and content-wise (A3)</p> <p>Did we create a plausible interpretation of the analysis as a basis for prospecion (A3)</p> <p>Are the prospectons plausible, consistent with the analysis and coherent (A4)</p> <p>Are the prospects valid and reliable (A4)</p> <p>What are the main assumptions and limitations behind the prospects (A4)</p> <p>Do the prospects cover the future and challenge the status quo (A4)</p> <p>What new assumptions and limitations do we have to account for (A6)</p> <p>What new actions do we have to take (A6)</p>	<p>Were the design and project plan reasonable (A1)</p> <p>Was the analysis solid, reliable and valid (A2)</p> <p>Were the interpretations reasonable and balanced given the data (A3)</p> <p>Was the conceptual model solid and convincing enough to enable successful foresight (A3)</p> <p>Did the research design hold (A4)</p> <p>Did the recursive chain of assumptions, limitations and agendas in different phases render the prospect unusable (A4) - How robust and sustainable is the foresight we created (A6)</p> <p>How much could we update the analysis without complete redesign (A6)</p> <p>Did the research design handle changes robustly (A6)</p>
Ethical level	<p>Who is the client or beneficiary whose interests are (should be) served (A1)</p> <p>Are the intentions and agendas acceptable (A1)</p> <p>What worldview determines that which constitutes an improvement (A1-4)</p> <p>Who is an expert or who should be involved as competent provider of experience and expertise (A1)</p>	(A5) Strategizing (A6) Monitoring and updating	<p>– What measures we can use to determine that the consequences, taken together, constitute an improvement (A1-4)</p> <p>Who is the decision-maker who is in a position to change the measure of improvement (A5)</p>	<p>What resources and other conditions of success are (ought to be) controlled by the stakeholders (A4-6)</p>

Quels facteurs de réussite ?

- intégrer le plus tôt possible les **décideurs** et parties prenantes dans le processus
- garantir la **transparence** des hypothèses et des modèles pour permettre leur discussion et leur mise en débat
- déboucher sur les **stratégies** les plus opérationnelles possibles
- assurer le **suivi** (proposition des signposts)

The levels of successful scenarios.

Levels	Success criteria
1. Substance	Consistency, coherence and transparency of the assumptions and foresights Right level of analysis and compatibility with the time frame and drivers Relevance to the organization and decision makers
2. Form	Balance between breadth and depth Trust building in the communication of the foresight Preserving the undertones and nuances in the final scenarios
3. Methodological integrity	Choice of proper method and rigorous execution Transparent documentation of the whole project and evaluation of the results Trust building in the process

[Adapted from [17]].

Source : [Kalle A. Piirainen, Rafael A. Gonzalez et Johanna Bragge](#) (« A systemic evaluation framework for future research »)