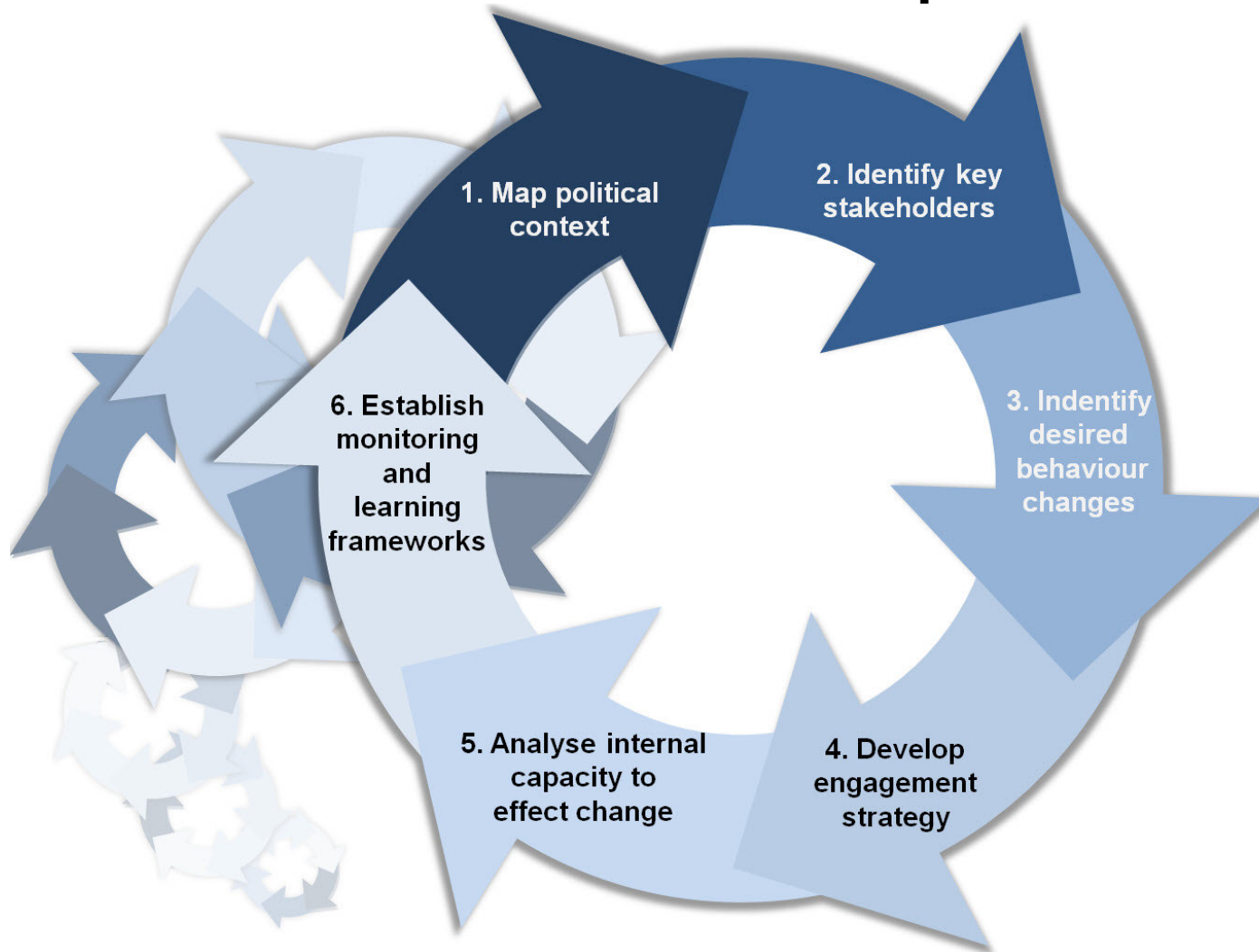# Pengantar Power Mapping

Priyatno Harsasto,

Fisip Universitas Diponegoro

The first and second steps

How important?

- Pemetaan konteks
- Mengidentifikasikan Pemangku Kepentingan

Merupakan dua langkah utama untuk merancang strategi advokasi dan monev

Policy Process Mapping

- Konteks Umum– domestik dan internasional
- Isu kebijakan yg spesifik (mis. Siklus kebijakan)
- Siapakah pemangku kepentingan? (analisis pemangku kepentingan)
  - ☐ Arena: pemerintah, legislatif, masy sipil, yudikatif, swasta.
  - ☐ Level: lokal, regional, nasional, internasional
- Apakah kepentingan dan bentuk pengaruh mereka?
- Matriks proses+ matriks politik
- Prakiraan fisibilitas politik dan administrasi
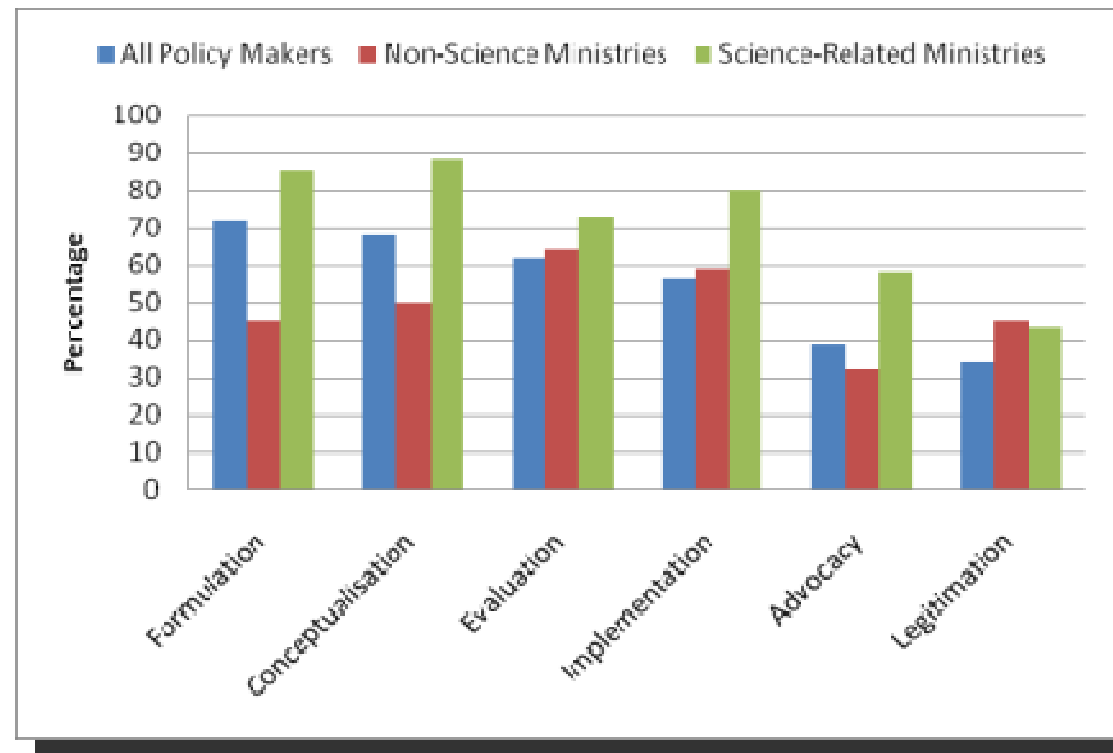
[Sources: M. Grindle / J. Court]

Siklus Kebijakan

Formulasi

Pengambilan keputusan

implementasi

Monitoring dan Evaluasi

Agenda Setting
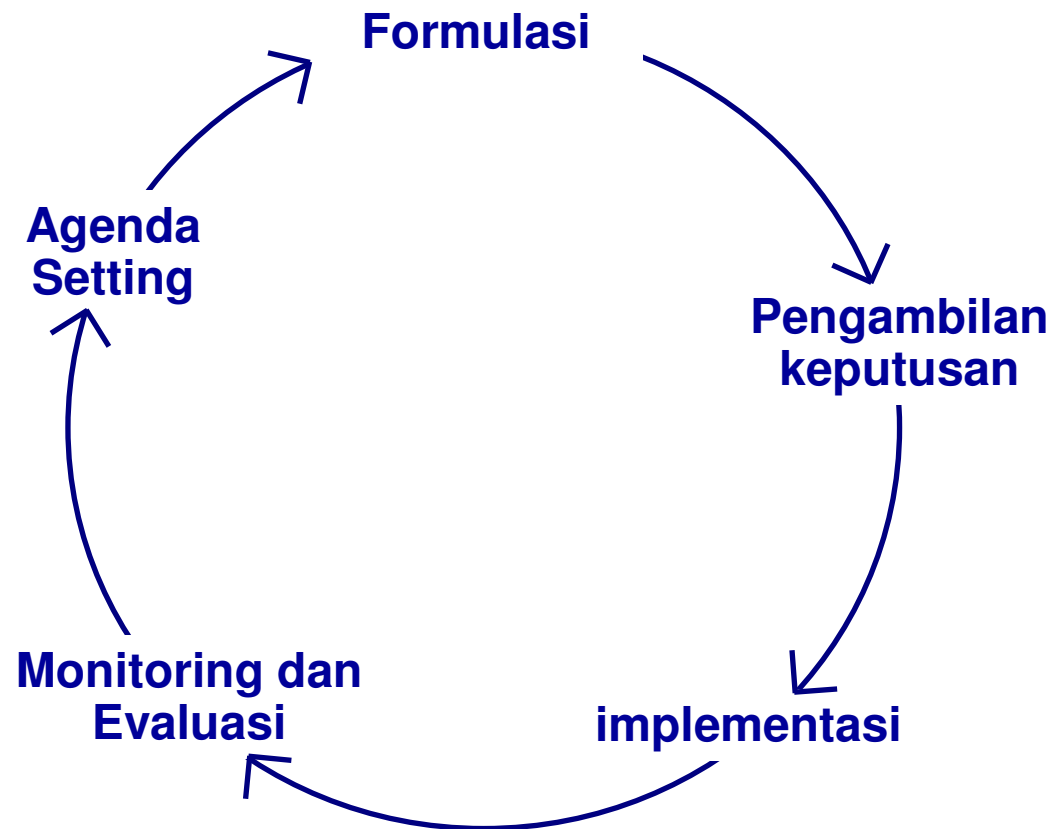
1 **Memahami konteks**

Siklus Kebijakan

Pembuat kebijakan menggunakan informasi ilmiah pada setiap level siklus kebijakan

Bar chart legend: ■ All Policy Makers ■ Non-Science Ministries ■ Science-Related Ministries

Y-axis: Percentage (0 to 100)

X-axis categories: Formulation, Conceptualisation, Evaluation, Implementation, Advocacy, Legitimation

1 **Memahami konteks**

Jones, N. et al (2008) Political science? Strengthening science–policy dialogue in developing countries. ODI Working Paper 295.

Kerangka Kerja RAPID

External Influences
Pengaruh sosial ekonomi
dan budaya, kebijakan
donor dll

The political context –
Struktur dan proses ekonomi dan
politik, budaya, tekanan
kelembagaan, perubahan bertahap
vs radikal dll.

links diantara kebijakan dan
komunitas peneliti – network,
hubungan-2, power,wacana yg
bersaing, trust, pengetahuan
dll.

The evidence – kredibilitas,
pendekatan penelitian dan
metodologi, kesederhanaan
pesan,dan bagaimana
mengemasnya dll,

Memahami Konteks Politik

Policy Organisation Map

Actors	Policy Formulation (levels of power in backets, 1=low; 5 =high)	Policy implementation (levels of power in backets, 1=low; 5 =high)
Government		
The Council of Ministers (added after)	Coordination among economic ministries (5)	
Social Fund for Development	Role includes coordination among SME stakeholders; developing and issuing SME law and strategies; national and international networking; fundraising issues.(5) (Research)	Providing SME services – including financial services, training, providing information. (5) (Research)
Ministry of Finance	SME competitiveness strategy (5) (Research)	Implementing policies (5) (Research)
MOFTI	Export promotion strategy (5) (Research)	Implementing policies (5) (Research)
Ministry of Investment	No direct role (0)	Particiapte in one-stop-shop model (5) (Research)
Political Society		
The National Democratic Party – Economic Committee	Formal: • Develop policy issues & make recommendations (4) • Raise recommendations to People's Assembly (4) Informal: • Advocacy (5) • Support for policies due to large representation in People's Assembly (5) (Research)	NA (0)
Shura Council – Economic Committee	Formal: • Discuss laws & Make recommendations for amendments (2) Informal: • Prioritize issues (35) • Good quality of contributions made (due to composition of council) (5) (Research)	NA (0)
People's Assembly – Economic Committee	Formal: • Deliberate on research and recommendations (4) • Make recommendations to People's Assembly (5)	

Small and Medium Scale Enterprise Policy Programme. Ministry of Finance. Egypt.
www.sme.gov.eg

1 ▶ **Memahami konteks**
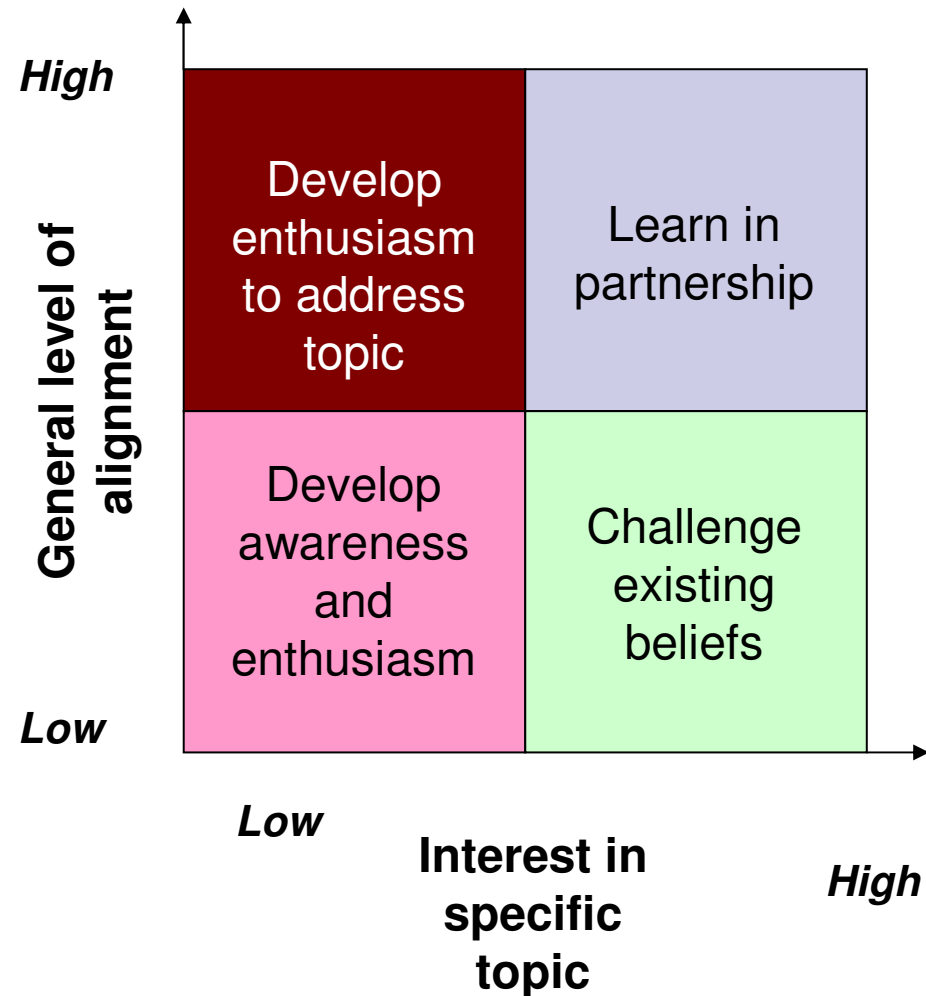
Political Context

- Konteks politik makro
- Proses sektor/isu
- Implementasi dan praktek kebijakan
- Momen yg menentukan dalam proses kebijakan
- Bagaimana pengambil kebijakan berfikir

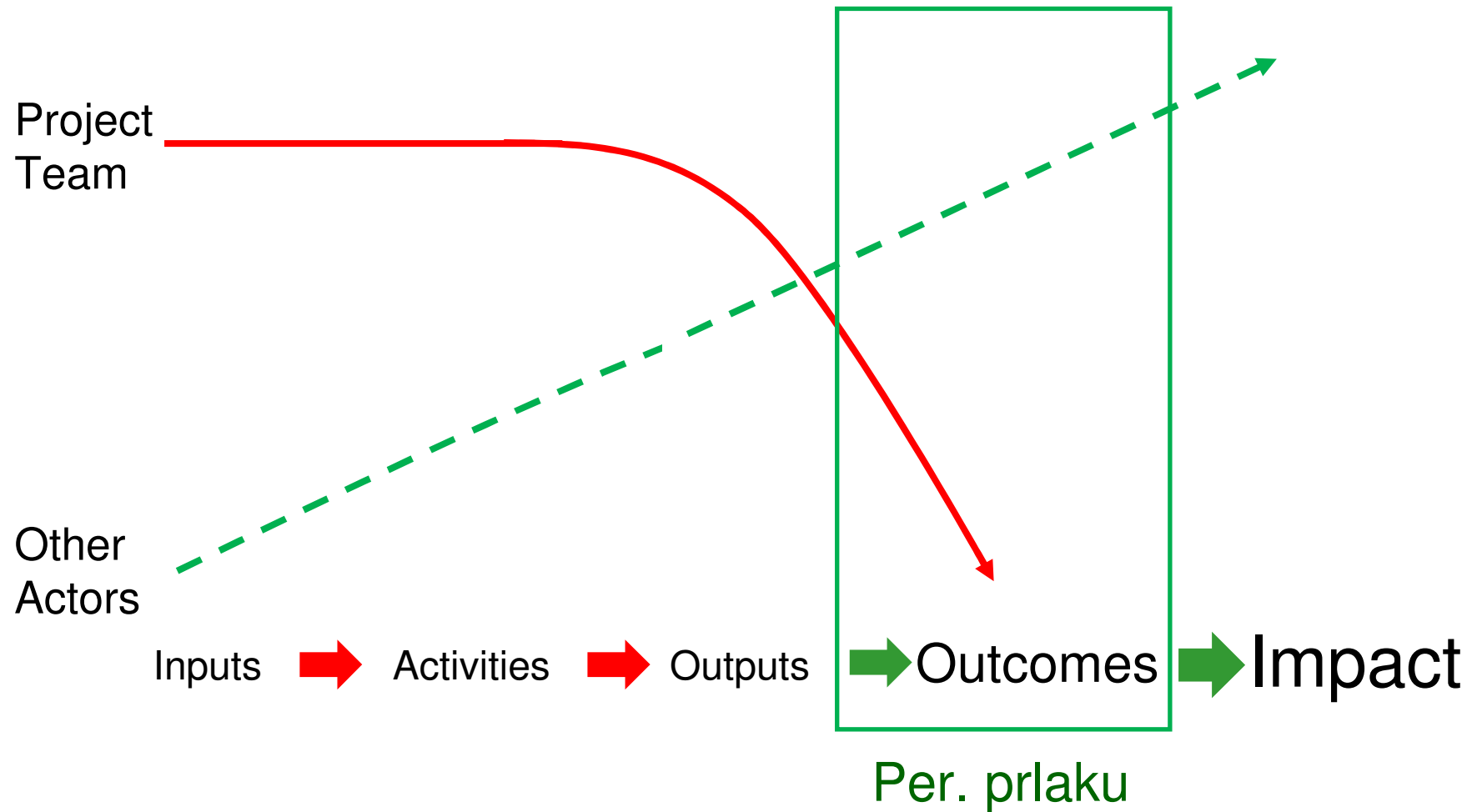| Kepentingan	Level kepentingan pengambil kebijakan		
	Tinggi	Menengah	Rendah
Kepentingan publik	1	3	6
Kepentingan personal	5	4	1
Kepentingan khusus	6	1	3

1 **Memahami konteks**

The AIIM Matrix

1. Mengidentifikasi semua pemangku kepentingan

2. Memetakan ke dalam matriks

3. Mengidentifikasikan siapa yg memiliki kekuasaan

4. Mengidentifikasikan siapa yg dapat dipengaruhi

General level of alignment

High

Low

	Develop enthusiasm to address topic	Learn in partnership
	Develop awareness and enthusiasm	Challenge existing beliefs

Low — **Interest in specific topic** — **High**

1 2 **Mengidentifikasikan aktor kunci**

Focus on behaviour change

Project Team

Other Actors

Inputs ➡ Activities ➡ Outputs ➡ Outcomes ➡ Impact

Per. prlaku

1 2 3 **Mengidentifikasikan perubahan yg diperlukan**

The Three Stages

THREE STAGES OF OUTCOME MAPPING

INTENTIONAL DESIGN

STEP 1: Vision
STEP 2: Mission
STEP 3: Boundary Partners
STEP 4: Outcome challenges
STEP 5: Progress Markers
STEP 6: Strategy Maps
STEP 7: Organizational Practices

EVALUATION PLANNING

STEP 12: Evaluation Plan

OUTCOME & PERFORMANCE MONITORING

STEP 8: Monitoring Priorities
STEP 9: Outcome Journals
STEP 10: Strategy Journal
STEP 11: Performance Journal

1 2 **3** Mengidentifikasikan perubahan yg diperlukan

Strategic planning: FFA

Your influence on the force

Positive forces

Negative forces

Your influence on the force
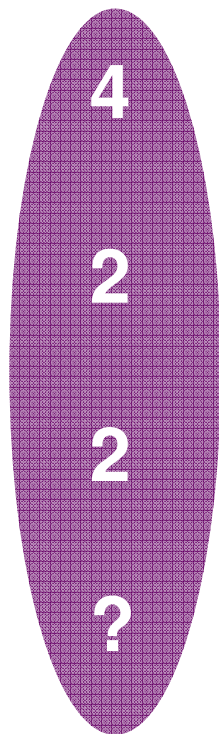
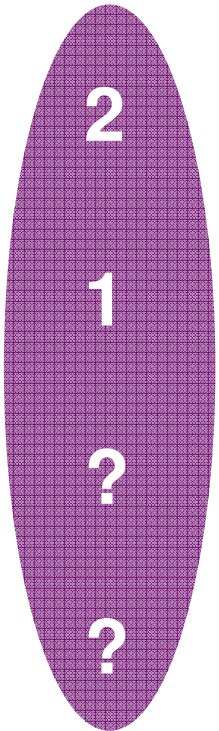| Your influence	Positive		Plan:	Negative		Your influence
4	4	dana	Kementrian Koperasi mengajukan skema pembiayaan ukm 2010	bank	5 *	2
2	1	LSM		waktu	3	1
2	2	Tuntutan masy		?	?	?
?	?	?		?	?	?
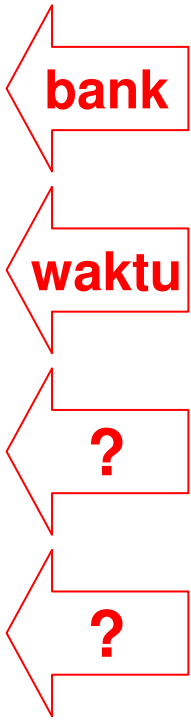
Total = ?

Total = ?

1 2 3 **4** **Mengembangkan strategi perubahan**

SWOT Analysis

- Jenis kemampuan dan kapasitas untuk mempengaruhi yg kita punya?
- Pada area apa kita menggunakannya secara lebih efektif?
- Siapakah sekutu kita yg paling kuat?
- Kapan mrk bekerjasama dg kita?
- Apakah ada celah kesempatan bagi kita?
- Apa yg dapat mempengaruhi kemampuan kita untuk mempengaruhi?

Strengths	Weaknesses
Opportunities	Threats

1 ❯ 2 ❯ 3 ❯ 4 ❯ **5** ❯ **Memastikan kita memiliki kapasitas yg dibutuhkan**

Competencies Framework

	Strategy Development	Learning-oriented Management Techniques	Collaboration Mechanisms	Knowledge Capture and Storage	Knowledge Sharing and Learning	Resource Mobilisation
Basic 1	A few people express that strategic planning is important to the organisation. Isolated individuals begin to talk about how important – and difficult – it is.	Knowledge and learning viewed with scepticisms. Management think learning leads to lack of accountability. 'Knowledge is power' at the highest levels of the organisation.	Knowledge hoarders seem to get rewarded. There are few cross-cutting collaborations. Silos are hard to break down.	Some individuals take the time to capture their lessons, but do so in a confusing variety of formats. Most don't contribute to information assets, and even fewer search them. No exit interviews or handovers take place.	People are conscious of the need to learn from what they do but rarely get the time. Sharing is for the benefit of specific teams.	Organisation realises the importance of mobilising resources, and desires to But has little knowledge about how to and where to find resources
2	Many people say that strategic planning is important to the organisations success. Some people are using some tools to help with learning and planning.	Some managers give people the time to share and learn, but there is little visible support from the top.	Ad hoc personal networking is used by individuals who know each other to achieve goals. This is increasingly recognised as vital to the organisation.	A few groups capture lessons learned after a project, and look for information before starting a project. There is potential access to lots of information, but it is not summarised.	People learn before doing and programme review sessions. They sometimes capture what they learn for the purpose of sharing, but in practice few do access it.	Few people within the organisation know where to find resources but there is little knowledge about how to get them. The organisation tends to wait for others to make resources available. There are some problems in mobilising internal resources –few know how to.
3	There are ongoing discussions about developing a strategy. A wide range of tools are being used across the organisation but these are not shared by all not are necessarily compatible. Project or programme level strategies are being developed.	Knowledge and learning is viewed as the responsibility of a specific role or roles. Some managers talk the talk, but don't always walk the walk!	People are using networks and working groups to get results. Peers are helping peers across organisational boundaries Formal collaboration mechanisms are being created and recognised.	Specific groups take responsibility for their own information and begin to collect it in one location in a common format. Some is summarised for easy access by others. Searching information assets before starting activities is encouraged, as is sharing lessons afterwards. Some handovers take place.	People can find out what the organisation knows. Some examples of sharing and learning are highlighted and recognised across the organisation. Some information translates across boundaries.	Few individuals or team are able to secure resources Most people or teams are well aware of how to mobilise internal resources
4	A strategy exists, but is not integrated or mainstreamed throughout the organisation. A set of tools and guidelines for following and implementing the strategy is available and understood by most staff. There is still no organisation-wide feedback mechanisms	Management view knowledge and learning as everyone's responsibility. Managers increasingly ask for and exhibit learning approaches. There are rewards and incentives for using such approaches.	Networks are organised around business needs and have a clear governance document. Supportive technology is in place and is well used. External parties are being included in some networks.	Key information is kept current and easily accessible. One individual acts as the guardian of each information asset, and encourages people to contribute. Many do.	'Learning before, during and after is the way things are done around here.' Beneficiaries and partners participate in review sessions. External knowledge plays a role in shaping projects.	The organisation is able to secure external resources and internal resources are being effectively mobilised at all levels – There is clear long term planning for their use
High 5	Knowledge and learning are integral parts of the overall organisational strategy. A set of tools is available and well communicated, and the capacity to apply them is actively strengthened. The Strategy is well known and followed by all staff. Programme leaders align their strategies to the main strategy and provide constant feedback through organisation-wide mechanisms.	Managers and leaders recognise and reinforce the link between knowledge, learning and performance. Managers regularly apply relevant tools and techniques, and act as learning role models. Staff ToRs contain references to knowledge sharing and learning.	Collaboration is a defining principle across the organisation. A range of internal and external collaboration mechanisms operate, with clearly defined roles and responsibilities in terms of the organisational goals. Some have clear external deliverables while others develop capability in the organisation.	Information is easy to access and retrieve. Selected information is sent to potential users in a systematic and coherent manner. High priority information assets have multiple managers who are responsibility for updating, summarising and synthesising information. Exit interviews and handovers are used systematically.	Prompts for learning are built into key processes. Programme staff routinely find out who knows what, inside and outside the organisation, and talk with them. A common language, templates and guidelines support effective sharing.	The organisation has long term plans for the mobilisations of external and internal resources. People and teams at every level know how to access and use them and participate in planning processes

M&E & Impact measurement

1. Strategi dan pengarahan: Logframes; Social Network Analysis; Impact Pathways; Modular Matrices

2. Manajemen: 'Fit for Purpose' Reviews; 'Lighter Touch' Quality Audits; Horizontal Evaluation; Appreciative Inquiry

3. Outputs: Evaluating academic articles and research reports; Evaluating policy and briefing papers; Evaluating websites; Evaluating networks; After Action Reviews

4. Uptake: Impact Logs; New Areas for Citation Analysis; User Surveys

5. Outcomes dan impacts: Outcome Mapping; RAPID Outcome Assessment; Most Significant Change; Innovation Histories; Episode Studies

1 2 3 4 5 **6** **Mengembangkan monev dan kerangka pembelajaran**

Simpulan

- Pesan dan tujuan kebijakan yg jelas diperlukan agar langkah-2 di atas dapat dilaksanakan dengan baik.
- Perlu memilih pendekatan penelitian yg tepat.
- Urutan kerja:
  - Pemetaan konteks
  - Melakukan identifikasi pemangku kepentingan
  - Mengembangkan strategi
  - Komunikasi dan Monev