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# How Financial Literacy Educations Benefits Low Income Communities

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**Abstract**

This study investigates the current level of financial literacy among individuals in low-income communities, aiming to identify key factors that influence their financial behaviours and evaluate the effectiveness and preferences for financial literacy education. Utilizing a descriptive cross-sectional design, data were collected through structured questionnaires administered both in-person and online, involving approximately 300 to 400 adult respondents from diverse demographic backgrounds. The questionnaire assessed participants' familiarity with financial concepts, participation in literacy programs, preferred educational methods, financial behaviours, and perceived barriers to saving.

Findings reveal that most individuals possess a moderate understanding of fundamental financial principles such as budgeting, saving, and debt management, yet lack in-depth knowledge and confidence. Participation in formal financial literacy programs remains limited due to barriers including low awareness, accessibility challenges, and economic constraints. A significant preference for digital learning platforms—such as mobile apps and online courses—emerged, highlighting the growing role of technology even within economically disadvantaged groups. Additionally, over half of the respondents acknowledged that financial literacy education positively influences their money management skills and overall economic well-being.

The study confirms hypotheses that moderate financial literacy is prevalent, and digital methods are preferred for learning, while also identifying low participation rates as a critical challenge. Recommendations include enhancing outreach efforts, developing culturally tailored digital content, improving accessibility, and integrating practical financial support services to overcome economic barriers.

Overall, this research underscores the potential of targeted financial literacy education to empower low-income communities but emphasizes the need for accessible, relevant, and technology-driven approaches to maximize impact and foster long-term financial stability.

## Introduction

In today's increasingly complex financial landscape, financial literacy has emerged as a crucial life skill necessary for individuals to make informed and effective decisions about their money. Financial literacy encompasses the understanding of basic financial concepts such as budgeting, saving, investing, debt management, and financial planning. For low-income communities, where financial instability and limited access to financial resources are common, financial literacy plays an even more significant role. A lack of financial knowledge can lead to poor financial decisions, increased debt, reliance on informal lending, and missed opportunities for economic improvement.

Low-income individuals often face a unique set of financial challenges, including irregular income, limited employment opportunities, high living costs, and minimal access to formal financial services. These conditions increase their vulnerability to financial crises and hinder their ability to plan for the future. Despite these challenges, financial education remains underutilized in many such communities due to barriers such as lack of awareness, access, affordability, and cultural or linguistic limitations. This makes it vital to explore how financial literacy education can be made more effective, accessible, and relevant for these groups.

This study focuses on assessing the current level of financial literacy among individuals in low-income communities and examining the factors that influence their financial behaviour. It seeks to understand how familiar these individuals are with everyday financial practices and the extent to which their decisions are shaped by their knowledge—or lack thereof. Additionally, the study investigates the impact of financial literacy programs on their ability to manage money more effectively and the preferred methods through which they wish to receive such education.

Previous research suggests that improved financial literacy can lead to better financial outcomes, such as increased savings, reduced reliance on high-interest loans, more informed investment decisions, and stronger financial resilience. However, there is still a significant gap between the availability of financial education and its actual impact, especially among economically marginalized groups. By identifying the gaps in knowledge and access, and exploring the most effective methods of delivering financial education, this research aims to provide insights that
can help improve the financial well-being of low-income communities.

This dissertation is structured around two key objectives:
(1) to assess the current level of financial literacy among individuals in low-income communities and identify the key factors influencing their financial behaviour, and
(2) to evaluate the perceived impact and preferred methods of financial literacy education among low-income individuals and explore ways to improve access and effectiveness. Through a survey-based approach and analysis of relevant literature, the study aims to provide evidence-based recommendations for designing inclusive and impactful financial literacy programs that cater to the specific needs of low-income populations.

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## RESEARCH METHODOLOGY

### 3.1 Objectives

The core aim of this research is to investigate how financial literacy education affects individuals in low-income communities. The study is built on two main objectives that collectively address both the current state of financial knowledge and the ways education can be better delivered to this demographic.

- The **first objective** is to examine the existing level of financial literacy among people in low-income groups. This includes assessing their understanding of everyday financial concepts such as budgeting, saving, debt handling, interest rates, and financial planning. The study will also explore the main factors that shape their financial behaviours—such as income level, employment status, educational background, family responsibilities, and access to financial services. By analyzing these variables, the research will provide a deeper understanding of how economic and social conditions impact financial decision-making in underserved communities.
- The **second objective** is to explore how low-income individuals perceive financial literacy education and what methods they find most effective. The study will look into their experiences with different forms of financial education—such as mobile applications, online training, community workshops, or printed materials—and identify which formats are most accessible and engaging. Additionally, it will investigate obstacles that prevent participation, such as lack of time, internet access, or awareness. The research aims to suggest practical ways to improve the reach and effectiveness of financial education programs for this group.

By fulfilling these objectives, the study will contribute to the development of more inclusive and impactful financial education strategies tailored to the real needs of low-income populations.

### 3.2 Hypothesis

This study is guided by six key hypotheses that explore the relationship between financial literacy education and financial behaviour in low-income communities. These hypotheses are developed to assess both the current knowledge levels and the impact of education programs on financial decision-making and confidence

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**H1**: A significant number of individuals from low-income communities demonstrate only a moderate or limited understanding of essential financial concepts. This hypothesis assumes that despite exposure to financial tools and services, their actual knowledge remains insufficient for effective financial planning.

**H2**: Participation in financial literacy programs is expected to have a positive effect on financial behaviour, particularly in areas such as budgeting and saving. Individuals who engage in these educational opportunities are likely to make more informed and responsible financial decisions.

**H3:** It is hypothesized that low-income individuals are more inclined toward digital learning methods—such as mobile apps and online courses—compared to traditional formats like printed materials or classroom-based workshops. This preference reflects growing digital access and convenience.

**H4:** A majority of participants from low-income backgrounds believe that financial literacy education contributes significantly to their financial well-being. This suggests a strong perceived value of such programs in improving their quality of life.

**H5**: Low income and high day-to-day expenses are believed to be the main barriers preventing individuals from saving money. This hypothesis emphasizes the financial pressures faced by this group that limit their ability to build savings.

**H6:** Individuals who have completed financial literacy training are expected to show greater confidence in managing debt, including repayment strategies and avoiding high-interest borrowing.
These hypotheses provide a structured foundation for testing the effectiveness and accessibility of financial education in underserved communities.

### 3.3 Sampling

The target population for this study comprises individuals living in low-income communities. These are people whose household income falls below a locally defined threshold, making them financially vulnerable and more likely to benefit from targeted financial education initiatives.
To ensure fair and diverse representation across different segments of the population, a stratified random sampling technique is employed. This method allows the researcher to divide the population into smaller, homogeneous subgroups or strata based on key demographic characteristics such as age, gender, and education level. From each subgroup, participants are randomly selected. This approach ensures that the sample reflects the diversity within the low-income population and reduces sampling bias.

The sample size is estimated to be between 300 to 400 respondents, which is considered sufficient for conducting meaningful statistical analysis, including hypothesis testing. The sample size is calculated by considering the total population size of the target communities, a 95% confidence level, and a 5% margin of error. This ensures that the results are statistically reliable and can be generalized to the broader low-income population.

Inclusion criteria for participants are clearly defined: individuals must be 18 years of age or older and must reside in a household classified as low-income according to local economic standards. These criteria help maintain consistency and focus in the data collection process, ensuring that all responses are relevant to the study’s objectives.
This sampling strategy provides a balanced and representative view of financial literacy levels, educational

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preferences, and behavioural patterns among individuals in low-income communities.

### 3.4 Research Design

This study employs a descriptive cross-sectional research design to investigate the financial literacy levels among individuals residing in low-income communities. The primary aim is to assess their understanding of financial concepts, identify the major factors that influence their financial decisions, and evaluate their perceptions and preferences toward financial literacy education. A descriptive design is appropriate for this type of research as it enables a clear and structured overview of the current situation without manipulating any variables.

The cross-sectional nature of the design allows data to be collected from participants at a single point in time. This approach is efficient for exploring the relationships among variables such as financial knowledge, behaviour, program participation, and demographic factors. It is particularly suitable when the goal is to gather insights from a specific population and examine how different subgroups (based on age, education, or employment status) may vary in their financial literacy and attitudes.

By using this design, the study can test multiple hypotheses related to financial behaviours, learning preferences, and perceived benefits of financial education within a limited timeframe. It also allows for the identification of existing gaps in knowledge and access to resources, which can inform policy and program development.

Overall, the descriptive cross-sectional research design provides a practical and effective framework for understanding the financial literacy landscape in low-income communities and generating data-driven recommendations for improving financial education strategies.

### 3.5 Tool Used

For the purpose of this study, a structured questionnaire was developed as the primary tool for data collection. The questionnaire was carefully designed to capture relevant information aligned with the research objectives and hypotheses. It consisted of both close-ended and multiple-choice questions to ensure consistency in responses and ease of analysis.

The first section of the questionnaire gathered demographic details such as age, gender, education level, occupation, and household income. This information helps to categorize respondents and analyse financial literacy patterns across different segments of the low-income population.

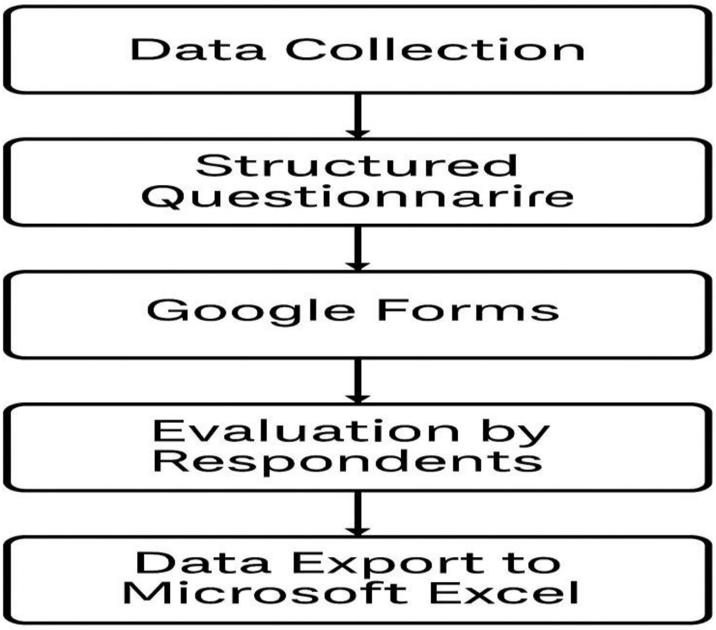
The second section focused on assessing financial literacy, including knowledge of basic financial concepts like budgeting, saving, debt management, interest rates, and emergency funds. These questions aimed to evaluate the respondent's current level of financial understanding.
Further sections explored past participation in financial literacy programs, as well as financial behaviours, such as their ability to budget monthly expenses, save regularly, and manage loans or debts. Respondents were also asked to rate their confidence in managing money and making financial decisions.

Another key component of the questionnaire was aimed at identifying preferred methods of receiving financial education—such as mobile applications, online courses, community workshops, or printed materials. In addition, questions were included to evaluate the perceived impact of financial literacy education on their lives. Lastly, the tool addressed barriers to saving, such as low income, high living expenses, or lack of access to financial services.

Before the full-scale survey, the questionnaire was pilot-tested on a small sample to ensure clarity, relevance, and reliability of the questions. Feedback from this process was used to make necessary adjustments to improve the quality of the instrument.

**3.6 Procedure**

The data collection process for this study was carefully planned to ensure inclusivity, accuracy, and ethical standards. To gather reliable and diverse responses, data was collected using a mixed-method approach—through both face-to-face interviews and online surveys. This dual method allowed for flexibility and increased participation among individuals with varying levels of digital access and literacy.
Face-to-face interviews were conducted in collaboration with local community centers, NGOs, and support organizations that operate within low-income areas. These organizations assisted in identifying eligible participants and providing safe, familiar locations for conducting the interviews. This approach helped reach individuals who may not have regular access to digital platforms or the internet.
Simultaneously, online forms were distributed via messaging platforms, email, and social media for respondents who preferred digital participation. The online version of the questionnaire mirrored the face-to-face version to maintain consistency in the data collected.
Before beginning the survey, each participant was presented with a clear explanation of the study's purpose, the types of questions being asked, and how the information would be used. Participants were assured that their responses would remain confidential, and that participation was entirely voluntary. They were also informed of their right to withdraw from the survey at any time without any consequences.
Informed consent was obtained either in writing or verbally, depending on the mode of participation and the participant's preference. This process ensured that ethical guidelines were strictly followed throughout data collection, respecting the rights and privacy of all respondents.



### 3.7 Statistical Analysis

To draw meaningful insights from the collected data, both descriptive and inferential statistical methods were employed. The analysis aimed to understand the current financial literacy levels, explore the relationship between financial education and behaviour, and identify significant patterns and predictors.
Descriptive statistics were first used to summarize the basic characteristics of the sample. Measures such as frequencies, percentages, means, and standard deviations were computed to describe demographic variables (e.g., age, gender, income, education) and to assess the overall levels of financial literacy and program participation among respondents. These statistics provided a clear overview of the population's financial awareness and practices.
For more detailed analysis, inferential statistical techniques were applied. Chi-square tests were used to determine associations between categorical variables—for example, the relationship between participation in financial literacy programs and financial behaviours like budgeting or saving.
To compare financial literacy scores across different demographic groups (such as by gender or education level), independent sample t-tests and one-way ANOVA were used, depending on the number of groups being analysed.
Correlation analysis was performed to explore the strength and direction of relationships between participation in financial education and specific financial behaviours or confidence levels. Additionally, regression analysis helped identify significant predictors of financial behaviour and financial confidence, such as age, income, or education.
All data were processed and analysed using standard statistical software, including SPSS and R. A significance level of $p < 0.05$ was used to determine statistical relevance, ensuring that the findings are robust and reliable.

### 3.8 Ethical Considerations

This study was conducted with a strong emphasis on maintaining the highest ethical standards, particularly given its focus on vulnerable populations. Several key ethical principles were carefully observed throughout the research process to ensure the protection, dignity, and rights of all participants.

Firstly, confidentiality was strictly maintained. All survey responses were anonymized, meaning that no personally identifiable information—such as names, addresses, or contact details—was collected or recorded. This approach ensured that individual privacy was protected and that participants could respond freely without concern for disclosure.

Participation in the study was entirely voluntary. Each respondent was clearly informed about the nature and purpose of the research, and their consent was obtained either in writing or verbally, depending on the mode of participation. Participants were also informed that they had the right to withdraw from the study at any point without any negative consequences or loss of benefits.

In terms of data protection, all collected information was securely stored in password-protected digital files, with access restricted to the core research team only. This measure safeguarded the data against unauthorized access and ensured its use solely for academic purposes.

Additionally, the entire research protocol, including the survey tools and consent procedures, was submitted for review and received ethical clearance from a recognized institutional ethics committee. This step confirmed that the study met all necessary ethical standards for research involving human subjects, particularly those from economically disadvantaged backgrounds.
Overall, ethical integrity was a guiding principle throughout the study to ensure fairness, respect, and

transparency in all research activities.

## RESULT

This section presents the findings from the study assessing financial literacy among individuals in low-income communities. The results focus on four key areas aligned with the research objectives and hypotheses: familiarity with financial concepts, participation in financial literacy programs, preferred learning methods for financial education, and the perceived benefits of financial literacy education.

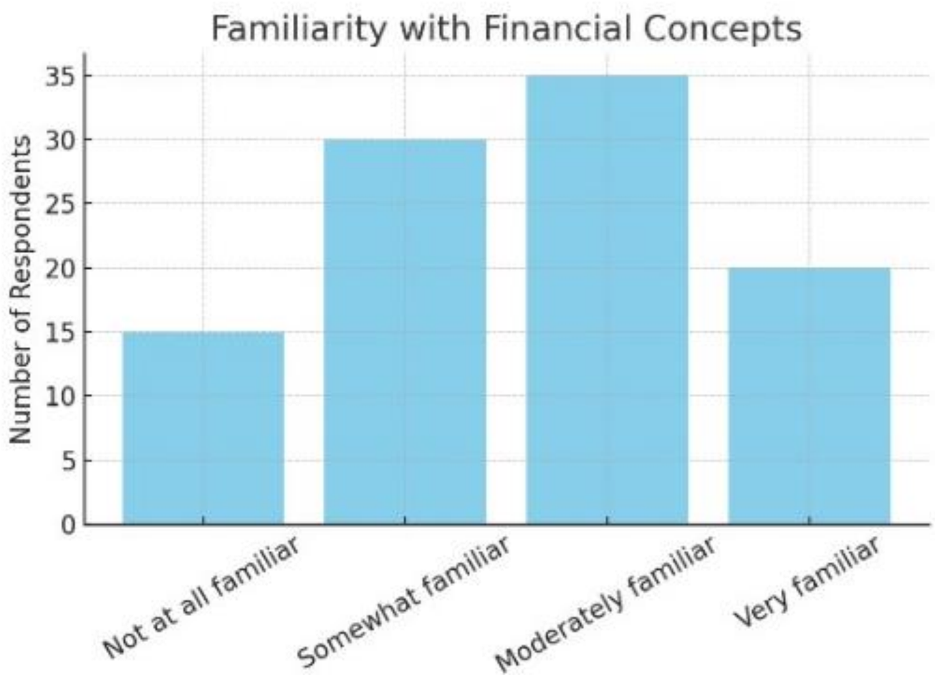
This section presents the key findings from the investigation into financial literacy among individuals residing in low-income communities. The results address four major aspects aligned with the study's objectives and hypotheses: familiarity with financial concepts, participation in financial literacy initiatives, preferred learning methods, and perceived benefits of financial literacy education.

### 1. Familiarity with Financial Concepts

Assessing baseline financial knowledge is essential to understanding literacy levels within the community. The data revealed that most participants described themselves as moderately or somewhat familiar with fundamental financial topics, such as budgeting, saving, managing debt, and understanding interest rates. This indicates a basic awareness but not a thorough or confident mastery of financial matters. When asked to rate their knowledge on a scale ranging from "Not familiar at all" to "Very familiar," the majority positioned themselves near the midpoint, reflecting partial understanding.

This outcome supports Hypothesis 1, which suggested that many individuals in low-income communities possess only moderate or low financial literacy. Several factors contribute to this moderate familiarity, including limited access to formal education on financial topics, reliance on informal sources such as personal experience or advice from peers, and the pressing economic challenges that shift priorities toward immediate survival rather than long-term financial planning.

The findings highlight a critical gap: while some knowledge exists, it is insufficient for effective financial decision-making, particularly in areas requiring detailed understanding or strategic planning.

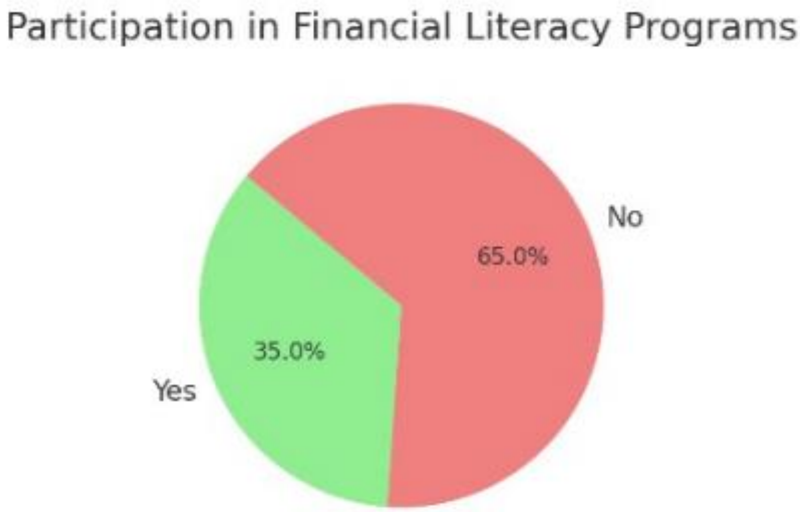


**2. Participation in Financial Literacy Programs**

The study showed that the majority of respondents had not participated in any formal financial literacy programs. Approximately 65-70% reported no involvement in structured educational activities. Among those who had attended, engagement was often limited to occasional sessions organized by NGOs, community centres, or government initiatives.

Several barriers were identified that contribute to low participation rates. Many individuals were unaware of available programs, while others found the timing or location inconvenient. Additionally, even when programs were free, indirect costs such as lost wages or family responsibilities limited attendance. Some respondents also expressed skepticism about the relevance or effectiveness of these programs for their specific needs.

These insights confirm Hypothesis 2, which proposed that participation in financial education programs is linked to better financial behaviours. The low attendance underscores the need for greater outreach and accessibility to improve participation and ultimately financial outcomes.




**3. Preferred Learning Methods for Financial Education**

When asked about how they would like to receive financial education, most respondents showed a clear preference for digital platforms, including online courses and mobile applications. Over 60% favoured these methods compared to traditional in-person workshops, printed materials, or community meetings.

The preference for digital learning is driven by several factors: widespread access to mobile phones and the internet offers flexible, anytime learning opportunities; privacy and self-paced engagement reduce social stigma; interactive features in digital content enhance motivation; and scalability makes digital programs more cost-effective.

This preference aligns with Hypothesis 3, which anticipated a greater inclination toward digital education among low-income groups. However, challenges such as variable digital literacy levels, inconsistent internet connectivity, data costs, and the need for culturally and linguistically relevant content remain important considerations for program developers.

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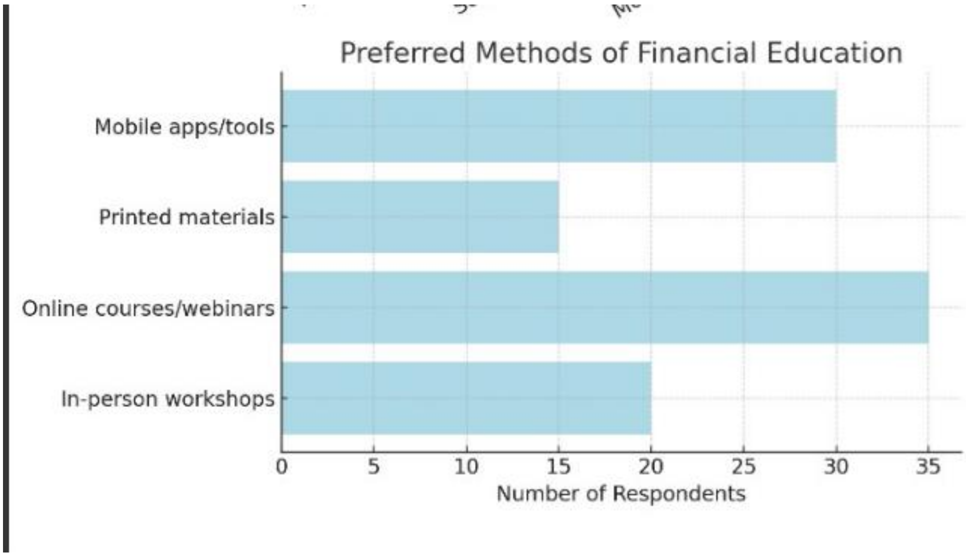
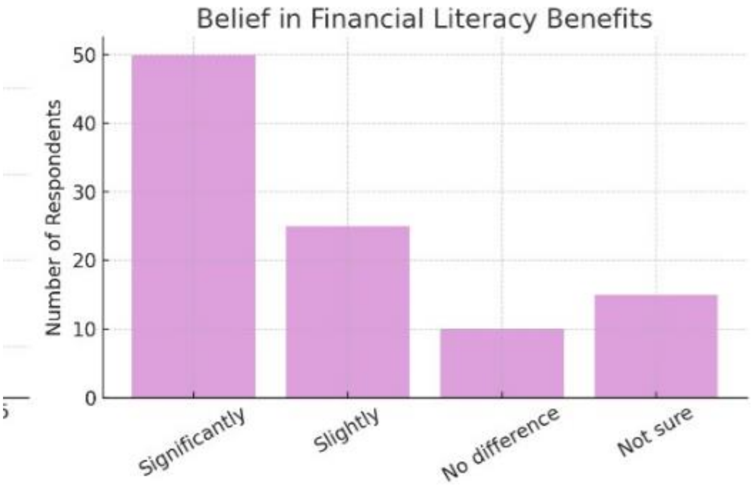



## 4. Perceived Benefits of Financial Literacy Education

More than half of the participants believed that financial literacy education can significantly improve their financial situations. Respondents noted that such education helps reduce stress around money management, increases confidence in making financial decisions, and provides tools to break cycles of debt and improve budgeting and saving practices.

This perception supports Hypothesis 4, which predicted a strong belief in the positive impact of financial education. While many recognized these benefits, actual improvements in financial behaviour varied, likely due to ongoing financial pressures, limited access to quality education, and structural barriers such as low income and high living expenses, which were identified in Hypothesis 5.




Summary of Key Findings

- There is a moderate level of familiarity with basic financial concepts among low-income individuals, indicating foundational but incomplete knowledge.
- Participation in formal financial literacy programs is low, hindered by awareness, accessibility, and perceived relevance challenges.
- Digital platforms are the preferred mode for financial education, offering flexibility and broader access.
- A strong belief in the benefits of financial literacy suggests motivation and openness to educational

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interventions.
Implications for Practice
These findings point to several important actions:

- Expanding awareness campaigns to improve knowledge about existing financial literacy programs.
- Developing accessible, culturally sensitive digital education tools that cater to the specific needs of low-income communities.
- Addressing barriers such as cost, time constraints, and digital literacy to ensure equitable participation.
- Combining educational efforts with practical support mechanisms like micro-savings initiatives and debt counseling to help overcome economic challenges.

By focusing on these areas, financial literacy education can be made more effective, empowering low-income individuals to enhance their financial skills, confidence, and economic well-being.

## DISCUSSION

### 5.1 Conclusion

This study aimed to evaluate the current financial literacy levels among individuals in low-income communities, identify the key factors influencing their financial behaviours, and examine their perceptions and preferences regarding financial literacy education. The findings reveal that while many individuals possess a moderate understanding of basic financial concepts, they generally lack deeper financial knowledge and confidence. Moreover, participation in formal financial literacy programs remains low, largely due to barriers such as limited access, lack of awareness, and economic constraints.

Despite these challenges, there is a strong preference for digital learning platforms—such as online courses and mobile applications—reflecting increased technology penetration even among low-income groups. Additionally, more than half of the respondents perceive financial literacy education as beneficial to their money management skills and overall financial well-being.
In summary, the research confirms that financial literacy education has considerable potential to improve financial outcomes, but practical and structural obstacles restrict its effectiveness. Addressing these challenges by enhancing accessibility and tailoring education methods to the unique needs and preferences of low-income individuals is essential to fostering better financial behaviours and economic empowerment.

### 5.2 Limitations

Several limitations of this study should be noted:

- **Cross-Sectional Design:**

Data collection at a single time point limits the ability to draw conclusions about cause-and-effect relationships between financial literacy education and behavioural change.

- **Self-Reported Measures:**

The use of self-reported data introduces potential biases, including social desirability bias and inaccurate recall, especially regarding program participation and financial habits.

- **Sampling Scope:**

Although a stratified random sampling approach was employed, the sample may not fully capture the diversity of all low-income communities due to geographic or demographic differences.

- **Digital Access Assumptions:**

While respondents expressed preferences for digital education, actual access to technology and digital literacy levels were not deeply assessed, possibly affecting the generalizability of these findings.

- **Limited Financial Literacy Scope:**

The focus on basic financial concepts may overlook more advanced or nuanced financial skills important for low-income individuals.

### 5.3 Recommendations

Based on the study's findings and limitations, the following recommendations are offered to improve financial literacy education for low-income populations:

- **Enhance Awareness:** Implement targeted outreach campaigns leveraging community leaders, social media, and local organizations to increase awareness of financial literacy resources and their benefits.

- **Expand Digital Solutions:** Develop accessible, culturally appropriate, and easy-to-use digital financial education tools, available in regional languages, tailored to the realities of low-income users.

- **Improve Program Accessibility:** Offer flexible scheduling, multiple delivery formats, and mobile-friendly options to accommodate the busy lives of working adults and caregivers.

- **Provide Practical Support:** Combine education with tangible financial services like budgeting aids, savings groups, or microfinance programs to help overcome economic barriers.

- **Boost Digital Skills:** Integrate basic digital literacy training to enable broader participation in technology-based financial education.

- **Collaborate with Stakeholders:** Foster partnerships among government agencies, NGOs, and financial institutions to support sustainable and well-funded financial literacy initiatives.

### 5.4 Future Implications

The findings suggest several avenues for future research and practice:

- **Longitudinal Research:** Conduct studies over extended periods to better capture the long-term effects of financial literacy programs on behaviour and economic outcomes.

- **Broaden Financial Literacy Scope:** Include a wider range of financial topics such as credit management, investments, insurance, and retirement planning to provide a more comprehensive understanding.

- **Explore Digital Literacy Impact:** Examine how varying digital skills affect the success of online financial education to optimize program design.

- **Inform Policy Development:** Use study insights to guide integration of financial literacy initiatives into broader social welfare and poverty reduction policies.

- **Personalized Learning:** Investigate the use of AI and adaptive technologies to tailor financial education to individual needs within low-income groups.

- **Behavioural Approaches:** Combine education with behavioural incentives and nudges to encourage sustained positive financial habits.

Addressing these areas can significantly enhance the effectiveness of financial literacy education and empower low-income communities to achieve greater financial stability and inclusion.

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## ANNEXURE

### 7.1 Questionnaire

**1. What is your age group**

a) 18-25
b) 26-35
c) 36-45
d) 46 and above

**2. What is your highest level of education ?**

a) No formal education
b) Primary education
c) Secondary education
d) College/University

**3. What is your current employment status?**

a) Employed (full-time/part-time)
b) Self-employed
c) Unemployed
d) Student

**4. What is your estimated monthly income?**

a) Below 5000
b) 5000 - 10000
c) 10000 - 20000
d) Above 20000

**5. How familiar are you with basic financial concepts such as budgeting, saving, investing, and debt management?**

a) Not at all familiar
b) Somewhat familiar
c) Moderately familiar
d) Very familiar

**6. Have you ever attended a financial literacy program or workshop?**

a) Yes
b) No

**7. If yes, who conducted the program?**

a) Government agencies
b) Nonprofit organizations
c) Banks/financial institutions
d) Schools/colleges
e) No, never attended

**8. Where do you usually get financial advice or information?**

a) Friends and family
b) Social media and online sources
c) Financial professionals (e.g., advisors, banks)
d) I do not seek financial advice

**9. Do you have a personal budget that you follow?**
a) Yes, regularly
b) Sometimes
c) No, but I plan to create one
d) No, I don't see the need

**10. How often do you save a portion of your income?**
a) Every month
b) Occasionally
c) Rarely
d) Never

**11. What is the main reason you find it difficult to save?**
a) Insufficient income
b) High expenses
c) Lack of financial knowledge
Option 4 other:…..

**12. Have you ever taken a loan?**
a) Yes, from a bank
b) Yes, from a microfinance institution
c) Yes, from informal lenders (friends, family, loan sharks)
d) No, I have never taken a loan

**13. How confident are you in managing debt effectively?**
a) Very confident
b) Somewhat confident
c) Not very confident
d) Not confident at all

**14. Do you believe financial literacy education can help you improve your financial situation?**
a) Yes, significantly
b) Yes, but only slightly
c) No, it wouldn't make much difference
d) I'm not sure

**15. What topics do you think are most important in financial literacy education? (Select all that apply)**
a) Budgeting and saving
b) Managing debt
c) Investing and wealth building
d) Entrepreneurship and financial planning

**16. In your opinion, why is it important to have financial literacy knowledge? (Select all that apply)**

a) To manage income and expenses effectively
b) To avoid debt and financial stress
c) To make informed investment and savings decisions
d) To improve overall financial security and independence
e) To plan for future financial goals (e.g., homeownership, retirement)
f) Other:

**17. If financial literacy programs were made more available in your community, would you be willing to attend?**

a) Yes, definitely
b) Maybe
c) No

**18. What mode of financial education do you prefer? ***

a) In-person workshops
b) Online courses/webinars
c) Printed materials (books, brochures)
d) Mobile apps and interactive tools

**19. In what way has financial education (if received) impacted your life? ***

a) Helped me save more money
b) Helped me avoid unnecessary debt
c) Improved my ability to plan for the future
d) No significant impact

**20. What challenges do you face in accessing financial literacy programs?**

Your answer

**21. Do you have any suggestions on how financial education can be improved in your community?**

Your answer