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INFLUENCE OF FINANCIAL LITERACY ON LIVELIHOOD RESILIENCE IN THE MID -ZAMBEZI VALLEY

BY

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DEDICATION

This dissertation is a tribute to my grandmother (Matilda Huro), whose constant encouragement and support made this dissertation possible.

ABSTRACT

This study examines the relationship between financial literacy and livelihood resilience among rural households in Zimbabwe's mid-Zambezi Valley. It assesses the current level of financial literacy and proposes recommendations to enhance. Findings reveal low levels of financial literacy, particularly in budgeting, saving, and investment. Limited financial knowledge coupled with dependence on seasonal, low-income activities (subsistence agriculture, natural resource extraction) renders these households highly vulnerable to economic shocks. The research demonstrates a connection between limited financial literacy and poor financial practices such as inadequate emergency savings, over-indebtedness, and inefficient resource allocation. This, in turn, weakens livelihood resilience, hindering households' ability to absorb and recover from disruptions. Based on the findings, the dissertation proffers several recommendations to enhance financial literacy and strengthen livelihood resilience in the mid-Zambezi Valley. These include targeted financial education programs, improved access to formal financial services, and the promotion of livelihood diversification strategies. This study investigates the significance of financial literacy in enhancing the financial decision-making capacity of rural populations, thereby promoting livelihood resilience. The study emphasizes the critical role financial literacy plays in equipping rural populations with the knowledge, skills, and attitudes necessary to make informed financial decisions and build more resilient livelihoods. These findings offer valuable insights for policymakers, development practitioners, and rural finance institutions working to improve the financial capabilities and economic well-being of marginalized communities, not only in Zimbabwe but also in similar contexts globally.

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CHAPTER I

INTRODUCTION

1.0 Background of the study

In the modern world, financial literacy has emerged as a tool for better financial management. According to the Organisation for Economic Co-operation and development (OECD) (2019), financial literacy refers to the knowledge and analysis of financial ideas and threats, as well as the capability and degree of assurance to apply such experience and knowledge to make meaningful financial decisions throughout a range, to improve the financial well-being of individuals and communities, and to enable participation in economic life. Melbha (2020) states that financial literacy is the appreciation of how money is acquired utilised and protected. Melbha (2020) also noted that financial literacy extends to resources, including skills and abilities in assembling decisions on generating, investing, spending and saving money. A high level of financial literacy helps to enhance an individual's investment performance and maximise savings and investment income, leading to a greater net income and consumption (Askar, Ouattara, and Zhang, 2020). However, financial literacy remains mostly untapped in rural areas (Jayanthi, 2019).

Mandongwe, Murairwa, & Jachi, (2020) assert that proliferating lack of financial literacy (FL) in rural communities can lead to suboptimal decision making, thereby breeding economic hardship, which cascades to poverty (Jayanthi, 2019), a typical scenario for most rural households in Zimbabwe (Zimbabwe Vulnerability Assessment Committee (ZimVac), 2021). Poverty manifests as a systemic lack of resources, resulting in inadequate food, shelter, and healthcare access. This has severe consequences, including increased morbidity, mortality, and social exclusion. (Askar, *et al.* 2020) asserts that financial literacy has extensive effect beyond poverty.

Most rural communities have low to moderate incomes (ZimVac, 2021). These incomes are seasonal and are dependent on natural, social and human capital (ZimVac, 2021). The capitals available to rural communities may not be readily or meaningfully convertible to cash (Kiem, and Austin, 2013). Most Zimbabwe's rural communities are marginalised. They are in areas with poor infrastructural development such as road networks, schools, hospitals, housing and starvation (Kiem, and Austin, 2013)

Gutte, (2022) characterised rural communities as having unstable incomes, being burdened with high interest rates, lacking trustworthy alternatives and usually an on-going debt. In rural India, Gutte, (2022) confirmed that the livelihood of a large number of individuals has always been financially insecure. According to Jayanthi (2019), low-income earners lack the basic financial literacy of saving since many families spend beyond saving and have little left for contingencies. The Jayanthi (2019) noted that households living in rural areas usually have significantly lower financial literacy levels.

Poverty reduction should be linked to financial literacy for the government's strategic objectives to revamp economies (Jayanthi, 2019). Rural communities require improvement in their income, mainly through the realisation of their opportunities and other related components. According to Mukokoma, Bwegyeme, Mathias, Prossy, and Nakayenga, (2018), a realisation of opportunities is directly linked to the diversification of livelihoods, which in turn enhances livelihood resilience.

According to Takane, (2017) resilience is a system's innate qualities of learning, planning, and creativity coping, rebounding and regaining equilibrium. Livelihood resilience signifies the enduring capacity of individuals and communities, across generations, to maintain and enhance their well-being and opportunities for income generation, in the face of disturbances. (Quandt., 2018). Quandt, (2018) identified such disturbances as environmental, economic, social and political. Mukokoma, *et al*, (2018) emphasised that high levels of financial literacy are linked to improved livelihood. However, Gong, Hang, Yao, Liu, and Wang, (2020), emphasised that it is not per capita disposable income and demographic characteristics that had significance on livelihood resilience. This suggests that there may be other factors such as literacy in finance management that are key to livelihood resilience. In pursuit of improving the livelihoods of rural communities, this research will unearth the level of financial literacy and propose strategies to build financial literacy in the mid-Zambezi Valley.

1.1 Problem Statement

In rural areas, poverty manifests in poor infrastructure, restricted capital forms and most capital being utilised at a low-level state for meaningful returns that can guarantee economic growth (Scuderi, Tesoriere, Fasone, & Pedrini., 2022). Twothirds of rural communities in the Mid-Zambezi Valley live in poverty, and it is becoming an ingrained norm (Ncube-Phiri, Mundavanhu, & Mucherera., 2014). The acquisition of income is usually seasonal and hence without considering financial literacy, it may not be possible to attain a considerable spread of incomes (Bvirindi, 2021). The spread of income is critical for livelihood resilience, particularly during scarcity or lean periods. In cases where there is some enlightenment to financial security, due to their nature, the means, for example, livestock, which is a symbol of wealth amongst other options, are easily threatened by diseases. It is however also possible that a lack of financial literacy can cause rural populations' failure to save and or invest, thus there is a need for intervention.

Despite the recently gained reputation in some parts of the world on the importance of high financial literacy in livelihood improvement, little is known in Zimbabwean rural areas about the key components of financial literacy generation of revenue, spending, saving and investing. It is therefore within the scope of this study to establish the current level of financial literacy in the mid-Zambezi Valley, northern Zimbabwe.

1.2 Aimof the study

The aim of the study is to determine the current level of financial literacy in rural areas and proffer recommendations to build financial literacy for livelihood resilience in the communities of the mid-Zambezi Valley.

1.3 Research Objectives

1. Assess the financial literacy level among households in Mid Zambezi Valley;
2. To analyse the primary sources of income and the period in which most of the transactions are made in the mid-Zambezi Valley;
3. To ascertain how rural households, manage their income;
4. To assess ways to improve financial literacy in rural communities.

1.4 Research Questions

1. What is the financial level among households in Mind Zambezi Valley?
2. What are the major sources of income and period in which transactions made in the mid-Zambezi Valley?
3. How do rural people manage their goods that are convertible into money?

4. How can rural communities improve financial literacy?

1.5 Significance of the Study

Most rural populations have been marginalised and are presumably lacking access to financial literacy, which generally manifests in poor financial management. This research aims to document financial literacy on livelihood resilience and foster improvement in financial management. Findings on the level of financial literacy and facts around it shall proffer recommendations to build financial literacy for livelihood resilience in the communities of the mid-Zambezi Valley. The study will contribute towards improving understanding of financial skills and having better control of resources by enhancing saving, behaviour in rural areas. Rural communities in Zimbabwe and other countries in a comparable situation may benefit practically from the study and offer the basis for improving financial literacy, educational awareness and opening financial institutes.

1.6 Assumption of the Study

In this research, the following are the basic assumptions:

i. The researcher assumes that all respondents were from rural areas, specifically the mid-Zambezi Valley

ii. In the study, all respondents engaged were willing to supply accurate information.

iii. The social, economic, and political environment remained passive throughout the research period

iv. The researcher assumed that lack of financial literacy affects mid-Zambezi Valley's livelihood.

1.7 Delimitation

The research study was conducted in mid-Zambezi Valley, a marginalised rural area with high probabilities of low financial literacy and livelihood resilience. There, minimal financial institutions assist in improving understanding of financial management, making it ideal for the study. Primary data was collected from rural households and local authorities using questionnaires and in-depth survey groups for this study. Secondary data was obtained from previous research.

1.8 Limitations of the study

The conclusions and recommendations from this research study on rural areas in mid-Zambezi Valley might not guarantee applicability to other rural areas around the world.

1.9 Definition of terms

Financial Literacy refers to the knowledge and analysis of financial ideas and threats, as well as the capability and degree of assurance to apply such experience and knowledge to make meaningful financial decisions throughout a range, to improve the financial well-being of individuals and communities, and to enable participation in economic life (OECD., 2017),

Livelihood resilience refers to the capacity of individuals or households to absorb, adapt to, and recover from economic stresses and shocks while safeguarding their well-being and continuing to support themselves (Quandt., 2019).

Livelihood diversification is a strategy to increase resilience by reducing dependence on a single income source. Individuals or households cultivate a variety of income-generating activities or assets, lessening vulnerability to economic shocks and market fluctuations.

1.10 Summary of the chapter.

The chapter was a general introduction to the study. This chapter introduced the background of the study, the aim of the study, the objectives of the study, and the research question. Furthermore, it looks at the significance, assumptions, delimitation, and limitations of the study.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The ability to withstand economic hardships and maintain a decent living standard is paramount for households and communities across livelihood. While myriad factors contributed to resilience, financial literacy has garnered significant attention as a foundational element across the worlds. This literature review examines the connection between financial literacy and livelihood resilience, elucidating the mechanisms by which financial knowledge and management skills equip households and communities to pilot financial crisis. The knowledge base fosters responsible financial behaviour, enabling financial buffer and preparing for uncertainties expenses and income disruption.

2.1 Understanding financial literacy

In the modern era, having knowledge and inclusion of financial literacy has become increasingly crucial for individual economic prosperity. Policymakers recognised financial literacy as a remedy for global financial crises (Budd, 2016) and escalating bankruptcies (Yates & Ward, 2011), leading to increasing interest among academic and industrial researchers, business leaders, and policymakers in investigating the relationship between financial literacy and livelihood resilience. Several scholars showed in interest in defining and understanding financial literacy.

Financial literacy transcends mere comprehension of financial concepts to the adept application of knowledge to make informed financial decisions across various domains. The OECD (2019) defines financial literacy as the competency to analyse and apply financial knowledge and skills to make sound financial decision across various contexts. This ultimately implies competency in competently responding to life events relating to everyday monetary choices such as macroeconomic developments and future aspirations. According Lusardi and Mitchell (2014), financial literacy refers to a merger of financial knowledge, financial skill and behaviour that qualify households to make well informed decision about financial planning, saving and investing, managing debts and understanding different financial products and services. The practices contribute significantly to building of a robust financial safety net, enhancing an individual capacity to weather economic disruption and unforeseen circumstances.

Extensive research has revealed that individuals across various countries struggle with a lack of financial literacy, hindering their ability to make informed decisions regarding their finances (Guiso & Jappelli., 2008; AI-Tamini & Bin Kalli., 2009; Shahrabani., 2012). A research by the OECD, (2019) across fourteen nations found that lack of financial literacy is inescapable worldwide - including in developed countries such as the UK indicating a global need for increased education on this topic (Atkinson and Messy, 2012). In a study conducted by Scheresberg (2003), financial literacy was low among demographic groups including young age, lower income and less educated. In another research, Agarwalla (2013), investigated myriad socio-demographic factors on different dimensions such as attitudes, behaviour and knowledge that influence financial literacy. The research pointed that gender, education, joint family, and income significantly influence financial literacy.

High level of financial literacy serves to enhance an individual's investment performance while optimising savings and investment returns leading towards greater net income generation which ultimately promotes consumption (Askar *et al.*, 2020). There is little consensus among researchers about the number of items used for financial literacy but investment, saving, consumption and borrowing are key financial contents (Lusardi, Mitchell, and Oggero, 2017). Lusardi, *et al.*, (2017) outlines essential pillars of personal finance that are financial fundamentals, encompassing core money management concepts, leveraging debt to access future resources through loans, investing present assets for future growth through various savings and investment vehicles, and safeguarding financial resources through risk management strategies and insurance products. Within microeconomics, a cornerstone theory for saving and consumption decisions posits that a fully informed and rational agent will allocate a portion of current income towards savings during periods of high earnings. This strategy aims to achieve a stable consumption level throughout their lifetime, particularly in anticipation of future income decline (Lusardi & Mitchell, 2014).

2.2 Financial Literacy in Rural Areas

Financial literacy serves as a key determinant of households' welfare and livelihood improvement (Panakaje, Rahiman, Parvin, Kulal, and Siddiq., 2023). According to the

World Bank (2014), the majority of rural households lack basic financial literacy skills, yet, financial literacy is an essential tool for directing through the usual financial crises such as droughts, crop failures, and economic recessions that befall it. The argument set out by followed that, rural communities in Zimbabwe lacked basic financial literacy skills such as understanding interest rates, loan application procedures, and returns on investment. Lack of financial literacy lead to poor financial decisions such as borrowing from money launderers (*chimbadzo*), investing in fraudulent schemes, and failing to save for emergencies, which at times impute to level of income and nature of income streams (Klapper & Lusardi, 2019). Rural communities have limited access to sources of income due to a variety of circumstances such as a lack of infrastructure, low levels of education, and limited access to financial institution (Chikwira, Vengesai, Mandude, 2022). This exacerbates the negative impacts that financial decisions have on the makers.

Furthermore, Gutte's study in 2022 revealed that these same communities are plagued with precarious incomes that are subject to fluctuations and compounded by exorbitant interest rates. Additionally, trustworthy alternatives for financial stability are scarce, resulting in a persistent cycle of indebtedness. Schwarz *et al.*, (2011) argued that rural communities frequently rely on limited sources of income, such as subsistence agriculture (FAO, 2015), small-scale enterprises (World Bank (2018), remittances (Ncube-Phiri, S *et al.* 2014 & IOM, 2010), and natural resources, to sustain their existence. According to ZimVac in 2021, it can be inferred that a majority of rural communities exhibit low to moderate earnings.

Financial literacy facilitate access to formal services as critical components of household livelihood. Although universal access to financial services remains a challenge, such services demonstrably enhance livelihoods. Consequently, achieving continuous and inclusive access for all households should be a key objective for policymakers and financial institutions. (Ananth, *et al.*, 2013). Access to essential financial services like saving accounts, credit accounts and insurance are gateway to livelihood resilience known as financial inclusion (Ananth, *et al.*, 2013). Research by Lusardi highlighted that there is a positive correlation between financial literacy and access to bank accounts, credit facilities and remittance services. The access empowers rural communities to invest in tools that diversify income sources and participate more actively in the formal economy.

Rural communities face numerous financial challenges, such as limited financial resources, a lack of technical expertise in financial management, and inadequate infrastructure (Badu., Owusu-Manu., Edwards., Adesi., and Lichtenstein. 2013). Inadequate infrastructure, such as poor roads and poor mobile network coverage, reduces the reach of financial institutions in rural areas. In rural areas, limited access to formal financial institutions, such as banks and insurance companies, makes it difficult for rural people to save, invest, or access credit. Therefore, rural communities often struggle to generate sustainable livelihoods and experience limited economic growth. Badu., *et al*, (2013) point out that rural communities do not have proper financial management skills and depend on cash transactions, which leads to financial losses. This lack of FL prevents rural communities from accessing financial services and limits their ability to engage in markets and take advantage of available opportunities (Ozili, 2018). As a result, rural communities remain trapped in poverty and a lack of economic growth. Moreover, rural communities often lack adequate financial resources to invest in productive activities.

2.3 Financial literacy and livelihood resilience opportunities

FL and livelihood resilience are two critical issues necessary for the sustainable development of rural communities. The need to study the link between FL and livelihood resilience arises from the fact that rural communities are often exposed to multiple risks, such as limited financial opportunities and poverty. Also, the lack of financial literacy and resilience exacerbates poverty, low investment, and vulnerability to natural crises. Correspondingly, (Klapper & Lusardi, 2019) financial literacy improves livelihood resilience by creating opportunities for households to invest in education, health, and other productive activities that boost their financial status.

The livelihood resilience approach emphasises the importance of building adaptive capacity and coping strategies to deal with shocks and stresses that can affect rural communities' livelihood (Nyamwanza, 2012). The same author expressed that it recognises the interconnectedness between social, economic, and environmental factors that shape rural communities' ability to sustain their livelihoods over time.

Rural livelihood resilience is based on the idea that rural communities must have access to resources and the capacity to build their own solutions to cope with these changes (Nyamwanza, 2012). According to Haisch (2017), recent research suggests that resilience is not a static personality trait, but rather a dynamic process that can be fostered and strengthened over time through various strategies. These strategies include fostering strong social support networks, developing positive coping mechanisms, and implementing effective self-care practices. It has been influenced by the work of scholars, activists, policymakers, and practitioners from various disciplines and perspectives.

According to Jayanthi (2019), rural households with high levels of financial literacy and livelihood resilience are better equipped to withstand economic shocks and improve their overall well-being i.e. (Ullah and Khan.,2017) they are likely to adopt resilience strategies such as crop diversification, microenterprise development, and savings for emergencies. However, rural communities in Zimbabwe had low resilience due to reliance on a single source of income, agriculture, and limited diversification.

Low-income levels, limited assets, inadequate education and skills, and poor access to basic services contribute to low livelihood resilience. According to (Pringle, Chiweshe, & Dallimer, 2022), rural communities are particularly vulnerable to shocks and stresses due to their reliance on subsistence farming and limited access to financial services. In the context of Zimbabwe, livelihood resilience is a critical concept as rural communities depend on agriculture, which is susceptible to climate change, natural disasters, diseases and economic shocks i.e. frequent droughts and floods leads to low agricultural production and food insecurity in rural areas (Chimweta *et al.*, 2021).

According to Takane, (2017), for rural communities to gradually increase their incomes and accumulate assets, it is important to create an environment conducive to rural income generation and diversification. This includes providing access to credit and financial services, improving access to markets, and creating an environment where rural people can take advantage of opportunities. Furthermore, access to markets, social networks, and financial resources were found to be significant factors that contributed to livelihood resilience. The study also highlighted the importance of diversifying income sources as a strategy for enhancing livelihood resilience.

Diversifying income sources is an essential strategy for enhancing livelihood resilience in rural communities in Muzarabani (Schmitt, 2010). This is because relying on a single source of income can make households vulnerable to shocks such as droughts or market fluctuations. Therefore, promoting income diversification through activities such as small-scale entrepreneurship and crop diversification can help households build resilience and improve their overall well-being. Rural communities in Muzarabani have diversified their income sources by engaging in activities such as beekeeping, poultry farming, and agroforestry, which have helped to reduce their vulnerability to shocks.

2.4 Research Gaps in Literature

The link between financial literacy and livelihood resilience has garnered significant scholarly attention. However, several critical knowledge gaps hinder a comprehensive understanding of this relationship. Dominant research on financial literacy interventions disproportionately targets urban populations (Lusardi & Mitchell, 2014; Atkinson & Messy, 2012). This neglects the unique socio-economic realities of rural communities, particularly in developing regions like the mid-Zambezi Valley (Mandongwe, Murairwa, & Jachi, 2020). Tailored financial literacy programs that address these specificities are essential for promoting rural development

The current body of research predominantly examines financial literacy in isolation (Melbha, 2020; Askar, Ouattara, & Zhang, 2020). The OECD (2019) suggests that financial literacy can potentially enhance livelihood diversification strategies, yet empirical evidence in rural contexts remains scarce. Understanding how financial knowledge empowers individuals to adopt diversified income streams is vital for building resilience.

Research inadequately explores the gendered aspects of financial literacy needs and their impact on livelihood resilience. Women in rural areas often face distinct financial challenges that necessitate targeted interventions (Lusardi & Tufano, 2015). While Mandongwe et al. (2020) allude to potential gender disparities, dedicated research is required to inform the development of gender-sensitive programs.

The role of informal financial systems in shaping financial literacy and resilience among rural households remains under-researched. Atkinson and Messy (2012) primarily focus on formal financial institutions, neglecting the influence of informal networks and practices. Studies like Jayanthi (2019) highlight the prevalence of informal financial mechanisms in rural settings. A more inclusive research approach that integrates both formal and informal systems is necessary.

Addressing these research gaps is critical for designing effective, context-specific, sustainable, and inclusive financial literacy programs. Future studies should strive to bridge these gaps with existing knowledge to create a more holistic understanding of how financial literacy can empower rural populations to build stronger and more resilient livelihoods.

3.4 Summary and Conclusion

This chapter provides a comprehensive review of the existing literature on financial literacy and its relationship with livelihood resilience. It researches into the conceptual understanding of financial literacy, its importance for individual and household welfare, and the unique challenges faced by rural communities in accessing and applying financial knowledge. The literature review establishes the theoretical foundation for the study, highlighting the importance of financial literacy in building the adaptive capacity and coping mechanisms necessary for sustainable rural livelihoods.

CHAPTER III
METHODOLOGY

3. Introduction

This chapter outlines the methodological framework employed to investigate the impact of financial literacy on livelihood resilience within the mid-Zambezi Valley communities. It justifies the selection of a qualitative and quantitative approach, details the sampling strategies utilized, and explains the data collection methods implemented. Furthermore, the chapter addresses the critical considerations of validity and reliability, ensuring the research instruments and study findings possess robustness.

3.1 Methodology

The study adopted a quantitative research design to investigate level of FL in rural communities of Mid Zambezi Valley. Quantitative research emphasizes the collection of data and analysis of numerical data to objectively measure and statistically test predefined (Creswell, 2014). Quantitative methods allow for the quantification of financial literacy within the target population. This may involve the utilization of standardized financial literacy tests or surveys with closed-ended questions to assess knowledge and skills. The collected data undergo rigorous statistical analysis, including techniques such as calculating means, medians, frequencies, and correlations. This facilitates the identification of patterns, relationships, and generalizable trends in financial literacy levels across the population. A statistically representative sample of the rural population was be selected to ensure the research findings can be confidently generalized to the broader community. While financial literacy is a multifaceted concept, quantitative methods enable researchers to assess knowledge and skills through the development of measurable indicators. Quantitative research strives to produce results that can be generalized beyond the specific study sample, providing insights applicable to a wider population.

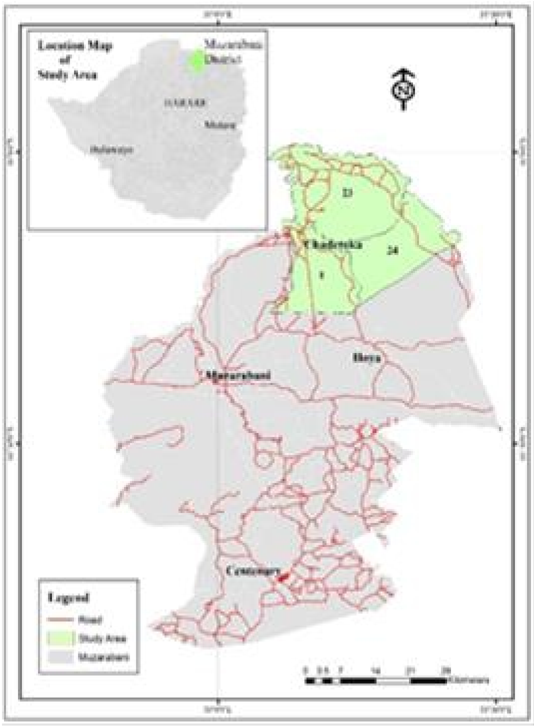

Figure3.1: studyMap ward 1, 23 & 24 in Muzarabani

3.2 Study Area

According to Creswell 2014, study area establishes boundaries and facilitate the generalisation of the finding to target population. This study was carried out at the rural communities of mid-Zambezi Valley in Muzarabani district (16.12S;31.15E) (Figure 3.1). The area is characterised with high defined poverty level, minimal financial institutions, lack of economic development making it an ideal location for studying financial literacy and its impacts on livelihood resilience (Chimweta *et al.*, 2021). Additionally, the Mid-Zambezi Valley area is predominantly inhabited by subsistence farmers who rely on natural resources for their livelihoods (Chimweta *et al.*, 2021). These communities also face various challenges such as climate change, poor infrastructure and limited access to education and healthcare.

3.3 Population Size and Sample Size

In this research, rural household heads from Mid-Zambezi valley were selected to participate in determining the impacts of financial literacy on livelihood resilience.

This study used purposive non-probability sampling, which involves selecting a sample based on the researcher's judgement and specific purpose rather than random selection (Teddlie & Yu 2007). Purposive sampling was used to select a rural area which had pointers leading to fulfilment of the study, in the districts covered by

RUFORUM work, which was at the centre of duties assigned to the researcher during internship programme. Random village gatherings during the period that the researcher was domicile for the aforementioned project were used as opportunity for randomly administering the 80 questionnaires with prior informed consent. A disclaimer was made that the questioning was for purely academic work and no material benefits would be associated with the process. This ensured participants answered with no bias for anticipated benefits. Three wards namely: Chadereka (1), Kairezi (23), Chiwenga 24 in Muzarabani were selected due to proximity to the project centre. Convenience sampling was used to sample from villages in these wards and this followed that: ward 23 (Manzwana 15, Huni 12, Rudziva 8, Bananga 11), ward 24 (Mafuruseni 7, Mugugu 5, Kakonono 8), ward 01 (Chadereka 13, Magarakata 7, Chimoio 14) in Muzarabani.

3.4 Data Collection

Data methods picked based on study & size for well-rounded view. The study aimed to determine the current level of financial literacy in rural areas and proffer recommendations to build financial literacy for livelihood resilience in the communities of the mid-Zambezi Valley. Primary data collection methods in the form of questionnaire, and secondary sources of data through documentary search were used as data

Face-to-face interviews were used to administer the semi-structured questionnaires which were used as data collection tool to solicit data from key respondents, targeting the household head. The data collected included, household composition, household income, financial management and financial literacy. The questionnaire was tested on ten respondents before administering it in the field and outside the sampling frame. Pre-testing the questionnaire assisted adjusting questions and standardising interviewing techniques to improve validity and reliability of the study. Only the researcher conducted the interviews for consistency in administering the questionnaire.

3.5 Data analysis

Quantitative data collected through the questionnaires was rigorously analysed using the Statistical Package for Social Sciences (SPSS) software. Descriptive statistics, including means, medians, and frequencies, were employed to summarize the data. It is likely that analyses like cross tabulations and measures of central tendency (mean/median) were used for the Likert scale data within the questionnaires.

3.6 Validity and Reliability

Research instruments should be appropriate in terms of accuracy, meaningfulness and credibility. Validity and reliabi lity are very important features to be considered when evaluating a particular research instrument. The research instruments in this study were grounded on validity and reliability.

3.5.1 Validity

The cornerstone of robust research lies in establishing the validity of its instruments. Validity refers to the extent to which a measurement tool accurately captures the intended construct (Saunders & Tosey, 2013). As Lewis-Beck et al. (2012) posit, validity reflects the veracity of a measure, ensuring it truly reflects the phenomenon under investigation. Creswell (2014) underscores this notion, emphasizing that validity establishes the research's authenticity, credibility, and ultimately, its trustworthiness. This study adopted a two-pronged approach to ensure the validity of its research instruments and subsequent findings. The first approach cent red on achieving construct validity. Construct validity guarantees that the instrument measures the specific concept it was designed to assess. To achieve this, the stu dy employed a comprehensive literature review to inform the development of a robust questionnaire as the primary measuring tool. Furthermore, to bolster the overall validity of the study, the questionnaire was meticulously constructed to encompass all the research objectives. By ensuring comprehensive coverage of the intended constructs, the study aimed to mitigate potential biases and enhance the generalizability of its findings

3.5.2 Reliability

The term reliability refers to the extent to which the research instrument is able to produce similar results under similar conditions on all occasions (Bryman&Bell, 2015). Lohr (2002) further wrote that reliability is the extent to which independent administration of the same instrument yields the same results under comparable conditions. Reliability is thus synonymous with dependability, stability, consistency, predictability and general is ability. The consistency of a measure is thus referred to as reliability (Bryman & Bell, 2015). An instrument is considered highly reliable if it can be trusted to give an accurate and consistent measurement of an unchanging value (Bryman &Bell, 2015). Reliability as such implies that the study can be repeated and it yields the same results. On a reliability check, the focus is on the repeatability of the finding same conclusions if similar research is to be carried out by another investigator using the same unit of analysis and similar methodology (Yin, 2009). To ensure the reliability, the questionnaire guide in this guide was pretested to other purposively selected participants through a pilot study. A pilot study is a rehearsal of what going to transpire in the practical arena (Leedy & Ormarod, 2012). The idea of pre-testing is necessitated by the need to ensure that any potential problems of the instruments are identified on a small scale before being administered on a large-scale study. In this case the reliability of the study was ensured as any inconsistencies were verified.

3.6 Summary and Conclusion

This chapter outlines the research methodology used in the study. It justifies the use of a quantitative approach, details the sampling strategies, and describes the data collection methods, including questionnaires, and document review. The chapter establishes the rigorous methodological framework that underpins the study, providing a solid foundation for the data collection and analysis.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND DISCUSSION

1. Introduction

This chapter discovers the financial literacy among rural communities in Mid-Zambezi Valley through data from a comprehensive household survey. The analysis investigates how various factors, including household characteristics, income sources, spending habits, and access to financial services, influence financial literacy levels. The chapter presents the key findings, offering a detailed analysis and discussion of the implications for building financial literacy and enhancing livelihood resilience in the study area.

4.1 Household Characteristics and Resources Variables

The majority of household respondents were males, occupying 73.8% (59), while females were 26.3% (21). Considering marital status, 76.3% (61) are married, 6.3% (5) single, 10% (8) divorced and 7.5% (6) widowed shown in (Table 4.1). The education level of participants has been asked and the majority have indicated that 46.8% reached the secondary level, followed by 27.8 who end at primary level. 13.9% didn’t even attend school and very few furthered their education thus 7.6% are holders of either degree or diploma and 3.8% have reached A level

Table4.1: Household characteristics and resource

Demographic & Financial literacy variables		N	F%	Mean	Stand
Gender	Male	59	73.8		
	Female	21	26.3		
Age		80		42.8	15.573
Marital Status	Married	61	73.3		
	Single	5	6.3		
	Divorced	8	10		
	Widowed	6	7.5		
Household members	Age_0-16	72		2.86	1.314
	Aged_17-30	71		1.79	1.041
	Aged_31-45	80		.78	.746
	Aged_46-above	40		1.40	.496
Family size		80		5.45	2.116
Education	Primary	22	27.8		
	Secondary	37	46.8		
	Advanced level	3	3.8		
	Tertiary level	6	7.6		
	No Schooling	11	13.9		
Resource endowment	cattle	70		11.07	8.710
	donkeys	8		6.13	3.091
	goats	80		17.72	17.967
	sheep	10		11.30	8.206
	plough	80		1.09	.640
	wheel cart	31		1.06	.250
	cultivator	32		1.16	.369
	wheelbarrow	5		1.00	.000

Almost every household own cattle, goats and other animals at least, which contributed to as resources and income sources in most cases. And rounding up every farmer owned a plough and not all with other necessitates such as wheel cart, wheel barrow, cultivator which are considered mostly to be rural assert.

4.2 Diversification and Seasonality in Income Streams

The survey asked respondents about myriad approaches they use to generate income, as percentages for each row add up to over 100% (Table 2). This suggest that some households depend on a combination of income activities. Cash crops are the most common source of income for most of the households which streams highly in winter contributing 85% and account for a smaller portion of income throughout the rest of the year (15% in summer). Livestock contributes the least to income across seasons (winter 3%, summer 27%, spring 11%) but is a more significant source of income which contribute 58% randomly across the year. This suggests that livestock are raised throughout the year but sold more often for contingences.

Table4.2: Diversification and Seasonality in Income Streams

	Winter	Summer	Spring	Autumn	Not Fixed
Cash crop	85% (66)	15% (12)			
Livestock	3% (2)	27% (17)	11% (7)	2% (1)	58% (37)
Employment			29% (2)		71% (5)
Remittance		14% (3)		9% (2)	77% (17)
Small Trade	7% (1)				64% (9)
Casual Work	7% (2)	4% (1)			78% (21)

Employment income is fairly consistent throughout the year with 71% and a slight increase in spring 29%. This might be due to seasonal and regular jobs being available in the spring months. Remittances, which are likely money sent home from people working elsewhere, are more randomly earned and with smaller portions in autumn (9%) and summer (14%).

Small trade income is highest in not fixed 64% and much lower throughout the rest of the year. This suggests that people are more involved in selling small goods or services during the summer months, possibly due to increased economic activity or because people have more time to dedicate to small businesses after the harvest. Casual work is most common in not fixed (78%) and less frequent throughout the rest of the year. This might be because there are fewer agricultural jobs available in the winter months, so people look for other sources of income.

4.3 Most Paying Income

Table 4.3, shows that cash crops are the primary, most paying source of income (46.3%), and followed by livestock (28.8%). This suggests that agriculture is a major driver of the local rural household livelihoods. Remittances (money sent home from people who work elsewhere) and casual labour are also sources of income but account for a much smaller portion (1.3% and 6.3%, respectively).

Most households (93.3%) indicated that January-March are the most dearth period they struggle for their living. Table 4.3 indicates scarce periods from July to September (2.7%) and December (income is 0%).

Table4.3: Highest paying income per household and scarce period

INCOME FLOW AND SCARCE PERIOD		**n**	**f%**
Paying Income	Cash Crop	37	46.3
	Livestock	23	28.8
	Employment	4	5.0
	Remittance	1	1.3
	Casual Work	5	6.3
Scarce period	January March	70	93.3
	July Sept	2	2.7
	October December	3	4.0

4.4 Household spend and budget

The data shows the spending preferences of a group of households. Households were asked how they preferred to allocate their money (Table 4.4). Nearly half of the households (48.8%) list consumption as their top priority and only a small percentage view it as a second (7.5%) or third (1.2%) priority but a significant portion of households (42.5%) don't consider consumption a priority at all. Education is a moderately popular first preference (7.5%) and second preference (40.0%). It's less popular as a third preference (8.8%), with nearly half of the households (43.8%) considering education not priority for spending and budgeting.

Table4.4: Household spend and budget

	1st Preference	**2nd Preference**	**3rd Preference**	**4th Preference**	**Not preferred**
Consumption	48.8% (39)	7.5% (6)	1.2% (1)		42.5% (34
Schooling	7.5%	40.0% (32)	8.8% (7)		43.8% (35)
Investment		8.6% (6)	50.0% (35)		41.4% (29)
Saving		1.9% (1)		46.3% (25)	51.9% (28)

Investment highly preferred as third preference (50.0%) but half of the people surveyed (41.4%) don't consider investment a priority. Likewise, to saving is not highly recognised as necessity to household spending and budgeting.

4.5 household Financial literacy and education

In table 4.5, only 15% indicated that they have access to financial services, which is supported by 15% (11/72) of those with savings accounts. A large majority, 80.3% of the households don't have access to financial services which could indicate a lack of awareness or accessibility to financial services for a substantial portion. Majority of households 75.3% stated that they do not have any account and very few only have Ecocash accounts. This was evinced by the contribution of 51% who said they have no financial education among them despite the effort of government and non-governmental organisation. Only 36.3% of the respondents received financial education through government and non-governmental organisation such as Red Cross workshops. Over 90% agreed on supporting the financial literacy education and proffered different suggestion on ways to implement. It extends to the identification organisation who are capable of facilitate financial education.

Table 45: Financial Literacy

Financial Literacy		***n***	***%***
Financial services	Yes	15	19.7
	No	61	80.3
Types of account	Saving	11	15.1
	Stock or Bonds		
	Not at all	55	75.3
	Others	7	9.6
Financial Education	Yes	29	36.3.
	No	41	51.3

4.6 Discussion

A significant portion of households (at least 46.6%, 27.8% & 13.9%) (Table 1) have respondents with only secondary education, primary and no schooling respectively. This finding aligns with prior research by Scheresberg (2003) and Agarwalla (2013) who established a connection between lower educational attainment and lower financial literacy. Individuals with limited formal education may have difficulty grasping complex financial concepts, potentially hindering their decision-making regarding budgeting, saving, and investing.

The average family size in our study (5.45, Table 1) is consistent with findings from other researchers (e.g., Scheresberg, 2003; Agarwalla, 2013; Klapper & Lusardi, 2019). While spousal support can be a positive factor, larger families inherently experience greater pressure on their financial resources. Increased daily expenses necessitate careful financial planning and budgeting, which might leave less room for proactive financial literacy initiatives within the household

An examination of household assets within the study area reveals a significant presence of agricultural resources, encompassing livestock such as cattle and goats, alongside essential implements like ploughs (Table 2). This extensive ownership underscores the critical role that agricultural and livestock rearing activities play in sustaining household livelihoods (Schwarz et al., 2021; FAO, 2015; World Bank, 2018). However, as evidenced by ZIMVAC (2021), a high degree of reliance on such assets can introduce vulnerabilities. Droughts, crop failures, diseases and economic recessions can all negatively influence household asset ownership. Furthermore, the absence of financial literacy and limited access to financial products further exacerbate these vulnerabilities, rendering households particularly susceptible to seasonal variations, weather-related disruptions, and other economic shocks.

The analysis of income sources in the Mid-Zambezi Valley revealed a diversified portfolio with a critical caveat: pronounced seasonality (Table 4.3). Cash crops, the most lucrative source (46.3% of income), are heavily concentrated in winter (85%). And livestock remain a steady source of income year-round (58%). This aligns with previous research by Schwarz et al. (2011), FAO (2015), and World Bank (2018) on seasonal income patterns in rural communities. This seasonality presents a challenge for maintaining consistent income. The winter income surge from cash crops is followed by lean months (January-March) with low income flow. This volatility highlights the need for strategies to manage seasonal fluctuations. Financial literacy equips household with the skills to manage seasonality by enabling them to save during surplus periods (like winter) and utilise those savings to buffer consumption during lean times like January-March (Lusardi et al., 2017).

Spending of households reveals a potential deficit in financial literacy. Nearly half Table 4 shows (48.8%) prioritise consumption, while saving and investment occupy a significantly lower share in allocations. According to Lusardi & Mitchell (2014), saving and consumption decisions posits that a fully rational and well-informed individual will consume less than his income in times of high earnings, thus saving to support consumption when income falls (Askar *et al*., 2020). However, in line with the finding suggests a need for targeted financial literacy initiatives aimed at promoting long-term financial security through saving and investment strategies

The survey exposes a two-pronged problem (Table 4.5): restricted access to financial services (only 15% reported having access) and a widespread lack of financial education (51% reported no education). This financial illiteracy severely limits households' ability to save for emergencies, invest for future, and bounce back from financial setbacks (Lusardi *et al*., 2017). According to Klapper & Lusardi., (2019), lack of financial literacy lead to poor financial decisions such as borrowing from money launderers (*chimbadzo)* investing in fraudulent schemes, and failing to save for emergencies, which at times impute to level of income and nature of income streams

However, the good news lies in the overwhelming rural household support (over 90%) for financial literacy programs. This strong desire to learn signifies a recognition of the importance of financial literacy in building livelihood resilience. By equipping themselves with financial knowledge and skills, residents can take control of their finances, make informed decisions, and navigate the complexities of the financial system. This empowerment paves the way for increased savings, investments, and a more secure and prosperous future for themselves and their families.

4.7 Chapter Summary

This chapter explores the link between financial literacy and livelihood resilience in Zimbabwe's Mid-Zambezi Valley. Residents face challenges including low education levels and limited access to financial services. However, there is strong support for financial literacy programs. The study highlights the benefits of financial literacy in this agricultural community. Seasonal income fluctuations are a hurdle, but financial literacy equips residents to manage these variations through strategic saving during high-income periods. Financial literacy also promotes informed spending and long-term financial security through saving and investment. The chapter identifies a potential focus on consumption over saving/investment, and how financial literacy programs can address this.

4.8 Conclusion

Limited access to financial services and widespread lack of financial education are major concerns. This hinders residents' ability to save for emergencies, invest for the future, and bounce back from financial setbacks. The positive takeaway is the overwhelming support for financial literacy programs. This recognition paves the way for residents to empower themselves, navigate financial complexities, and build a more secure future.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND CONCL USION

5.0 Introduction

The final chapter of the dissertation summarizes the key findings and provides a holistic understanding of the relationship between financial literacy and livelihood resilience in the mid-Zambezi Valley. It presents a set of evidence-based recommendations for policymakers, development organizations, and community stakeholders to address the financial literacy gap and empower rural households to improve their financial management and build resilient livelihoods.

5.1 Summary of Major Results:

The study found that the financial literacy level among rural communities in the Mid-Zambezi Valley was generally low, with only 35% of the participants demonstrating a good understanding of financial concepts and practices. Most respondents lacked basic financial knowledge and skills in areas of budgeting, savings, investment and debt management. In cases where there is some enlightenment to financial security, due to their nature, the means, for example, livestock, which is a symbol of wealth amongst other options, are easily threatened by diseases

The research revealed that there is a positive correlation between financial literacy and livelihood resilience. Participants with higher levels of financial literacy were more likely to engage in diversified income-generating activities and effectively manage their resources. The primary sources of income identified were subsistence agriculture, informal trade and casual labor which were seasonal and unstable. In the case very few participants reported having multiple income streams, indicating a need for improved income diversification strategies. Additionally, 55% of participants struggled with effective budgeting and expenditure management, leading to financial constraints and limited savings.

The research highlighted several barriers to financial literacy in rural communities, including limited access to financial services, lack of awareness about financial education programs, and low levels of formal education. This is evidenced by limited knowledge of financial concepts, inadequate financial management practices, and restricted access to financial services. The study posits that this lack of financial literacy is a key factor contributing to low livelihood resilience in rural communities of Mid Zambezi Valley. It renders households more susceptible to economic shocks and hinders their ability to improve their overall livelihood.

5.2 Conclusions

- The study indicates that rural populations in Zimbabwe, including the Mid-Zambezi Valley, generally have low levels of financial literacy. This manifests in poor financial management practices, inability to access formal financial services, and reliance on informal and potentially exploitative arrangements.
- The study suggests that incomes in the Mid-Zambezi Valley are seasonal and dependent on natural, social, and human capital, which may not be easily convertible to cash. Households often have unstable and limited income streams
- The evidence indicates that due to low financial literacy, rural households in the Mid-Zambezi Valley often struggle to effectively manage their limited and seasonal incomes. This leads to poor saving habits, inability to plan for lean periods, and reliance on high-interest informal lending.
- The literature review suggests that improving financial literacy through education and access to formal financial services could help rural communities in the Mid-Zambezi Valley develop better financial management skills, diversify income sources, and build livelihood resilience. This is an area that requires further intervention and research.

5.3 Recommendation

5.3.1 Enhance Financial Literacy Programs

Based on the findings that financial literacy levels are generally low in rural areas, it is recommended to develop and implement targeted financial literacy programs specifically designed for rural communities in the Mid-Zambezi Valley. These programs should focus on improving knowledge and skills related to financial management, budgeting, saving, investment, and income diversification. The programs should be accessible, culturally appropriate, and tailored to the specific needs and challenges of rural communities.

5.3.2. Strengthen Access to Financial Services

The study highlighted the limited access to financial services in rural areas, which hinders the financial inclusion and resilience of rural households. To address this issue, it is recommended to improve the availability and accessibility of financial services such as banking, credit, insurance, and savings facilities in the Mid-Zambezi Valley. This can be done through the establishment of rural banking branches, mobile banking services, and innovative financial technologies that cater to the unique circumstances of rural communities.

5.3.3. Promote Livelihood Diversification

The study identified livelihood diversification as a key factor in enhancing livelihood resilience. Therefore, it is important to promote and support livelihood diversification strategies among rural households in the Mid-Zambezi Valley. This can be achieved through the provision of training, resources, and support for income-generating activities in various sectors such as agriculture, entrepreneurship, tourism, and crafts. Additionally, creating linkages with markets and value chains can help rural communities' access broader economic opportunities.

5.3.4 Strengthen Collaboration and Partnerships

To effectively address the challenges of financial literacy and livelihood resilience in rural areas, it is crucial to foster collaboration and partnerships among various stakeholders. This includes government agencies, non-governmental organizations, financial institutions, educational institutions, and community-based organizations. By working together, these stakeholders can combine their resources, expertise, and networks to develop comprehensive and sustainable solutions for improving financial literacy and livelihood resilience in the Mid-Zambezi Valley.

5.3.5 Further studies

- Conducting longitudinal studies to assess the long-term impact of financial literacy programs on the livelihood resilience of rural households.

- Investigating the gender dynamics of financial literacy and livelihood resilience in rural communities.
- Exploring the impact of digital financial services, such as mobile banking and digital payment platforms, on financial literacy and livelihood resilience in rural areas.

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APPENDIX 1

CONSENT FORM FOR COMPLAINANTS

Title: Influence Financial Literacy on Livelihood Resilience in Mid-Zambezi Valley

Ashley Mapanzure (B200837B) is currently enrolled in the Bachelor of Commerce Honours Degree program in Financial Intelligence at Bindura University of Science Education's Faculty of Commerce. Their focus on this specialized program demonstrates a strong commitment to developing expertise in the field of financial intelligence.

Introduction

The research team at Bindura University of Science Education invites you to participate in a research study titled "Influence of financial literacy on livelihood resilience in the Mid-Zambezi Valley." This research seeks to gain a deeper understanding of how financial literacy empowers individuals to navigate financial situations and adapt to unforeseen circumstances. The findings from this study will be used to develop recommendations for building financial literacy programs specifically designed to enhance livelihood resilience in the Mid-Zambezi Valley communities.

Your participation in this study is entirely voluntary. This informed consent form outlines the study's objectives, procedures, potential benefits and risks, alternatives to participation, and your rights as a research subject. Please take the time to carefully review this document before making your decision.

YOU WITHDRAW FROM THIS STUDY HAVING AGREED TO PARTICIPATE?

Taking part in this research study is voluntary. Instead of being in this research study, you have the following options.

-decide not to participate in this research study.

Your Involvement in the Research Study

This study will involve you answering a questionnaire about yourself and the topic of the research. The questionnaire should take less than an hour to complete. You may skip any questions you feel uncomfortable answering, and your participation will be completely anonymous. There is no compensation for participating in this study, and this will be the only time you will be contacted for the research.

By signing the consent form, you are acknowledging that:

- You have read and understood the information provided about the study.
- You are aware that data will be collected during the study.
- Your participation is voluntary, and you can withdraw at any time.
- You will not receive payment for participating.
- You understand the conditions of the study and your rights as a participant.

SIGNATURE..DATE...

APPENDIX II

Questionnaire for Influence of Financial Literacy on Livelihood Resilience

Introduction

My name is Ashley Mapanzure, a Financial Intelligent student (B200837B) at Bindura University of Science Education. At part of fulfilment of my programmes, I am required to make meaningful research that contribute to societal improvement. Through this questionnaire, designed to capture data for research purposes. It is envisaged that the research will lead to a better understanding of financial literacy on livelihood resilience and offer recommendations for building financial literacy for livelihood resilience in the rural communities. Personal details of people interviewed during this study will be treated with utmost confidentiality. The questionnaire will be administered to the household head or the person who makes financial decisions in the household. This study sought to:

1. To determine the major sources of income in the mid-Zambezi Valley;
2. To ascertain how people, manage their income or goods that are convertible to income
3. To determine the period in which most of the transaction are made;
4. To assess ways to improve financial literacy in rural communities;

SECTION A: INFORMATION ABOUT THE RESPONDENT: Fill In or Tick ☐

A1. Sex: 1 Male ☐ 2 Female ☐

A2. Age: ___________

A3. Village: ______________ Ward: __________

A4. District: _____________

A5. Is the respondent the Head of the Household? Yes ☐ No ☐

A6. What is your marital status?

1 Married ☐ 2 Single ☐ 3 Divorced ☐ 4 Widowed ☐

A7. What is your family's resident status?

1 Resident ☐ 2 Refugee 3 Other ☐
Specify……………….

A8. How many people currently live in this household? (Put correct number of people in each age group)

AGE GROUPS	MALE	FEMALE
0-16		
17-30		
31-45		
Above 45		

A9. What is the highest level of education you have completed?

1. Primary level   2. Secondary School   3.Advanced level   4.Tertiary

5. No schooling

SECTION B: HOUSEHOLD INCOME

B1. Resource endowment

Household assets and equipment	YES	How Many
Livestock		
Equipment		
Land		
Others		

B2What are your sources of income?

SOURCES	TIME OF THE YEAR				
Cash crops	Winter	Summer	Spring	Autumn	Anytime
Livestock					
Employment					
Remittances					
Small trade					
OTHERS					

B3. What problems associate with income you selected, you often faced during or after earned your income?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………

B4. What is your most paying source of income?

…………………………………………………………………………………………
……..

B5. If it is seasonal which time do you earn more income?

1. January to March ☐ 2. April to June ☐ 3. July to Sept ☐ 4. Oct to Dec ☐

B6. Which are your most scarcity period?

1. January to March ☐ 2. April to June ☐ 3. July to Sept ☐ 4what . Oct to Dec ☐

b7. How do you survive during the period of scarce?

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SECTION C: FINANCIAL MANAGEMENT

C1. What methods do you use manage income?

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C2. Did you plan for your income before earning it? Yes ☐ No ☐

C3a. If answer is yes, rate the following financial management tools.

USE	RANKING			
	1	2	3	4
Consumption				
Schooling				
Investment				
Saving				

C3b. If answer is no, explain what you do?

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C4. How do you feel about your ability to manage your own finances?

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C5. Do you have access to financial services? ☐ Yes or No ☐

C6. What kind of financial accounts do you currently have?

Saving ☐ Stock or Bonds ☐ Not At All ☐ Other ☐

SECTION D: FINANCIAL LITERACY

D1. Do you have access to financial services? Yes ☐ No ☐

D2. Have you received any financial education or literacy training in the past years?

YES ☐ NO ☐

D3. What methods of education or resources do you think would be effective for community?

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D4. What organisation or groups in you think would provide financial training and resources to improve financial literacy.

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D5. Do you think financial education and resources would improve the overall financial health of the rural community? YES NO

D6. What barriers do you face in accessing financial in information in your community?

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