



SECURING  
WOMEN'S  
RESOURCE RIGHTS  
THROUGH GENDER  
TRANSFORMATIVE  
APPROACHES



**IFAD**

Investing in rural people



# TRAINING FOR CHANGE

A FACILITATOR'S GUIDE TO  
GENDER-INCLUSIVE FINANCIAL  
LITERACY AND LAND RIGHTS



INTERNATIONAL  
FOOD POLICY  
RESEARCH  
INSTITUTE



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## ABOUT THE INITIATIVE

### SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

Following the detailed gender analysis to identify contextual factors across projects and geographies, as well as bottlenecks and opportunities for promoting women's land rights, the initiative used collaborative learning and design approaches to develop and test innovative gender transformative approaches (GTAs) and complementary methods that can support the achievement of WLR through rural development interventions. This co-creation process ensures that each tool is fit-for-project purpose and endorsed locally, while at the same time contributing to a GTA toolbox that can be adapted for land-based rural transformation projects across the IFAD portfolio.

This collection of tools include GTAs already developed and applied by IFAD projects and partners across targeted countries, as well as a suite of new tools to integrate land rights more explicitly and further the gender transformation agenda. These tools entail different strategies to address inequalities at the individual, household, community, policy and institutional domains, as well as to catalyse and transform harmful and discriminatory norms, perceptions and attitudes, and behaviours and practices at the identified levels across targeted countries. We share this toolbox with the IFAD community to continue testing, contextualization and sharing learnings across countries.

<https://www.cifor-icraf.org/wlr>

[https://www.ifad.org/en/gender\\_transformative\\_approaches](https://www.ifad.org/en/gender_transformative_approaches)

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# Introduction

Learning and applying simple financial management rules can rapidly improve the economic wellbeing of an individual or family. Yet, in rural areas of Kyrgyzstan, there is a general lack of knowledge around basic principles of financial management, hindering household economic development. Although land is a key asset in rural areas, there is a similarly limited understanding of how land ownership at the individual, household and community levels contributes to financial security, and how it should figure into financial planning decisions.

Gender issues are central to financial and land management. Overcoming financial and land-related barriers that disadvantage and discriminate against women is critical to the well being of rural women, their households and their communities. Despite their central importance, however, issues around women's land rights are rarely discussed in financial literacy training.

In addition to general finance principles, there is growing interest in Islamic finance in Kyrgyzstan. However, this type of finance is frequently misunderstood and fraught with common misconceptions. There is also some misunderstanding about how Sharia law and civil law interface when it comes to individual and household assets, which has implications for decisions related to women's and men's land use, management, and ownership.

The financial literacy training presented in this guide responds to these multiple realities and challenges. It invites trainees to learn how to manage money, land and other household resources more efficiently and equitably to achieve the wellbeing of the entire family. This guide is situated within the Kyrgyz context and takes into account national legislation as well as local natural resources and conditions. A key message of the training is that financial literacy is key to the economic wellbeing of individuals and families, and that Kyrgyzstan's legislation, including its provision of equal rights to land and other assets for women and men, supports families in becoming economically stable and prosperous.

The training draws on pre-existing financial literacy training materials, and adapts them to integrate information around, and generate critical reflection on, the roles of gender and land rights in sound financial management.

This interactive and practical training facilitates adult learning and aims to build capacities to apply the concepts learned in everyday life. For example, it includes interactive roleplaying games, scenarios, and guest speakers who share their experiences to model sound financial behaviors.





## Objective and scope of the guide

The objective of the guide is to provide facilitators with detailed training modules focused on financial literacy. Through this training, facilitators can address critical issues related to gender equality and land rights. The modules cover various aspects of financial literacy, including basics of Islamic financial literacy, empowering trainees to improve their livelihoods and achieve greater financial security while also addressing gender disparities in land access and ownership. The training addresses three main issues and their interrelations as these pertain to household financial management: financial literacy, gender equality, and land tenure (Figure 1).

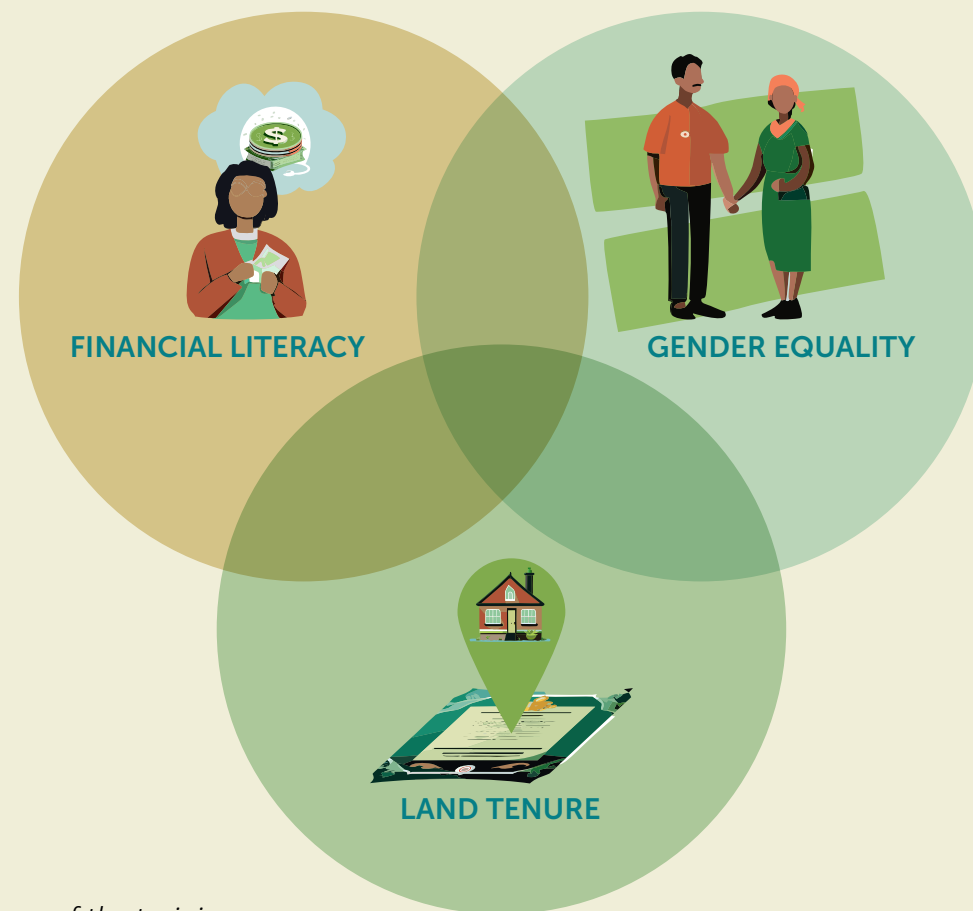


Figure 1: Scope of the training

The training delivers the message that land is an asset and an investment, and that the profitability of land use (such as through farming) can be increased, including by strengthening women's land rights.

The training materials were developed in the Kyrgyz language with careful consideration of Kyrgyzstan's unique legal, traditional, climatic, and economic factors. Nevertheless, key elements from the training are adaptable to different settings.

## Intended audience

This guide is designed for facilitators from organizations with socio-economic development mandates, such as challenging gender-based discrimination in land rights, and who are on the front lines of delivering training on financial literacy to adult women and men in rural areas.

The activity has three aims:

- 1 To improve the financial literacy of participants;
- 2 To support critical reflection on discriminatory gender norms that hinder women's ability to enjoy their land rights;
- 3 To promote understanding of how land held at individual, household and community levels contributes to financial security, and should therefore figure in financial planning decisions.

The training can be further adapted to achieve additional goals related to social development.








# Organization of the guide and training

The guide covers five thematic modules of various lengths, from 1 to 8 hours each (18 hours in total):




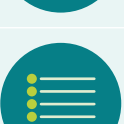
MODULE 1	Basics of financial literacy	4 hours
MODULE 2	Game on financial literacy	8 hours
MODULE 3	Strategic financial behavior	1 hours
MODULE 4	Sharia perspectives on women’s land rights and basics of Islamic finance	3 hours
MODULE 5	How to benefit from land ownership and use	2 hours

The modules are to be delivered sequentially, though their delivery can be scheduled at the convenience of the trainers and participants. It is recommended, but not compulsory, to follow all of the modules.

## EACH MODULE IS PRESENTED AS FOLLOWS:

	Goal(s)
	Key message(s)
	Duration
	Materials needed
	Step by step instructions for the facilitator.

## EACH MODULE SHOULD BEGIN WITH THE FOLLOWING INTRODUCTORY STEPS:

-  Conduct introductions to facilitate interaction between participants and trainers. If time permits and if necessary, employ icebreaker exercises.
-  Inquire about participants’ expectations and concerns regarding the training. Engage in a discussion to identify which expectations can be addressed. Document these expectations on a flip chart and set it aside until the final day of training to revisit during the recap discussion of the training’s outcomes.
-  Introduce the modules’ content and provide an overview of the activities schedule. Optionally: distribute the training schedule.
-  Discuss the training etiquette, such as punctuality, asking questions, raising hands, and silencing phones, and write these rules on a flip chart, keeping them prominently displayed until the end of the training.

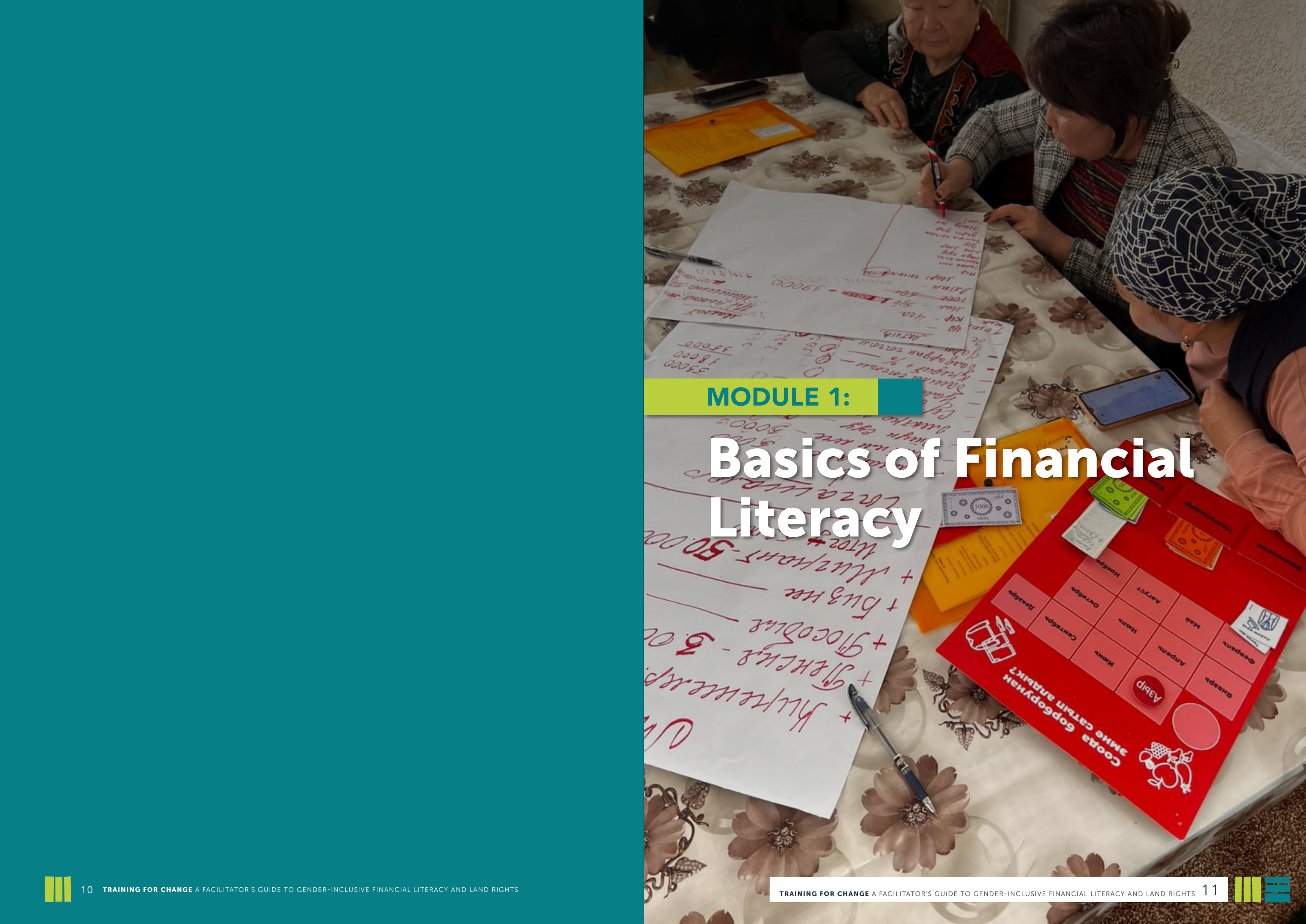
The process of delivering the training is presented in the main body of this guide, and the content to be delivered is contained in the PowerPoint slides and other annexes accompanying this guide.

To help tailor the training and monitor participants’ level of understanding and learning, a pre-training survey is to be filled out at the beginning of Module 1 and repeated at the end of Module 5 (i.e., pre- and post- training). Once the entire training is completed, responses from the pre-test and post-test can be compared to allow participants to evaluate their own progress and enable the facilitator to assess progress across the group and refine the training over time.

## THE ANNEXES OF THE GUIDE OFFER THE FOLLOWING:

- 1 Pre-training and post-training survey form, to be printed and handed out to the trainees
- 2 Presentation slides (in PowerPoint format)
- 3 Handout materials: instructions for trainees, blank forms, etc., to be printed and handed out to the trainees
- 4 Description of the game to be used in Module 2.









## MODULE 1:

# Basics of Financial Literacy



# 1 BASICS OF FINANCIAL LITERACY

In this module, participants will learn about income statements and balance sheets, gain hands-on practice with these tools, and gain insight into varied financial realities by preparing these documents for characters with differing profiles.

	<b>Goals</b> <ul style="list-style-type: none"> <li>Enhance the level of understanding of the basics of financial literacy and management among participants.</li> <li>Increase participants' awareness that men and women have equal rights, including to use and own land.</li> <li>Enable participants to assess their current personal and family financial situation and act according to a plan for improving their financial state, considering the realities of Kyrgyzstan.</li> </ul>
	<b>Key Messages</b> <ul style="list-style-type: none"> <li>✓ Land can and should be viewed as a valuable resource for generating income.</li> <li>✓ Men and women have equal land rights before the Kyrgyz law.</li> </ul>
	<b>Duration</b> <p>4 hours (220 minutes for training and 20 minutes for a break, at the facilitator's discretion).</p>
	<b>Materials:</b> <ul style="list-style-type: none"> <li>Flip chart and markers</li> <li>Pencils and paper for participants</li> <li>Printed out pre-training survey (Annex 1)</li> <li>Module 1 slides (Annex 2)</li> <li>Print-out materials: <ul style="list-style-type: none"> <li>✓ Instructions for Exercise 1: Murat the Taxi Driver (Annex 3)</li> <li>✓ Blank Balance Sheet for Exercise 1: Murat the Taxi Driver (Annex 4)</li> <li>✓ Blank Income Statement for Exercise 1: Murat the Taxi Driver (Annex 5)</li> <li>✓ Completed Balance Sheet for Exercise 1: Murat the Taxi Driver (Annex 6)</li> <li>✓ Completed Income Statement for Exercise 1: Murat the Taxi Driver (Annex 7)</li> <li>✓ Instructions for Exercise 2: Mamatov Family (Annex 8)</li> <li>✓ Blank Balance Sheet for Exercise 2: Mamatov Family (Annex 9) (2 copies per participant)</li> <li>✓ Completed Family Balance Sheet for Exercise 2: Mamatov Family (Annex 10)</li> <li>✓ Completed Personal Balance Sheet for Exercise 2: Mamatov Family (Annex 11)</li> </ul> </li> </ul>

## Guest speaker

This module involves a guest speaker who can share their success story of women's land rights and associated financial wellbeing, as a role model for participants.

The guest speaker should be a local woman who managed to grow an investment portfolio by herself, i.e. not someone who was born wealthy or married into wealth.

 STEP-BY-STEP INSTRUCTIONS	
<b>STEP 1</b>  (20 min)	Provide participants with the pre-training survey (Annex 1) and explain that these tests are intended solely to help participants gauge their knowledge level and are not meant for evaluation. Assure participants that results are confidential and will not be shared. Clarify that they will be asked the same questions at the end of the training. This will enable them to assess their own progress, if any, and identify areas of improvement. Address any potential questions or concerns from participants.
<b>STEP 2</b>  (60 min)	Take 1 hour to present and discuss the content in slides 1-17 of Module 1 (Annex 2).
<b>STEP 3</b>  (30 min)	Present slide 18 'Exercise 1: Murat the Taxi Driver's Balance Sheet & Income Statement', and distribute copies of the handout 'Exercise 1: Murat the Taxi Driver' (Annex 3). Afterwards, present slide 19 'Blank Balance Sheet' and ask participants to explain what each of the lines means. Distribute the 'Blank Balance Sheet' (Annex 4) and allow participants five minutes to populate the blank form independently, using information from the handout 'Exercise 1: Murat the Taxi Driver'. After the allotted time ends, display slide 20 'Balance Sheet of Murat the Taxi Driver' containing the correct answers. Engage in a discussion about the responses.
<b>STEP 4</b>  (20 min)	Hand out the Blank Income Statement Form (Annex 5) and re-open slide 18 'Exercise 1: Murat the Taxi Driver's Balance Sheet & Income Statement'. Present slide 21 'Blank Income Statement' and discuss its structure. Give participants five minutes to work on filling out the Income Statement individually. Finally, distribute the printed answer sheets for both the Balance Sheet and the Income Statement (Annexes 6 & 7), and present slide 22 'Income Statement of Murat the Taxi Driver'. Address any questions participants may have.
<b>STEP 5</b>  (20 min)	Display slide 23 'Exercise 2: Mamatov Family' and distribute the printed instructions for Exercise 2 (Annex 8). Ask trainees to fill out a Family Balance Sheet for Erkin and Alia Mamatov as of today. For this activity, distribute the printed blank balance sheet templates (three for each participant) (Annex 9) and instruct participants to populate the first blank form individually.

## STEP 6



(30 min)

With remaining two blank forms, trainees will create separate balance sheets for the husband (Erkin Mamatov) and wife (Alia Mamatov) (Annex 9). Review and check the accuracy of their work. If any mistakes are found, guide the participants in correcting them through a group discussion, leading the group to the following takeaways:

- Assets are not inherently associated with gender. In accordance with Kyrgyzstan's laws, property acquired by spouses after marriage belongs equally to both partners.
- Kyrgyzstan is a secular state and civil law should be upheld; even under Sharia law, women's property rights are upheld.

*Note: Since Kyrgyz women customarily look after assets that are primarily inside of house and the yard (e.g., care for smaller farm animals, smaller gardens near the house, equipment inside of house (washing machine, etc.)), while men look after assets that are 'outside' of house and yard (e.g., horses, bulls in pastures and large land plots that are not near their houses), participants may initially assign valuable assets, such as land, to the husband and smaller assets to the wife, mistakenly assuming that ownership equals area of responsibility.*

## STEP 7



(30 min)

Invite a guest speaker to present their experience to illustrate the points that:

- It is possible to generate income from one's land, including for women.
- Not only foreigners with a lot of money can be investors.
- There may be opportunities (to be continually assessed) to grow more and alternate crops with higher profit margins and that are less labor intensive.
- It is possible to generate income from one's land, including for women, in spite of the potential effects of climate change.

## STEP 8



(10 min)

Summarize the topics discussed over the course of Module 1, ask participants for feedback, and articulate key takeaways (see 'key messages' for the module, above), especially if the participants' feedback lacks clear conclusions.

## MODULE 2

# Game for Financial Literacy



This module builds on the learnings from Module 1 using a hands-on game to explore practical strategies for strategic financial behavior. By inviting groups to make financial decisions according to different character profiles and financial scenarios, game players are made to consider diverse experiences and perspectives to reflect actively upon social roles.

*N.B. Many experiential games exist (and can be found online) for adult learning on financial literacy. We provide one example here. This financial literacy game may be used and reproduced with prior written permission providing all copies contain the following statement: Copyright ©2019 PF AT&C - Public Fund "Alliance of Trainers and Consultants" (certified by ILO training program), after a training needs assessment, adaptation of training materials to the context, and completion of a Training of Trainers (ToT) by the 'Alliance of trainers and consultants'. To follow a ToT, acquire permission to use the game, or obtain more information on the game, please contact: ameymankan@gmail.com.*

### Goals

- Enhance participants' level of financial literacy.
- Improve participants' gender sensitivity.
- Transform participants' understanding of personal finance management.
- Enable participants to understand that men and women should have an equal level of freedom in deciding how to use their resources, including land.
- Strengthen the confidence of women participants to manage and utilize their landholdings and other resources for financial prosperity.
- Strengthen the skills of women and men to make decisions about personal economic interests.
- Emphasize the importance of making thoughtful and optimal choices, particularly when selecting different financial tools.
- Build understanding about the importance of meaningful participation by all family members when planning the family budget, and of decision making that considers the financial goals of each of them.

### Key Messages

- ✓ All adults should possess an equal degree of freedom in determining how to utilize their resources, including land.
- ✓ It is possible and important to make decisions in line with one's economic interests.

### Duration

8 hours  
(480 minutes): Module 2 is to be conducted entirely in the format of the game, which can take place over 2 sessions of 4 hours each; session one should end after Step 8, and session two should begin with Step 9. Before the start of the Module, inform the participants that the game is designed to run for the next two days over two sessions.

### Materials:

- ✓ Game - a bag for the facilitator containing game components (board, play money, cards, etc.)
- ✓ Flip chart and markers
- ✓ Pencils and note paper for participants
- ✓ Description of the game (Annex 12)
- ✓ 'Life situations cards' adapted to address issues of gender-based discrimination in general and of women's land rights in particular (Annex 13).

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## STEP-BY-STEP INSTRUCTIONS

### STEP 1



(5 min)

Inform participants that this is the first of two sessions for the game.

### STEP 2



(15 min)

A mini-lecture on the importance of being financially literate, as well as the interdependence of achieving the financial goals of all family members. Explain that the game is designed to help transform their perception of personal/family finance management for better financial outcomes for the whole family.

### STEP 3



(5 min)

Divide participants into groups of 4-5 individuals, ensuring diverse representation including men and women to promote gender equality awareness.

### STEP 4







(15 min)

Provide each group with a different household profile described in family scenario cards, taking into account gender roles and land as a resource. Examples of household profiles could include:

- A female-headed household involved in farming.
- A dual-income urban family where both partners contribute equally to financial decision-making and property ownership.
- A family with a history of land ownership and generational wealth, exploring the complexities of inheritance and property management.
- A single parent household facing land access challenges and navigating financial constraints.

The above listed characteristics can be changed and additional ones can be included depending on the context. For instance, if dry weather is common in the training context, the 'family scenario' may include tasks on obtaining a drip irrigation system. If the training is conducted in areas with high labor migration, the 'family scenario' can include challenges related to managing unstable income caused by breaks in remittances. *(continued...)*

<p>...continued</p> <p><b>STEP 4</b></p>	<p>(continued...)</p> <p>The 'families' in the game also receive cards representing cash. Money should resemble real bills of various denominations in the local currency. For instance, in Kyrgyzstan, the notes used were 20, 100, 200, 1000 and 5000 Kyrgyz som (KGS) bills designed like 'real' bills. Also, each family can open a 'debit card' with amounts available written on it. Each family will also receive game pieces depicting their recurring expenses (food, clothing, utilities, etc.).</p> <p>Ask the teams to familiarize themselves with these materials. Introduce the game conditions and rules to the participants.</p>
<p><b>STEP 5</b></p>  <p>(60 min)</p>	<p>Task each group with formulating short-term, medium-term, and long-term financial goals. Ask each group to present their financial goals and implementation plan with use of various financial services and tools like loans, savings, money transfers, insurance and investments. Encourage peer feedback and discussion on how to balance individual and collective needs against the background of scarce resources as well as innovative solutions and best practices.</p>
<p><b>STEP 6</b></p>  <p>(60 min)</p>	<p>Instruct each group to create personal and household budgets, considering gender-specific expenses, land-related costs, and income sources. Encourage discussions on equitable distribution of financial resources and decision-making within the household.</p> <p>Each 'family' is to manage its finances by calculating its income and expenses, devising coping strategies for times of hardship, or deciding how to use any extra cash they manage to save in accordance with the scenarios given. For instance, these may include seasonal fluctuations in cashflow from agriculture or from remittances due to political issues, or surplus income when money is carefully managed (including use of both formal and informal savings) to create a "financial safety cushion".</p>
<p><b>STEP 7</b></p>  <p>(60 min)</p>	<p>Ask each group to present their budget to the rest of the participants, highlighting how gender equality principles and land as a resource influenced their financial planning. Facilitate discussions on the impact of traditional gender roles, access to land, and economic empowerment within different household dynamics.</p>
<p><b>STEP 8</b></p>  <p>(20 min)</p>	<p>Conduct general discussion involving all 4 teams.</p>

<p><b>STEP 9</b></p>  <p>(60 min)</p>	<p>Once the teams are familiar with regular family financial management tasks, the facilitator distributes the "Life situations' cards": those are additional elements to the game by providing cards with specific expenses or land-related challenges that could affect the budget. Encourage participants to address these issues creatively and collaboratively.</p> <p>Some of the 'Life situations cards' describe situations where families would need to make a choice between:</p> <ul style="list-style-type: none"> <li>a) following discriminatory gender norms limiting women's land rights and ignoring requirements of legislation and</li> <li>b) adopting choices that support women's land rights and synergistically bring prosperity to the whole family which will make the game more responsive to addressing women's unequal land rights and gender issues in general.</li> </ul> <p>Each 'family' gets at least one 'life situation card', discusses it internally, and presents its decisions to the entire group, i.e. the other three families. The facilitator then guides a general discussion on the decisions made by each family. The discussion of each 'life situation card' will result in five rounds of discussions.</p>
<p><b>STEP 10</b></p>  <p>(160 min)</p>	<p>Repeat steps 7 &amp; 8 for each month of the year – i.e., there should be 12 presentations of teams to the group.</p> <p>In most cases, trainees fail to achieve their financial well-being by being distracted by daily struggles on making their 'family's' ends meet so encourage them to revisit their plans, if needed, to remember their financial goals, apply new knowledge of financial services (loans, savings, insurance, etc.), and consider possible unexpected life situations and hardships that may slow down achievement or lead to adjustments of financial goals.</p>
<p><b>STEP 11</b></p>  <p>(20 min)</p>	<p><b>Analysis and financial decisions.</b></p> <p>Questions for discussion and game analysis:</p> <ul style="list-style-type: none"> <li>• Did you like the game? What did you like about it? What didn't you like?</li> <li>• What would you do differently if you played this game again?</li> <li>• How much money were you able to save and for what purposes?</li> <li>• What elements from this game will you integrate into your personal/family budget planning?</li> <li>• Were you able to put aside savings to create a 'financial safety cushion' and 'passive Income' during this game?</li> <li>• How effectively did you utilize all of your resources (including land) to achieve your financial goals in this game? How do you usually utilize your assets, in real life?</li> <li>• In Kyrgyzstan, women and men have equal land rights before the law. Do you see this as beneficial for the financial wellbeing of the entire family? Why or why not?</li> </ul> <p>Conclude the game by summarizing key learnings, highlighting the importance of budgeting, goal-setting, inclusive financial planning, and adaptability in managing finances effectively.</p>







## MODULE 3

# Strategic<sup>1</sup> Financial Behavior




<sup>1</sup>In the field of behavioral economics, this is referred as 'rational' (here, strategic) vs 'irrational' (here, non-strategic) financial behavior

# 3 STRATEGIC FINANCIAL BEHAVIOR

This module gives a simplified overview of relevant concepts from behavioral economics, allowing learners to recognize and avoid common financial pitfalls.

	<b>Goals</b> <ul style="list-style-type: none"> <li>Make participants aware of cognitive biases or psychological traps that can counteract strategic financial management and impede financial wellbeing.</li> <li>Enable participants to identify and address these cognitive biases (or psychological traps) for improved financial management.</li> </ul>
	<b>Key Messages</b> <ul style="list-style-type: none"> <li>✓ People may have cognitive biases that lead to non-strategic financial behaviors, causing individuals to fall into psychological traps when managing their personal and family finances. By being aware of these biases and considering their distorting effects while making financial decisions, one can progress towards more strategic and beneficial financial behavior.</li> </ul>
	<b>Duration</b> <p>1 hour</p>
	<b>Materials:</b> <ul style="list-style-type: none"> <li>✓ Flip chart and markers</li> <li>✓ Pencils and note paper for participants</li> <li>✓ 'Module 3 slides' (Annex 14)</li> </ul>



123	STEP-BY-STEP INSTRUCTIONS
<b>STEP 1</b>  (30 min)	<p>Present and discuss slides on 'Non-strategic Financial Behavior: Avoiding Psychological Traps in Financial Management'.</p> <p>Show slides 3 &amp; 4 with examples of non-strategic behavior of someone regarding health and finance, and facilitate a general discussion about this behavior. Summarize the discussion with the following conclusions while concurrently presenting the slides 5 &amp; 6:</p> <ol style="list-style-type: none"> <li>Cognitive biases can lead to non-strategic financial behavior.</li> <li>It is possible to counteract the aforementioned psychological traps or biases to achieve financial wellbeing.</li> </ol>
<b>STEP 2</b>  (20 min)	<p>Ask trainees if they would like to share any personal experiences of non-strategic financial behaviors. Discuss these examples along with any other real-life examples. Foster discussion around the causes and consequences of those behaviors as well as ways to counteract them for financial wellbeing.</p>
<b>STEP 3</b>  (10 min)	<p>Summarize the discussed topics, ask participants for feedback, and articulate key takeaways (see 'key message' for the module), especially if the participants' feedback lacks clear conclusions.</p>





## MODULE 4

# Sharia Requirements on Women's Land Rights & Basics of Islamic Finance

## 4

## SHARIA REQUIREMENTS ON WOMEN'S LAND RIGHTS & BASICS OF ISLAMIC FINANCE

This module gives an overview of Kyrgyz and Sharia law related to land rights and finance, and examines the degree of alignment between the two in the context of women's ownership of land and other assets.

### Goals

- Familiarize participants with the fundamentals of Islamic banking and financial institutions offering Islamic finance services in Kyrgyzstan. Clarify incorrect assumptions that Islamic financial services are free and that Sharia prohibits women from owning land and using it for profit.
- Clarify how the Civil Code of the Kyrgyz Republic and Sharia address women's land rights, and provide a framework for women's ownership of land that can be used for profit.

### Key Messages

- ✓ The absence of guaranteed interest income in Islamic banking does not mean that funds under Islamic financial services are provided free of charge/as charity. Islamic banks generate revenues through:
  - Reselling goods and other assets
  - Lease-purchase of assets
  - Providing services
  - Investing in businesses.
- ✓ Sharia law affirms that women are entitled to utilize land for profit. This includes women who have left the parental home and have not sold a land share of the familial property. In these cases, the daughter who has left the parental home should remain the owner of the land and receive an allocation of the income derived from her land.
- ✓ When the legislation in Kyrgyzstan enabling daughters to inherit parental land does not completely align with Sharia law, Kyrgyzstan's laws have primacy over Sharia, given the country's status as a secular state.

### Duration

3 hours  
(120 minutes for training and 60 minutes for lunch break)

### Materials:

- ✓ Flip chart and markers
- ✓ Pencils and note paper for participants
- ✓ Module 4 slides (Annex 15)

### Guest speaker

1. An expert in Sharia law who can speak to the intersections between Sharia and Kyrgyz law and answer questions on this topic. The expert should be sensitive to the importance of women's land rights and the primacy of those land rights under the law.
2. An expert in Islamic banking who can answer relevant questions including those related to gender issues.

123

### STEP-BY-STEP INSTRUCTIONS

#### STEP 1



(30 min)

Part 1 of Module 4. Lecture and discussion on 'Sharia requirements for financial services and land issues' by a guest Sharia expert.

The guest speaker is to show slides 1-5 (Annex 15) and start general discussion about the topic. They are to summarize the discussion with the following conclusions:

- As per Kyrgyz law, when parents pass away, their property, including land, is inherited equally by both sons and daughters, regardless of the daughter's marital status.
- Contrastingly, according to Sharia law, married daughters do not inherit their parents' land, except for the land they owned before their parents' death, which they continue to possess.
- Despite differences in Kyrgyz legislation and Sharia concerning daughters' inheritance of parental land, Kyrgyz law prevails over Sharia due to Kyrgyzstan being a secular state.

#### STEP 2



(20 min)

Discuss examples of discrimination concerning women's land rights and how they contradict Kyrgyz legislation (Annex 15, slides 1-5).

#### STEP 3



(10 min)

Summarize the discussed topics, ask participants for feedback, and articulate key takeaways (see 'key messages' above), especially if the participants' feedback lacks clear conclusions.



STEP 4



(30 min)

Part 2 of Module 4: Lecture and discussion on 'Basics of Islamic banking' theme and usage of the slides by an expert in Islamic Banking (Annex 15, slides 6-12).

The guest speaker is to show slides and facilitate a general discussion on the topic. They are to summarize the discussion with the following conclusions:

1. In Islamic finance, the absence of guaranteed interest doesn't equate to cost-free or charitable financing. Islamic financial institutions derive their revenue through alternative means, focusing on the principles of profit-sharing, trade, and asset-backed transactions:
  - Resale of goods and other assets
  - Lease-purchase of assets
  - Provision of services
  - Investments in businesses.
2. There are providers of Islamic finance services in Kyrgyzstan and their services can be used both by Muslims and non-Muslims.

STEP 5



(20 min)

Reflections from participants and concluding remarks about the module. Participants can voice what plans they have regarding personal and family finances in connection with what they have learned during the training session.

MODULE 5

# How to Benefit From Land Ownership and Use

This module demonstrates the value of land as an asset, whether used in agriculture, other land-based businesses, or for leasing or selling if the owner does not farm it herself/himself. It further explores conditions under which agriculture can be profitable, even under a changing climate.




	<b>Goals</b> <ul style="list-style-type: none"> <li>Enhance gender sensitivity of participants.</li> <li>Raise awareness of legal facets concerning land ownership and access.</li> <li>Assist participants in understanding that both men and women possess equal freedom to choose in determining the utilization of their resources, including land.</li> <li>Empower participants to engage confidently in assertive practices concerning land ownership and resource management for financial wellbeing.</li> <li>Educate participants on making economically sound decisions and fostering sustainable practices in managing their landholdings.</li> </ul>
	<b>Key Messages</b> <ul style="list-style-type: none"> <li>✓ Men and women have equal rights to land before Kyrgyz law.</li> <li>✓ Land is a valuable resource for income generation.</li> <li>✓ It is possible to profit from agribusiness while sustainably managing the environment and counteracting the harms of climate change.</li> </ul>
	<b>Duration</b> 2 hours
	<b>Materials:</b> <ul style="list-style-type: none"> <li>✓ Flip chart and markers</li> <li>✓ Pencils and note papers for participants</li> <li>✓ Module 5 slides (Annex 16)</li> <li>✓ Printouts:             <ul style="list-style-type: none"> <li>Exercise 5.1: Types of Capital (Annex 17)</li> <li>Exercise 5.2: Classmate Stories (Annex 18)</li> </ul> </li> <li>✓ Printed post-training survey form (Annex 1)</li> <li>✓ Printed answer sheet to questions 6-32 of the post-training survey form (Annex 1A)</li> </ul>

### Guest speaker

This module includes a 30-minute lecture from an expert on biodiversity and/or agribusiness who can speak to the impacts of climate change on agricultural livelihoods in the local context and give concrete advice and recommendations for how to adapt to and mitigate negative climate impacts.

12 3	STEP-BY-STEP INSTRUCTIONS
<b>STEP 1</b>  (20 min)	Presentation and interactive conversation focusing on 'Varieties and Features of Assets and Capital', accompanied by slides 1-12 (Annex 16). This step introduces key terms like 'assets' and 'capital', outlines the types of assets and capitals participants currently possess and could possess in the future, and prepares them for an activity to identify various forms of capital.
<b>STEP 2</b>  (30 min)	Distribute the instructions for Exercise 5.1: Types of Capital (Annex 17). Facilitate a general discussion to show that: <ol style="list-style-type: none"> <li>Women are able to effectively oversee agricultural endeavors and agribusinesses, and can successfully manage land and breed cattle.</li> <li>Traditional tasks like raising cattle and farming crops can be viewed as forms of investment and family capital management. As such, every individual can take on the role of an investor while residing in the village.</li> <li>Each individual and household should possess and increase diverse forms of capital to secure their financial wellbeing presently and in the future.</li> </ol>
<b>STEP 3</b>  (30 min)	Invite three participants to take the stage as performers of the roles of the three classmates. Distribute the role play scenario for Exercise 5.2: Classmate Stories (Annex 18) to the 'actors', allowing them to leave the class for rehearsal. When they return, they will present the skit to the rest of the group to demonstrate that: <ul style="list-style-type: none"> <li>✓ Even if land is not farmed or otherwise utilized by the landowner, it can be used to generate income.</li> <li>✓ Men and women have equal rights to land under Kyrgyz law.</li> <li>✓ Land owners of land plots are obliged to contribute to the Social Fund of the Kyrgyz Republic to access state medical and pension (retirement) insurance services.</li> <li>✓ It is important to document all land transactions to safeguard land rights.</li> </ul> <p>(continued)</p>



<p>...continued</p> <p><b>STEP 3</b></p>	<p>(continued)</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. How might each of the characters from Exercise 5.2 effectively utilize their land considering their circumstances? Why?</li> <li>2. What specific actions would you propose to each of them, and why?</li> <li>3. What are the barriers that make it difficult for women to claim their rights to land?</li> <li>4. How do these women's relationship with their land assets empower and/or disempower them?</li> <li>5. In an ideal situation, what would need to happen to allow women to own and use their land without negative consequences?</li> </ol>
<p><b>STEP 4</b></p>  <p>(30 min)</p>	<p>Part 2 of Module 5. The guest speaker who is an expert on biodiversity and/or agribusiness delivers a lecture and facilitates a discussion of various possibilities for benefiting from land use and ownership, and how the resilience of land to climate change can be enhanced.</p>
<p><b>STEP 5</b></p>  <p>(15 min)</p>	<p>Distribute the post-training test to the trainees (Annex 1) and remind participants that both pre-training and post-training survey forms are intended to help participants gauge their knowledge level and are not meant for evaluation. Assure participants that test results will not be shared. Clarify that they will be asked the same questions as in the pre-training test. This will enable them to assess their own progress, if any, and identify areas of improvement. Address any potential questions or concerns from participants.</p>
<p><b>STEP 6</b></p>  <p>(5 min)</p>	<p>Reflections from participants: formulation of conclusions of the training. Participants can volunteer to share the plans they have regarding personal and family finances in connection with what they have learned during the training session. Closure of training.</p>



## ANNEXES

# Forms and Materials

Date: .....

Name: .....

## PERSONAL PROFILE

### 1. Gender

1. Man
2. Woman

### 2. How old are you?

.....

### 3. What is the highest level of formal education you completed?

1. No formal education
2. Primary education (grade 4 or less)
3. Basic secondary (grades 5-9)
4. General secondary (grades 10-11)
5. Secondary technical education (including vocational lyceum)
6. Specialized technical (technical school, college)
7. Incomplete higher education
8. Higher education
9. Academic degree (PhD, etc.)

### 4. What is your marital status?

1. Single
2. Married/Civil partnership
3. Divorced
4. Widow/Widower

### 5. What is your employment status?

1. Working for hire (contract) on a permanent, long-term basis
2. Periodically working under short-term contracts, one-time employment agreements, working temporarily, working in seasonal jobs
3. Engaged in private entrepreneurship, business
4. Engaged in agriculture and/or livestock raising (i.e., living off of agriculture or livestock on own/rented land)
5. Self-employed (small private traders in the city, shuttle traders, etc.)
6. Non-working pensioner
7. Non-working student
8. Housewife
9. On maternity/paternity leave
10. Unemployed
11. Other (please specify):.....

## FINANCIAL KNOWLEDGE AND ATTITUDES

Please select only one option per question.

### 6. What step should you start with in order to improve your financial situation?

1. Search for foreign investors who can provide an interest free loan to fund your idea.
2. Understand your own financial standing by developing a balance sheet.
3. Quickly sell part of your property and invest in cryptocurrency because its profitability is guaranteed.
4. I don't know.

### 7. What are the levels of financial wellbeing of a person or household?

1. Availability of money or lack of money.
2. Financial dependence, financial independence, financial freedom.
3. Life with or without debt.
4. I don't know.

### 8. What can a woman own?

1. Chickens, jewelry, carpets.
2. Land, horses, tractors
3. All of the above.
4. I don't know.

### 9. What can a man own?

1. Land, horses, tractors.
2. Chickens, jewelry, carpets.
3. All of the above.
4. I don't know.

### 10. Under Kyrgyz law, who is the owner of a family's land plot?

1. Father/husband
2. Only family members who received a land share during privatization of land in Kyrgyzstan in the '90s or inherited/bought it from those who received land during privatization, with the exception of married daughters
3. All family members who received a land share during privatization of land in Kyrgyzstan in the '90s during privatization or inherited/bought from those who received land during privatization, including wife and daughters, even after they marry or remarry.
4. I don't know.

### 11. Can a married daughter be an heir to her father's house and his land share?

1. Yes, all children of a deceased person have the right to inherit unless it is stated otherwise in a will.
2. No, only the youngest son has the right to inherit.
3. No, only men of the family can inherit the house and land.
4. I don't know.



**12. Which of the following can be an investment?**

1. Shares of the company that makes iPhones, one million US dollars, a Toyota plant.
2. Gold bars, land, garden, purebred cattle, Kyrgyztelecom shares.
3. All of the above.
4. I don't know.

**13. What is passive income?**

1. A type of regular income, which does not depend on one's age, health and ability to work and does not require traditional work to maintain.
2. The part of income that is not consumed, i.e., not actively used.
3. A type of regular income, which depends on one's age, health and ability to work.
4. I don't know.

**14. What is profit?**

Same as gross income.  
 $\text{Income} - \text{Expenses} = \text{Profit}.$   
 $\text{Expenses} - \text{Income} = \text{Profit}.$   
I don't know.

**15. How are loans different from investments?**

1. Investments can only be foreign; local people cannot have investments.
2. Investments imply participation in equity capital and loans are part of liabilities.
3. Investments are not to be returned, and loans must be returned.
4. I don't know.

**16. What assets earned by the family after marriage belong to the husband?**

1. Half of all assets.
2. Land, machinery, bulls, horses.
3. All fixed assets, i.e. those that are used more than 1 year .
4. I do not know.

**17. What types of the following assets earned by a married couple belong to the wife?**

1. Poultry, milk cows.
2. Half of all assets.
3. All current assets, i.e. those that are used less than 1 year.
4. I do not know.

**18. What is a personal/family financial goal?**

1. These are gratuitous payments collected from citizens to replenish the state budget.
2. This is a goal that requires money to achieve.
3. This is a goal that does not require money to achieve.
4. I don't know.

**19. What is a budget?**

1. A source of social benefits and pension payments.
2. A plan of income and expenses of the Kyrgyz Republic forecasted for a certain period of time, usually for a year.
3. A plan of income and expenses of a particular person or organization or state, forecasted for a certain period of time, usually for a year.
4. I don't know.

**20. What are savings?**

1. A type of loan aimed at agricultural development.
2. Part of income that is not consumed.
3. Efficient use of electrical energy.
4. I don't know.

**21. Who in the family should take part in discussing and resolving issues related to money?**

1. All family members.
2. Only the men.
3. Only those who earn and bring home money.
4. I don't know.

**22. When should one start saving money for the future?**

1. At any time, except in a situation when saving money can lead to malnutrition or over-indebtedness.
2. At any time: you need to open and replenish bank deposits, even if you have to take out a loan for this.
3. When all debts are paid off and there is extra money.
4. I don't know.

**23. One type of financial fraud is:**

1. Pyramids in Egypt.
2. Financial pyramids.
3. Maslow's pyramid.
4. I don't know.

**24. Islamic banks are:**

1. Organizations providing loans only to Muslims.
2. Charitable organizations.
3. For-profit commercial organizations.
4. I don't know.

**25. Do Islamic banks have the right to charge a penalty to the client for late payments?**

1. Yes, with the condition that such amounts will be directed to charity.
2. No, they do not have the right.
3. Yes, and the banks keep this money as income.
4. I don't know.

**26. Islamic finance is:**

1. Financial services forbidding 'riba'.
2. Lending funds with no benefit for the lender.
3. Funds lent by businessmen from Arab countries.
4. I don't know.

**27. The term 'riba' literally means:**

1. Any speculation.
2. Any wealth.
3. Any excess.
4. I don't know.

**28. What is the profitability of a business?**

1. An indicator that a business can return on funds invested to it.
2. An indicator of to what extent this business can be useful for a community, even if it loses money.
3. An indicator of liabilities to equity capital ratio.
4. I do not know.

**29. How can one use their own land if they can not or do not want to run an agribusiness herself/himself?**

1. By gifting, selling or leasing it to someone based on an oral agreement.
2. By gifting, selling or leasing it to someone while formally documenting all agreements.
3. By running an agribusiness anyway.
4. I do not know.

**30. An agricultural cooperative is:**

1. A membership-based organization created exclusively for obtaining subsidized interest loans.
2. A membership-based organization in which a chairperson is an employer and other members are employees.
3. A membership-based organization created for mutual activities on production, processing and/or selling agriculture goods.
4. I do not know.

**31. A tax is:**

1. A mandatory payment by legal and physical entities to the government budget in the amounts and within dates set by law.
2. Area of activities related to studying consumer needs.
3. An indicator of liabilities to equity capital ratio.
4. I do not know.

**32. Which of the following contributes to family income by saving on expenses or generating additional income flow?**

1. Housework: cooking, cleaning, doing laundry, looking after children.
2. Income from the sale of handicrafts, garden harvests or livestock.
3. All of the above.
4. I don't know.

**33. Please, indicate your level of agreement with the following statements\***

	TOTALLY AGREE	AGREE	NEUTRAL	DISAGREE	TOTALLY DISAGREE
There are fewer financial problems in families if the husband and wife manage money together.	1	2	3	4	5
I believe that living for today is more important than planning for tomorrow. Tomorrow can take care of itself.	1	2	3	4	5
To be able to save, one should become rich first.	1	2	3	4	5
Money exists to be spent.	1	2	3	4	5
Daughters and sons have equal rights under the law to inherit land and other assets from their parents.	1	2	3	4	5
Land can be considered a source of income for women.	1	2	3	4	5

*\*Adapted from OECD*



## ANNEX 1B: ANSWER SHEET FOR QUESTIONS 6-32 OF THE PRE- AND POST-TRAINING SURVEY

QUESTION NUMBER	CORRECT ANSWER OPTION
6	2
7	2
8	3
9	3
10	3
11	1
12	3
13	1
14	2
15	2
16	1
17	2
18	2
19	3
20	2
21	1
22	1
23	2
24	3
25	1
26	1
27	3
28	1
29	2
30	3
31	1
32	3

## ANNEX 2: MODULE 1 SLIDES

### Degrees of financial wellbeing



#### What is a financial safety cushion?

The so-called “financial cushion” is a savings technique whose main purpose is to build up an emergency fund to cover unforeseen expenses and maintain relative financial autonomy. It should cover between three and six months of total household expenses.

#### What is passive income?

- Passive income is income that comes to you on a regular basis, regardless of your age, health or ability to work.
- Passive income comes from investments.
- Investments are money spent on something that will make more money. One can invest in securities, real estate, business development, etc.

#### Is credit good or evil?

- Having a loan or other debt is not a problem in itself.
- On the contrary, it is often impossible to increase your profits without a loan.
- If calculations show that by taking out a loan, you will not only easily pay it back, but you will make a profit on top of it, then you should take out a loan.
- The richest people in the world take loans all the time. But then why do many people in Kyrgyzstan say they suffered from loans?
- We see only those who suffered from taking a loan participate in “Don’t pay” movements. We do not see others who used loans profitably, because these people do not manifest in street protests.
- Nevertheless, there are many people in Kyrgyzstan who have profited from taking loans.

#### Why do some people take out loans in amounts beyond their means?

In a survey of 3,000 people in Kyrgyzstan in 2016:

- 14% of respondents could not accurately state their monthly income, and 47% knew their income only approximately.
- 16% could not calculate their monthly expenses and 50% knew their expenses only approximately.

So, many people do not know their exact income and expenditures for the past periods because they do not keep records. Accordingly, they were unable to forecast future income and expenses.

How to resolve over-indebtedness and late loan repayments?

One possible solution is to help yourself see the full and true picture of your financial situation.

Actions to improve financial health quickly, safely and sustainably

- 1 Assess your current financial situation personally or within your family by preparing a balance sheet.
- 2 Calculate your precise income and expenses by preparing an income statement.
- 3 Review the balance sheet and income statement, then plan to improve your financial situation.
- 4 Begin or continue tracking your income, expenses, accounts payable, and assets using mobile applications and other methods for periodic analysis and adjustment of your financial goals and plans.
- 5 Avoid falling victim to scammers and psychological traps while managing finances.

What you can't do to improve your financial health

- Take out new loans without knowing if their terms are beneficial for your conditions,
- Cut spending to dangerously low levels (malnutrition, etc.),
- Go with the flow without making informed decisions,
- Get involved in risky ventures, making decisions based on emotions instead of calculations.

Action plans to improve your financial situation

A. Reduce expenses, including debt repayments

- 1 Make a complete list of debts.
- 2 Rank them by interest rate and other elements of the loan's cost: its currency exchange costs, other than interest rate payments, etc. The costlier a debt, the higher its rank in the list.
- 3 Start repaying the debts from the most expensive loan.
- 4 Going forward, choose loans with favorable terms while creating and maintaining a financial safety cushion.

B. Increase income

- Start or continue saving money.
- Start or continue investing.

What is an asset?

- An asset is something you own that has value, accounts receivable, and other aspects that create income.
- For example, a taxi driver's car is his asset. (Conversely, if the car is parked in a garage most of the time, and its owners do not earn money from cab services, then the car is not an asset to them).
- Accounts receivable is what is owed to you by other people or companies.
- Money in the cash register is also an asset for store owners, as it helps generate income through trade.

What are liabilities and equity?

- Liabilities are the debts of a company or a person, e.g., taxes to be paid, short-term and long-term loans, goods taken on sale.
- Equity is the sum of invested and earned funds that a person or company has at its disposal when carrying out its activities.

What is a balance sheet?

- A balance sheet is a financial report reflecting a business' financial position as of a particular date.
- It reflects the composition and allocation of assets and the sources of asset formation.
- TOTAL ASSETS = TOTAL LIABILITIES + EQUITY CAPITAL

Structure of a balance sheet

ASSETS (KGS)	LIABILITIES & EQUITY (KGS)
Current assets:	Obligations
Cash	Accounts payable
Accounts receivable	Liabilities
Prepayment	
Goods	
Total current assets	Total current assets
Fixed assets:	Equity:
Equipment	
Real estate	
Land	
Total Fixed assets	Total equity
TOTAL ASSETS (KGS)	TOTAL LIABILITIES & EQUITY (KGS)

Income statement

- Financial results of the enterprise for a certain reporting period.
- Data on revenues, expenses and profit/loss of the enterprise.
- Source for analyzing the profitability indicators of the enterprise.

Structure of income statement

Reporting period:		Aug 2023
No	INCOME (KGS)	
1	Activity 1	
2	Activity 2	
3	TOTAL INCOME (Line 1+Line 2):	

	EXPENSES (KGS)	
4	Expense 1	
5	Expense 2	
6	Expense 3	
7	TOTAL EXPENSES (Sum of lines 4-6):	
8	PROFIT OR LOSS (TOTAL INCOME - TOTAL EXPENSES):	



ANNEX 3: INSTRUCTIONS FOR EXERCISE 1: 'MURAT, THE TAXI DRIVER'

Murat provides cab services. Make a balance sheet and profit and income statement of his business.

As of today, he has:

- a car bought for 200 thousand Kyrgyz soms (KGS – the national currency)
- cash: 4 thousand KGS
- a patent (a type of business license for small businesses in Kyrgyzstan) for 1 thousand KGS
- a debt to a store for spare parts of 10 thousand KGS
- a neighbor's debt to him of 5 thousand KGS
- a loan for the car of 90 thousand KGS.

Income and expenses from Murat's business for the last month:

- he worked 20 days by himself and earned 40 thousand KGS
- during 10 days he rented his car to other cab drivers and earned 5 thousand KGS
- he paid 1 thousand KGS for the patent
- he spent 10 thousand KGS on gasoline
- he spent 4 thousand KGS on spare parts.



ANNEX 4: BLANK BALANCE SHEET FOR EXERCISE 1

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
Current assets:		Liabilities:	
Cash		Accounts payable	
Accounts receivable		Liabilities	
Prepayment			
Goods			
Total current assets		Total liabilities	
Fixed assets:		Equity:	
Equipment			
Real estate			
Total Fixed assets		Total equity	
TOTAL ASSETS (KGS)		TOTAL LIABILITIES & EQUITY (KGS)	

## ANNEX 5: BLANK INCOME STATEMENT FORM FOR EXERCISE 1

Reporting period:

Aug 2023

No	INCOME (KGS)	
1	Activity 1	
2	Activity 2	
3	<b>TOTAL INCOME (Line 1+Line 2):</b>	

	EXPENSES (KGS)	
4	Expense 1	
5	Expense 2	
6	Expense 3	
7	<b>TOTAL EXPENSES (Sum of lines 4-6):</b>	
	<b>PROFIT OR LOSS</b>	
8	<b>(TOTAL INCOME - TOTAL EXPENSES):</b>	

## ANNEX 6: COMPLETED BALANCE SHEET FOR EXERCISE 1

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
<b>Current assets:</b>		<b>Liabilities:</b>	
Cash	4,000	Accounts payable	10,000
Accounts receivable	5,000	Liabilities	90,000
Prepayment	1,000		
Goods			
<b>Total current assets</b>	<b>10,000</b>	<b>Total liabilities</b>	<b>100,000</b>
<b>Fixed assets:</b>		<b>Equity:</b>	
Equipment	200,000		
Real estate			
<b>Total Fixed assets</b>	<b>200,000</b>	<b>Total equity</b>	<b>110,000</b>
<b>TOTAL ASSETS (KGS)</b>	<b>210,000</b>	<b>TOTAL LIABILITIES &amp; EQUITY (KGS)</b>	<b>210,000</b>

## ANNEX 7: COMPLETED INCOME STATEMENT FORM FOR EXERCISE 1

Reporting period:

Aug 2023

No	INCOME (KGS)	
1	Activity 1	40,000
2	Activity 2	10,000
3	<b>TOTAL INCOME (Line 1+Line 2):</b>	<b>50,000</b>

	EXPENSES (KGS)	
4	Expense 1	10,000
5	Expense 2	4,000
6	Expense 3	1,000
7	<b>TOTAL EXPENSES (Sum of lines 4-6):</b>	<b>15,000</b>
8	<b>PROFIT OR LOSS</b>	<b>35,000</b>
	<b>(TOTAL INCOME - TOTAL EXPENSES):</b>	

## ANNEX 8: INSTRUCTIONS ON EXERCISE 2: 'MAMATOV FAMILY'

Erkin and Alia Mamatov have three children. The family lives in the village and receives income from farming. They have:

- Land plot 1, which they bought for 400K KGS two years ago and have been using to grow agricultural products; Erkin mainly manages the process of growing agricultural products.
- Land plot 2, which they bought for 160K KGS last year and have been renting out. The rent per year is 12K KGS, and they receive the payment in December. Aliya is mainly responsible for ensuring that the rent payment is received on time.
- Horses bought for 280K KGS.
- Milking cows worth 140K KGS.
- Chickens worth 10K KGS.
- Loan taken by Erkin in the amount of 400K KGS.
- Loan taken by Alia in the amount of 200K KGS.
- Erkin has 7K KGS in cash.
- Alia has 3K KGS in cash.
- A house worth 900K KGS.

### Instructions:

1. Please develop the family's balance sheet.
2. Please develop individual balance sheets for Erkin and Alia.





ANNEX 9: BLANK BALANCE SHEET FOR EXERCISE 2: 'MAMATOV FAMILY'

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
Current assets:		Liabilities:	
Cash		Accounts payable	
Accounts receivable (land lease payments)		Obligations	
Total current assets		Total liabilities	
Fixed assets:		Equity:	
Livestock			
Land plot No. 1			
Land plot No. 2			
Real estate			
Total Fixed assets		Total equity	
TOTAL ASSETS (KGS)		TOTAL LIABILITIES & EQUITY (KGS)	

ANNEX 10: COMPLETED BALANCE SHEET FOR EXERCISE 2: 'MAMATOV FAMILY'

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
Current assets:		Liabilities:	
Cash	10,000	Accounts payable	
Accounts receivable (land lease payments)	12,000	Obligations	600,000
Total current assets	22,000	Total liabilities	600,000
Fixed assets:		Equity:	
Livestock	430,000		
Land plot No. 1	400,000		
Land plot No. 2	160,000		
Real estate	900,000		
Total Fixed assets	1, 890,000	Total equity	1, 312,000
TOTAL ASSETS (KGS)	1, 912,000	TOTAL LIABILITIES & EQUITY (KGS)	1, 912,000

## ANNEX 11: COMPLETED PERSONAL (INDIVIDUAL) BALANCE SHEET FOR ERKIN FOR EXERCISE 2 'MAMATOV FAMILY'

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
<b>Current assets:</b>		<b>Liabilities:</b>	
Cash	5,000	Accounts payable	
Accounts receivable (land lease payments)	6,000	Obligations	300,000
<b>Total current assets</b>	<b>11,000</b>	<b>Total liabilities</b>	<b>300,000</b>
<b>Fixed assets:</b>		<b>Equity:</b>	
Livestock	215,000		
Land plot No. 1	200,000		
Land plot No. 2	80,000		
Real estate	450,000		
<b>Total Fixed assets</b>	<b>945,000</b>	<b>Total equity</b>	<b>656,000</b>
<b>TOTAL ASSETS (KGS)</b>	<b>956,000</b>	<b>TOTAL LIABILITIES &amp; EQUITY (KGS)</b>	<b>956,000</b>

## ANNEX 11: COMPLETED PERSONAL (INDIVIDUAL) BALANCE SHEET FOR ALIA FOR EXERCISE 2: 'MAMATOV FAMILY'

ASSETS (KGS)		LIABILITIES & EQUITY (KGS)	
<b>Current assets:</b>		<b>Liabilities:</b>	
Cash	5,000	Accounts payable	
Accounts receivable (land lease payments)	6,000	Obligations	300,000
<b>Total current assets</b>	<b>11,000</b>	<b>Total liabilities</b>	<b>300,000</b>
<b>Fixed assets:</b>		<b>Equity:</b>	
Livestock	215,000		
Land plot No. 1	200,000		
Land plot No. 2	80,000		
Real estate	450,000		
<b>Total Fixed assets</b>	<b>945,000</b>	<b>Total equity</b>	<b>656,000</b>
<b>TOTAL ASSETS (KGS)</b>	<b>956,000</b>	<b>TOTAL LIABILITIES &amp; EQUITY (KGS)</b>	<b>956,000</b>

## ANNEX 12: 'MANAGE YOUR PERSONAL/FAMILY FINANCES' INTERACTIVE EDUCATIONAL GAME

The 'Manage your personal /family finances' interactive game is a game about family budget and resource management. It was developed by Aisuluu Meimankanova, the Master Trainer of the International Labour Organization's (ILO) 'Start and Improve Your Business' (SIYB) program, and the team of ILO trainers involved in programs including 'Financial Education', 'Gender and Entrepreneurship', and 'Introduction to Business' in Kyrgyzstan, facilitated through the 'Public Foundation Alliance of Trainers and Consultants' (PFATIC). To craft this game, ILO's standards, tools, and strategies, as well as the vast knowledge of trainers and consultants from ATIC, were utilized.

Designed for teaching and reinforcing theoretical knowledge on financial literacy, the game was developed based on experience gained from conducting various financial literacy trainings, business planning training programs and the developers' experience in conducting workshops in rural areas of Kyrgyzstan.

The game is a practical and easily understandable social – economic game. It helps to build and reinforce skills and abilities and to develop financially literate habits. This is achieved through the utilization of various models of financial instruments to minimize economic/financial risks in a gamified format. The game is a tool that can simulate virtually the entire spectrum of life situations in which various financial services are applied.

### *In the process of game, participants learn to:*

- Set personal and family financial goals.
- Consider the needs of all family members, with attention to their gender and age; for example, recognizing that girls and women may have different needs than boys and men, young mothers have their own needs, etc.
- Involve all family members in the process of making financial decisions
- Track and control their budget.
- Engage in negotiations and agreements, even in stressful and risky situations.
- Analyze and prioritize financial decisions.
- Aim for balance in aspects such as 'work/personal life', 'frugality/thriftiness', 'savings/wealth'.
- Understand terms such as 'financial safety cushion', 'financial security', 'financial independence', 'financial freedom', 'investment', 'passive income', etc.
- Seek and find additional income sources, including monetizing one's knowledge, skills, talents, hobbies, etc.

The last point holds particular significance for women. Because of their traditional responsibilities in managing household affairs, women often need targeted strategies to improve their economic prospects. One approach for women to achieve personal fulfillment and financial independence is operating home-based businesses utilizing their unique skills.

The 'Manage your personal/family finances' game acts as a simulator that demonstrates the importance of social responsibility, ways to achieve one's goals, and the practicality of setting clear personal objectives. It also demonstrates how to strike a balance between fulfilling individual needs and covering the expenses required to reach established goals.

Throughout the game, participants test the resilience of their financial aspirations and plans in pursuit of

financial independence and freedom. They gain essential skills such as tracking income and expenses, continuously evaluating market conditions, building resilience in challenging situations, improving negotiation abilities, fostering partnerships, and acquiring other crucial life skills.

### *The following topics will be covered during the game:*

- 1 Short-term, medium-term, and long-term financial goals.
- 2 Personal/family budget: Income and expenses.
- 3 Types of savings.
- 4 Loans and financial commitments.
- 5 Financial risks.
- 6 Investments.
- 7 Insurance.

The game models budget management over a span of 12 months, encompassing a full annual cycle. It achieves this by employing 'life situation cards', which enhance practical aspects of financial literacy. Each 'life card' presents hypothetical scenarios in which families are required to make financial choices. These cards address important and contemporary financial themes including:

- Gender-related considerations.
- Investments in education and personal development.
- Unemployment and labor migration.
- Self-employment and entrepreneurship opportunities.
- Taxation and contributions to the Social Fund of Kyrgyzstan (a state body for mandatory savings for retirement payments and medical insurance).

### *It is important for the facilitator of the game to:*

- Monitor the facilitation process of the game to ensure an active and dynamic game session.
- Manage time effectively.
- Ensure that the cards are relevant and cover all the training topics extensively.
- Keep track of distributing the 'life situation cards' at the appropriate time.

The game is designed so that players will stand in someone else's shoes. They must consider the financial realities and perspectives of another person, whose gender can be different from their real one. For instance, an adult man may have to play the role of a teenage girl whose voice may not be heard in decision-making on matters of family finance. Or, vice versa, a teenage trainee may have to make economic decisions as an adult in accordance with the game scenarios, which can empower such trainees.

Throughout the game, teams are given various tasks and challenges to: set financial goals in accordance with the story of their 'family', prepare a savings plan related to their goals, and start receiving and spending money on a monthly basis.



## ANNEX 13: : 'LIFE SITUATIONS' GAME CARDS ADAPTED TO ADDRESS WOMEN'S LAND RIGHTS

### Life Situation Card #1: Providing comfort to elderly parents

*In an intergenerational family, there are several household members including a married labor migrant, elderly parents, and two young grandchildren aged 1 and 3 years old. The family lives together in a house with an outdoor toilet.*

*The family urgently needs to install indoor plumbing for a toilet within the house, as the outdoor facility poses significant health and safety risks, especially for the elderly parents and young children. Winter conditions exacerbate the situation, making it imperative to address this housing need promptly. However, this project requires a substantial financial investment.*

#### Task:

- **Calculate Costs:** Calculate the construction cost of this project and determine how to allocate the necessary funds from the family budget.
- **Identify Expense Category:** Identify the appropriate expense category from which to allocate the funds, considering the financial implications and priorities of the family.

### Life Situation Card #2: Investing in the education of a daughter or in the business of an older son

*Your son, who is 23 years old and an aspiring entrepreneur, has approached you for financial assistance amounting to 100,000 Kyrgyz soms to support another business endeavor (his previous businesses, also funded by his parents, failed). Meanwhile, your 12-year-old daughter won an online competition aimed at empowering girls in the field of IT, securing a grant for a one-month IT training summer camp in the USA. While the camp offers free accommodation and meals, the family is responsible for covering the cost of flights and visa fees, which are yet to be determined.*

#### Task:

- **Assessing Priorities:** Consider the long-term goals and potential impact of supporting your children's endeavors. Evaluate the financial feasibility and benefits of each opportunity.
- **Budget Allocation:** Review your family budget to determine available funds and prioritize financial support based on the needs and opportunities presented by your son and daughter.
- **Risk Assessment:** Evaluate the risks associated with investing in your son's entrepreneurial venture versus supporting your daughter's educational opportunity.

### Life Situation Card #3: Is investing in a daughter's wrestling aspirations appropriate?

*During the discussion of your family's financial goals, your 11-year-old daughter expressed a keen interest in pursuing classical wrestling, drawing inspiration from champion athletes like Aisuluu Tynybekova,*

*Meerim Zhumanazarova, and Ayperi Medet kyzy. The sports club she's interested in is located in a neighboring village.*

#### Task:

- Consider and discuss several options:
  - 1 **Denying her the opportunity:** This option involves refusing your daughter's request to pursue wrestling based on the belief that it is not an appropriate sport for girls.
  - 2 **Allowing her to engage in the sport with her older brother:** This choice entails permitting your daughter to participate in wrestling, but only if accompanied by her 13-year-old brother. This would require financial support for both children.
  - 3 **Encouraging her to opt for piano or dance lessons:** This option suggests encouraging your daughter to choose piano or dance lessons available in your village, even if they aren't her preferred choices. Proponents of this idea argue that these activities are more beneficial than wrestling, emphasizing that it would also save money from the family budget.

#### Considerations:

- **Safety and Well-being:** Evaluate the safety measures and supervision provided at the wrestling club to ensure your daughter's physical and emotional well-being.
- **Financial Impact:** Assess the financial implications of supporting your daughter's wrestling aspirations, including training fees, equipment costs, and travel expenses to the neighboring village.
- **Cultural Norms:** Reflect on societal norms and perceptions regarding girls participating in combat sports like wrestling, balancing cultural expectations with individual interests and empowerment.
- **Empowering Passion:** Recognize the importance of nurturing your daughter's passion and talent, fostering self-confidence, discipline, and resilience through sports.
- **Family Dialogue:** Engage in open and supportive conversations with your daughter about her interests, concerns, and aspirations, involving her in the decision-making process.

**Life Situation Card #4: Plans for use of sister's land**

*In a parental family, there are 5 adult siblings: 4 sisters and 1 brother. The parents passed away and the land previously managed by the father, which includes the plots attributed to each family member by the Kyrgyz state, is now managed by his son.*

*One of the sisters, who is married and has a daughter and a son, wants to start a business in the tourism industry and would like to use the land the State attributed to her ('ulush') to build an eco-cafe for tourists. She has participated in a program supporting women entrepreneurs and won a grant; the condition being the possession of land for construction.*

*The brother is married and has two sons (aged 22 and 17). The young men believe that women cannot own land and are making plans based on their father's property and that of his sisters.*

**Task:**

- Taking on the roles of the family members (the sister, her husband, her daughter and son, the brother, his wife, and their 2 sons), discuss the possible decisions to be made in this situation, as if you were sitting around the table.

*How might different characters perceive the situation and justify their point of view? How would the situation most realistically be resolved? Why?*

**Life Situation Card #5: Supporting a divorced daughter's housing needs**

*After several years of marriage and raising two children, your daughter got divorced. Her husband migrated for work in Russia, and severed ties with her and their children. Following the divorce, your daughter and her two kids relocated from the village to Bishkek city for a fresh start. As part of the divorce settlement, she was entitled to half of the properties acquired during the marriage. However, the funds received from this settlement are not sufficient to afford a small house in Bishkek. As a result, your daughter turns to you for financial assistance to bridge the gap and secure stable housing for her and her children.*

**Task:**

- Calculate the shortfall between the funds received from the divorce settlement and the amount needed to purchase a small house in Bishkek.
- Offer financial assistance equivalent to the identified financial gap, taking into account additional costs such as legal fees, moving expenses, and house-related expenditures.

**Consider different possibilities such as:**

- Offer your daughter monetary assistance equivalent to her land plot 'ulush'.
- Help your daughter migrate for work and leave her kids behind with you. She can earn the needed sum of money abroad.
- Offer your daughter the option to stay with you and encourage her to explore employment opportunities, educational programs, or entrepreneurship initiatives to enhance financial stability in your village.

**What is 'irrational' financial behavior?**

Conventional economic theories have traditionally posited that consumers behave "rationally" and in alignment with their own economic interests. As a result, it was presumed that individuals seeking financial services would also act in a logical manner. However, the newer field of behavioral economics has revealed that financial knowledge doesn't automatically translate into applying that knowledge to safeguard one's financial well-being. This is because cognitive biases and preconceived notions frequently hinder the capacity to make informed decisions, leading to choices that may run counter to one's best financial interests.

**Cognitive biases that lead to 'irrational' financial behavior**

- 1 Viewing immediate needs as more critical than future needs (present bias)
- 2 Stressful situations that hinder rational decision-making – poverty can itself be a source of stress
- 3 Procrastination, often due to unclear goals and lack of reminders of those goals
- 4 The menu fallacy (attention constraints)
- 5 The anchoring fallacy
- 6 The gambler's fallacy
- 7 Emotional reactions, including susceptibility to fraud and marketing tricks
- 8 Mental accounting of finances, i.e., managing finances in one's head instead of in written form and in accordance with accounting rules

**Ways to counteract these psychological traps or fallacies**

- 1 Recognize common psychological pitfalls when making financial choices to avoid impulsive decisions and ensure clearer, more considered choices.
- 2 Manage personal finances using formal accounting practices instead of mental accounting.
- 3 Employ visual cues and technological tools to foster positive financial behaviors.
- 4 Establish clear, incremental, and attainable financial objectives.
- 5 Track progress to stay motivated and maintain momentum.
- 6 Adhere to the "50-30-20" guideline, directing 50% of income to essentials, 30% to non-essential spending, and 20% to savings and debt repayment.
- 7 Follow the "24-hour" rule to prevent impulsive spending by waiting a day before non-urgent purchases.
- 8 Be wary of fraudulent schemes, especially when offers appear too good to be true compared to standard industry rates, such as investments promising a 150% return annually when the average deposit interest rate is 15% annually.

### PART 1: SHARIA REQUIREMENTS ON WOMEN'S LAND RIGHTS

#### Sharia requirements on women's land rights

- Under Sharia, both women and men enjoy parity in possessing land and other immovable assets, although differences might exist in matters concerning inheritance.
- Women equally hold the right to utilize land for financial gain, whether through ownership or renting.
- Shariah law dictates that, daughters who have left their parental home should receive the income derived from her land share of the familial property.

#### Land ownership requirements

- Legislation of Kyrgyzstan:
- When parents pass away, their property, including land, is inherited equally by both sons and daughters, regardless of the daughter's marital status.

#### Sharia law:

- Married daughters do not inherit their parents' land, except for the land they owned before their parents' death, which they continue to possess.

### PART 2: BASICS OF ISLAMIC FINANCE

#### Difference between Islamic and conventional banking principles

Islamic banking prohibits the giving and receiving of income in the form of guaranteed interest. However, the absence of guaranteed interest doesn't imply that Islamic financing is provided for free or as charity. Islamic banks generate income through:

- Reselling goods and other assets
- Lease-purchase of assets
- Provision of services
- Business investments

#### Four principles specify what is prohibited be in contracts between the client and Islamic finance service providers:

- Riba (usury)
- Garar (uncertainty)
- Maisir (games)
- Haram financing of the production or sale of prohibited goods or services (alcohol, etc.)

#### Islamic finance services

Islamic finance encompasses the following types of services:

- Islamic banking
- Islamic insurance
- Islamic securities (capital market tools)

#### Islamic finance in Kyrgyzstan

Islamic finance in the Kyrgyz Republic comprises the following range of financial products or agreements established between clients and financial organizations adhering to Islamic principles.

#### Deposit products:

- Card Hasan
- Vadiya iad daman
- Mudaraba

#### Trade finance products:

- Murabaha
- Salam

#### Lease-based financing:

- Ijara

#### Financing operations through partnerships:

- Muraraba
- Musharak

#### Financing of capital expenditures:

- Istisnaa

In the Kyrgyz Republic, 5 out of 23 commercial banks and 9 out of 133 microfinance organizations provide financial services based on Islamic principles.

#### Summary

In Islamic banking, the absence of guaranteed interest doesn't equate to cost-free or charitable financing. Islamic banks derive their revenue through alternative means, focusing on the principles of profit-sharing, trade, and asset-backed transactions:

- Resale of goods and other assets
- Lease-purchase of assets
- Provision of services
- Investments in businesses



### PART 1: HOW TO BENEFIT FROM LAND OWNERSHIP AND USE

#### Method 1: Farming

Calculation of agribusiness profitability

#### Types of assets

<p><i>Consumption assets</i></p> <p>Purpose: maintenance standard of living</p> <p>(Insurance, car, etc.)</p>	<p><i>Investment assets</i></p> <p>Purpose: to generate current income or income through appreciation in value on subsequent sale</p> <p>(Deposits, securities, etc.)</p>
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#### Features of an asset

Every asset needs to be viewed with three dimensions:

- 1 liquidity
  - 2 reliability
  - 3 profitability (yield)
- Liquidity is the ability of any asset to turn into money.
  - Liquidity depends on supply and demand, as well as the existence of an organized market for the asset.
  - Reliability is the ability of an asset to withstand risks.
  - The more reliable the asset, the lower the risk of under-receipt or even non-receipt of income, which you counted on when buying this asset.
  - Yield, or profitability is the ability of an asset to change its value over time.
  - Yield is made up of two components: current income and growth in value.

#### Components of an asset's yield

<p><i>Return on assets</i></p> <p>Example: renting out an apartment</p>	<p><i>Growth in value</i></p> <p>Example: selling the apartment at a higher price</p>
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- There are no universal assets that are simultaneously liquid, safe and profitable.
- Each of the three features of an asset changes over time, so it is necessary to match each asset to a specific financial goal.

#### Types and features of capital

- Current, 2) Reserve, 3) Investment
- Current capital covers current, daily expenses.

- Since current capital may be needed at any moment, the main requirement for it is liquidity.
- Reserve capital is a financial protection of the family's welfare and a reserve for a "rainy day" and should include:
  - 1 savings for unexpected expenses and setbacks,
  - 2 insurance,
  - 3 planned savings for mandatory future expenses, such as:
    - ✓ children's education,
    - ✓ your own future pension.
- The main requirement for assets included in the reserve capital is reliability.
- Investment capital covers financial assets (securities, etc.) or real assets (real estate, own business, etc.).
- Income from investments allows the replenishing of current and reserve capital, and serves as a source of funding for financing new investment ideas.
- The main purpose of investment capital is profitability, i.e., multiplication of capital.

#### Steps to calculate the profitability of a particular type of agribusiness

- Make a forecast of revenues and expenses based on the business plan (marketing, production, finance), for one year (or several years if the project is long-term).
- Determine when the business will be profitable (i.e., when revenues exceed expenses).
- Calculate the return on investment (ROI) by dividing the amount of expected net profit by the amount of required investment.
- Compare the resulting ROI with bank deposit rates and the ROI of other businesses.

#### Method 2: lease or sell your land

### PART 2: AGRIBUSINESSES RESISTANT TO NEGATIVE EFFECTS OF CLIMATE CHANGE

#### Methods to counteract the effects of climate change and conserve biodiversity

- 1 Use sustainable farming practices such as crop rotation, perennial crops and composting. All of these can reduce soil erosion and the need for chemical fertilizers and pesticides, as well as maintain soil biodiversity and fertility.
- 2 Adopt integrated farming practices such as agroforestry and intercropping. All of these contribute to soil enrichment, weed control and food production, which contribute to ecosystems restoration.
  - ✓ Restoration of ecosystems, including restoration of perennial vegetation and native animal species, bee and bird populations, can contribute to biodiversity conservation and increase soil fertility.
- 3 Apply environmentally friendly technologies such as: drop irrigation systems, water management, energy conservation. These can reduce the use of resources and reduce the negative impact on the environment, which in turn leads to biodiversity conservation.
- 4 Educate yourself and your community and create a system of social relations based on a participatory approach. This will foster understanding of the need for biodiversity conservation and promote conservation of natural resources.

### Effective usage of land resources:

Agroforestry is a single-area farming system that combines crops and/or livestock with trees and shrubs, such as through:

- Cultivation of crops along alleys
- Wooded pasture
- Windbreak agroforestry
- Coastal buffer strips
- Afforestation for forest by-products

### Influence of climate change in Kyrgyzstan:

- Between 1976 and 2019, the Kyrgyz Republic experienced an average annual temperature rise of 0.23°C every decade.
- An increase in the occurrence of extreme weather phenomena such as droughts, floods, hail, thunderstorms, and severe snow storms has been observed.
- Climate change poses risks of species displacement and extinction, as animal and plant species might move beyond their historical habitat range or face extinction.
- Agricultural productivity faces potential decline due to changing weather patterns, leading to reduced crop yields and heightened spread of pests and diseases, posing a threat to nutritional stability.
- Economic ramifications are anticipated, impacting various sectors such as transportation, energy production, tourism, and other areas.

### What types of agribusinesses are profitable and resilient to climate change:

- Raspberry cultivation using drip irrigation; calculations of profitability per 0.01 ha of land:
  - ✓ raspberry seedlings 140 pcs \*80 KGS = 11,200 KGS
  - ✓ drip irrigation system = 20,000 KGS
  - ✓ fencing (rabbit net) = 10,000 KGS
  - ✓ Total costs: 41,200 KGS
  - ✓ Average yield per raspberry bush =4 kg per season
  - ✓ Gross yield per season 140 bushes\*4 kg = 560 kg
  - ✓ Gross value of 560 kg\*250 KGS = 140,000 KGS
  - ✓ Gross profit 140,000-41,200=98,800 KGS, Gross profit margin is 339%.
- Collection of "Smorchok" mushrooms (provided that mushrooms are cut, not plucked from the root), drying according to the requirements of drying technology and selling for 7,000 KGS/kg to "KAFLU" LLC for export
- Conducting business cluster to reach economies of scale
- Cooperation with JICA project "One Village - One Product"
- Joining sectoral business associations

## ANNEX 17: EXERCISE 5.1: TYPES OF CAPITAL

Dinara is a successful businesswoman who got tired of the hustle and bustle of the city and wanted a quieter life in nature. After discussions with her husband, she sold her business and bought five hectares of land in her native village as well as a herd of steers. Dinara also sought new investments more aligned with her new farming lifestyle. Since she and her husband had been fond of horseback riding since their youth, they bought a collection of horse breeds. When they need cash, they sell one bull and live on that money.

### Task:

Identify which of the three types of capital (reserve, current and investment) each of the following asset belongs to:

- 1 A herd of thoroughbred horses
- 2 A herd of steers
- 3 Land



## ANNEX 18: EXERCISE 5.2: 'CLASSMATE STORIES'

Kutman, Aidana, and Aizirek, childhood friends from a rural school, have remained close even after finishing school. Now in their fifties, each has established a career and a family. They and their parents received land plots in 1996. During a recent visit, customary tea time turned into a conversation about optimizing their land use for profitability.

In this role play exercise, three participants are invited to play the roles of the three friends, who will discuss their situations by sharing the below information.

### 1. Information for the performance of the role of Aidana

After getting married and moving away from her village, Aidana's land plots are being used by her father and brothers alongside their own. In return, they periodically offer her both gifts and a portion of the income earned from the harvest. Additionally, they pay payments to the Social Fund on her behalf, which is intended to secure her future retirement payments.

Aidana is now considering the option of officially transferring ownership of her land to her younger nephew. He has given her assurance that he will continue to share the proceeds generated from her land. She is also exploring other potential alternatives for her land.

### 2. Information for the performance of the role of Aizirek

Upon her marriage, Aizirek also left her village. She greatly admires the actions of Aidana's father and brothers. In contrast to Aidana's situation, Aizirek's father and brothers not only use her land without acknowledgment but also do not make payments to the Social Fund on her behalf. She only recently and accidentally found out about this debt, which could potentially have a negative impact on Aizirek's future retirement pension. Asked to pay, her father and brother have said that they are indebted and cannot pay.

Aizirek has a small salary and has been saving to build a new house. She is facing a dilemma: should she pay the debt herself to avoid unsettling relations with her father and brothers? If so, what should she do with the land moving forward—claim and lease it to someone else to cover the taxes or continue to allow her father and brothers to use it?

### 3. Information for the performance of the role of Kutman

Kutman utilizes his land for agricultural purposes. His hard work and participation in several trainings and investments have consistently led to higher crop and livestock productivity compared to his neighbors. He aspires to expand his operations to earn income to go with his parents on a pilgrimage to Mecca, but faces limitations due to relatively small landholdings. He is pushing his wife to claim her plot ('ulush'), which may cause friction with her parental family.





## INITIATIVE CONSORTIUM



The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

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