



SESSION 7 - Guiding note

Identifying the actors, their roles and responsibilities and their influence



Procedure¹⁰:

1. Actor identification

Guiding question: *"Who is involved in the governance of tenure?"*

- Ask participants to write the names of each actor on a sheet of paper (possibly different colours for different types of actors, e.g. government, civil society, private sector).

2. Linkage mapping

Guiding question: *"Who is linked to whom?"*

- Define relevant links or relationships between actors (e.g. providing services, giving financial support, exchanging information) and ask participants to draw arrows between actors using different colours for each type of link.
- If two actors exchange something, they should draw double-headed arrows. If actors exchange more than one thing, they can add different coloured arrow heads to existing links.

2.1 Information and knowledge exchanges on tenure-related issues

Guiding questions: *"How are knowledge and information about tenure-related issues shared among the actors? Are there relevant external sources?"*

- Ask participants to draw arrows between actors to show (or complete if already started) the flows of information related to the governance of tenure. If two actors exchange information, they should draw double-headed arrows.
- Ask participants to note available communication channels (e.g. traditional/community media, print and broadcast media, mobile phones, social media, Internet) and any other external sources of information.

3. Influence Towers

Guiding questions: *"What type of information comes from each source? Who are the most knowledgeable and reliable sources of information? How can they influence the communication process on tenure issues and/or the behaviour of other actors?"*

¹⁰ *Participatory Rural Communication Appraisal. A Handbook*. (3rd Edition). In print. Rome, Italy: FAO, 2004.

- Participants define what kind of information comes from each source (e.g. on rights and legal frameworks, on responsible practices, on market opportunities, on claims for lands, on management of resources) and note it next to the actor. Allow for multiple types of information.
- Clarify that participants should try to determine which actors are perceived at different levels (national, local) as the most knowledgeable, reliable and respectable sources in relation to the specific issues related to tenure, not at large.
- Ask participants to assign influence towers and place them next to each actor: the higher the influence, the higher the tower. Towers of different actors can be of the same height. Sources with no influence can be put at ground level. Towers can be as high as participants want.

4. Discussion

Guiding question: *"What individuals or groups are left out of the loop? What information is not accessible to whom? What could be done to address these knowledge gaps? What processes or channels would be effective?"*

- Invite participants to look at the map and try to identify problems and opportunities related to information and knowledge sharing.
- Discuss how the situation could be improved through a communication strategy given the local context. It may be useful to give participants some examples of communication objectives, such as:
 - making local communities aware of their tenure rights;
 - providing clear and simple information about existing legal tools;
 - documenting and sharing local practices to avoid misconceptions;
 - increasing local CSO participation in decision-making processes;
 - raising public awareness of indigenous self-governance practices;
 - advocating with national governments.

Trainers could try to capture the main points emerging from the mapping and the discussion on a flipchart (see sample matrix below):

Sample Matrix

Sources of information	More influential	Less influential

Types of information	Shared	Missing/needed

Communication channels/resources	Available	Needed
