



Projekat: ACT4ROM Action for Roma Engagement, Entrepreneurship, Employment and Empowerment



Research Report

for Intellectual output 1: Review and examination of the current situation, strengths and shortcomings in knowledge and skills in social and financial education of children and youth in Bosnia and Herzegovina

Tuzla, February 2021



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Funded by Erasmus+ Programme of the European Union, the project “ACT4ROM - Action for Roma Engagement, Entrepreneurship, Employment and Empowerment” foresees an analysis of the existing knowledge, practices and also gaps in the social and financial education in Bosnia and Herzegovina. This Analysis has been prepared by: Prof. dr. Hariz Agić, van. professor in Bosnia and Herzegovina.

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INTRODUCTION

Project "ACT4ROM - Action for Roma Engagement, Entrepreneurship, Employment and Empowerment", supported by the Erasmus + program of the European Union, and implemented by the Međunarodno udruženje "Interaktivne otvorene škole" (MIOS) Tuzla, BiH with partners Dokoran School - Wide Open School no, Slovakia, Pomoć Deci , Serbia, Partners per Femijet, Albania is based on “non-formal learning that offers, young people, especially Roma, educational content that supports their engagement, equal opportunities in the labor market and in society”.

The Project highlighted the most important recognizable “feature of this program: the synergy of social and entrepreneurial competencies, through the application of innovative and active pedagogical disciplines, including open and digital learning tools”.

In its implementation, planned activities will promote civic, intercultural, social and personal competences, mutual understanding, respect and ownership of democratic values and fundamental rights, strengthening critical thinking, financial and cyber literacy.

In order to plan project activities, project partners requested an analysis of current international trends in social and financial education, available programs in our country and lack of knowledge and skills based on the opinions and attitudes of children, youth and their teachers in Bosnia and Herzegovina. In particular, the experts were asked to make an “Review and examination of the current situation, strengths and shortcomings in knowledge and skills in social and financial education of children and youth in Bosnia and Herzegovina”.

The aim of this activity is to review the findings from the PISA report for Bosnia and Herzegovina in terms of financial literacy, and to examine relevant stakeholders, which will depend on the development of learning outcomes in the further course of the project.



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Based on research among young people, an overview of knowledge and skills gaps will be developed, which will later serve as a basis for the development of educational programs in the segments of social and financial education for young people with special focus on the Roma minority in Bosnia and Herzegovina in topic peer education for Bosnia and Herzegovina.

In the procedure of selecting an external expert, conducted by MIOS, as responsible for the activity of IO2 and IO3, we had the honor and obligation to try to respond to the requested requests, in accordance with the agreed research methodology. In order to achieve the set goals, it is necessary to determine the relevant data sources, on the basis of which we will obtain the appropriate results.

In this regard, we will do the following:

- Review available literature and documentation of existing policies, laws and regulations, curricula, informal interventions, policies and practices/training monitoring and evaluation relevant to social and financial education in age groups 13-18 and 19-30 in Bosnia and Herzegovina,
- Analyze the content of the existing curriculum, modular trainings and initiatives in Bosnia and Herzegovina in relation to the basic elements of social and financial education,
- Review of available documentation of existing peer models for young people, especially for children and young people from the Roma minority in Bosnia and Herzegovina,
- Conduct an Interview with teachers/providers of social, financial education and peer training for young people in Bosnia and Herzegovina about their (teacher's) self-confidence and attitude towards social and financial education in schools / courses,
- Conduct Interviews with young people who have had some kind of social and financial education in order to determine their own level of interest, understanding, attitudes towards school programs/courses and what they feel is missing or needed (if there are such educational initiatives);
- Conduct Interviews with young people who have had any peer teaching experience (during peer training) in order to determine the interest, relevance and satisfaction in implementing this approach, their own interest in becoming peer education coaches.



For the purposes of the research, meetings will be held with stakeholders to identify key interlocutors, the most influential and competent, the most involved individuals and organizations, all in order to provide relevant information to identify the current and desired situation in the country. Conclusions could be reported without research, because it is obvious that the topic of financial and social learning is not treated enough in our formal education. It would be said that our education system deals with itself, because the competence over it is at the local level. The state has no authority to deal with education in terms of developing and monitoring reform movements in the near and far environment. Bright examples can be some non-governmental organizations that, with the help of institutions from abroad, implement some projects, whose goals are a signpost: where our education in BiH aspires or should aspire. In the following text, we will deal with some points of view of theorists, regarding the topic of financial and social learning in BiH. We will also mention entrepreneurship as a favorable environment for their strengthening.

OVERVIEW OF THEORETICAL VIEWS ON FINANCIAL AND SOCIAL LEARNING

The level of financial education that our children receive in the formal education system is not adequate to their needs. This is the opinion of many authors (eg Fabris and Luburić (2017)). Most of the children and youth who grow up in this area of ours know very little about finances, and that is an area that they, like adults, use almost every day. Teachers believe that there is no place for financial lessons for children who have not mastered reading, writing and mathematics. However, Fabris and Luburić (2017: 7) showed that “they make mistakes and that it is then up to the parents to fill the gaps left by the formal education system”. Relying only on formal education in the world of economics is not serious. Hodges, the former US Secretary of Commerce, once said: "If dividends were paid for ignorance, most Americans would get rich on ignorance of the economy" (in: Fabris and Luburić, 2017). If we look at the list of successful entrepreneurs in our country, especially small and medium enterprises, it can be seen that among them there are those who do not have adequate education. People say that they "managed". It turns out that you can be a successful entrepreneur without big schools. The European Commission has given a definition of entrepreneurship learning that reads:



"Entrepreneurship refers to the ability of an individual to turn an idea into action. It includes creativity, innovation and risk-taking, as well as the ability for an individual to plan and implement projects to achieve certain goals. It supports everyone, in everyday life, at home, as well as among society; it makes employees more aware of the context of their work and more able to take advantage of opportunities, and represents support for entrepreneurs to create social or commercial activities "(Manual, 2011: 7).

The above definition does not show that direct attention is paid to financial and social education. Still, that goes without saying, because entrepreneurs are said to be "mahers for making money". The sense of initiative and entrepreneurship refers to the ability of an individual to direct an idea into action, which includes creativity, innovation and risk-taking, as well as the ability to plan and implement projects to achieve results (Agić and Resić, 2011).

Due to the needs of this paper, in the following text we will get acquainted with the views of the authors on the concepts of financial literacy, financial education and learning, etc.

Financial literacy

At the beginning, from the available sources, we listed some of the definitions of financial literacy. Financial literacy is the ability to understand and effectively use a variety of financial skills, including personal finance management, budgeting, and investing. The lack of these skills is called financial illiteracy (By Jason Fernando, <https://www.investopedia.com/terms/f/financial-literacy.asp>)

Financial literacy is the ability to understand and effectively use financial skills. These financial skills are as simple as budgeting, investing, credit management and financial management. In other words, financial literacy is the ability to manage money. The strong foundations of these financial skills will help you achieve various life goals like retirement, education, and even going on vacation (By Satyam Pati, <https://scripbox.com/mf/what-is-financial-literacy/>)



As financial literacy is increasingly seen as a basic skill for achieving one's social and economic well-being, designing financial education programs for young people is becoming an important component in the transition from childhood to adulthood and the development of the next generation of financially responsible citizens. A well-known development economist, Amartya Sen, argued that insufficient skills at the individual and community level were at the root of persistent poverty. ¹

Financial literacy realizes the possibility of spending the earned money smarter by investing financial resources in real investment. This shows that positive examples of financial literacy represent the need for introduction into the formal education system from primary school and even earlier. Thus, Croatia will teach children financial literacy from the first grade of primary school, which will last for nine years after the implemented reforms. Financial literacy will be learned through the cross-curricular content "entrepreneurship", and children will learn from the first grade about money, investing, saving and responsible money management. ²

Financial literacy (Dragan Varagić, 2020) enables the money earned to be spent smarter in such a way that the funds are primarily invested in something that brings additional money, and not in something that generates additional costs. A large number of researches and studies have been done with the aim of measuring the impact of educational programs in the field of finance and money management. Findings and conclusions are different.

A study conducted by Hathaway and Khatiwada "finds no conclusive evidence that, in principle, financial education programs can lead to greater financial knowledge and, ultimately, to better financial behavior." ³ In a study presented by McCormick in the New America Foundation in 2008, this is not a conclusion. ⁴ They refer to three studies conducted from 2005 to 2008 that showed a

¹ Sen, Amartya (2005). "Human rights and Capabilities", Journal of Human Development Vol 6, No.2. http://www/unicef.org/socialpolicy/files/Human_Rights_and_Capabilities.pdf

² Lejla Softić, dipl.oec.Finansijska pismenost: šta svako treba da zna? SoftConsulting s.p. Tuzla, Trg slobode 16 (BIT Centar),

³ Hathaway, i and S. Khatiwada (2008). "Do Financial Education Programs Work?" Federal Reserve Bank of Cleveland Working Paper No. 08-03. <http://www.clevelandfed.org/research/workpaper/2008/wp0803.pdf>

⁴ McCormick, M. H. (2009). "The Effectiveness of Youth Financial Education: A Review of the Literature". Journal of Financial Counseling and Planning Volume 20, Issue 1 , 70-83



positive impact of financial education programs.⁵ Despite the lack of consistency in evaluation procedures and impact indicators, there is a clear link between financial education and the knowledge and behavior of individuals, so that many educators, policy makers and even young people themselves consider financial literacy an important component of youth education.

A study conducted by Tullio Japelli from the University of Naples, comparing the level of financial literacy in 55 countries, showed that children and young people around the world are entering adulthood with poor levels of financial ability.⁶ Another study showed that the result of financial literacy is directly related to the level of financial wealth of an individual, ie. the means at its disposal and in connection with which it makes a decision.⁷

Since the standard of living is a multiplicative function of financial resources (income and wealth), and the ability to use these resources efficiently (financial literacy), it is very indicative that those with less income and education have an additional burden, because they do not have the ability and skill to which they have effectively used. This is indicated by a study by the European Central Bank, which shows how and to what extent private households have been affected by the latest financial crisis and how their financial decisions are affected by this shock. The aim of the research⁸ is to answer the following questions: Are people with a lower level of financial literacy and lower cognitive abilities more often affected by financial loss due to the crisis? Are people with lower levels of financial literacy and cognitive ability more severely affected if the loss is determined as a percentage of wealth? and are people with lower levels of financial literacy and cognitive ability more likely to make up for their loss?

The relationship between literacy and financial loss is unclear. On the one hand, people with a lower level of literacy and cognitive abilities are more prone to make mistakes, on the other hand,

⁵ McCormick 2008. se poziva na: Danes and Haberman 2007, Valentine and Khayum 2005, Varcoe, Martin, Devitto and Go 2005

⁶ Jappelli, Tullio (2009) "Economic Literacy: An International Comparison," CSEF Working Papers 238, Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy

⁷ Jumpstart Coalition. (2009). The Financial Literacy of Young American Adults: Results of the 2008 National JumpStart Coalition Survey of High School Seniors and College Students, Washington, D.C.

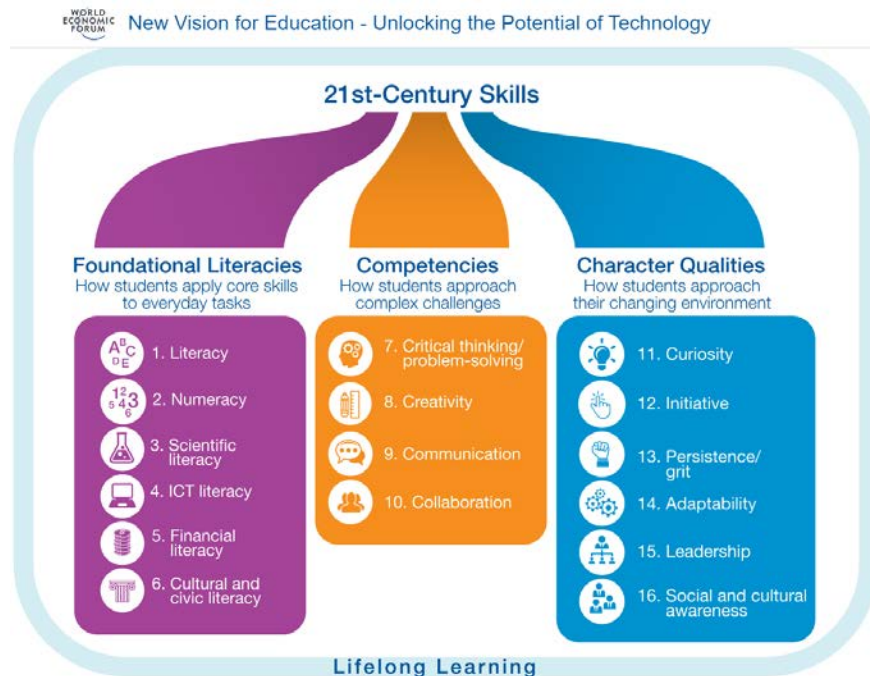
⁸ U: Zoran Đikanović Fakultet za međunarodnu ekonomiju, finansije i budžet Univerzitet Donja Gorica. May 2013, Conference: OBRAZOVANJE i RAZVOJ



they are more likely to avoid investing in risky assets. The analysis reveals that people with a low level of financial knowledge are less likely to invest in the stock market and are therefore generally less likely to have wealth losses due to the financial crisis. Research has shown that individuals with a low level of financial literacy do not suffer greater losses measured as part of their wealth. However, people with a lower level of financial literacy are more likely to sell their assets that have lost value and thus safely realize their loss.

Social and cultural literacy (Cultural and civic literacy – social science-based): A set of several dozen literatures that include, among other things, a system of beliefs, values, attitudes, customs, norms, traditions, principles, institutions, social relations and standards. The goal is to form socially and culturally competent people, who understand themselves, as well as a diversified society and the culture we live with. (Varagić, 2020)

Financial and social literacy are at the forefront of literacy, which is needed for the 21st century (Picture 1).



Picture 1. Skills needed for the 21st Century (Varagić, 2020)

Financial education

In our opinion, the best and simplest definition of financial education was given by UNICEF, from 2012:

"Financial education means being both financially literate and financially capable."⁹ It is basically the ability to use knowledge and skills to make the right money management decisions. It is a lifelong process that begins with "putting one euro in a piggy bank, to evolve over a lifetime into investment and financial asset management decisions." (Fabris and Luburić, 2017) .

Financial education in our country is largely neglected and in fact begins with high school education. However, financial education should start from the earliest childhood, because then the personality of an individual begins to form and in that period the child should develop correct attitudes about money, spending, savings and other financial issues. It is crucial that children learn the value of money and the importance of saving. Otherwise, she will learn about money in other places: at school, from friends, on television. Leaving children to learn about money and finances only from these contacts can lead them to wrong conclusions.

It is obvious that children do not receive adequate financial knowledge in the formal education system and that is why it is very important to "work" with children from an early age. Financial education of children is an important need during the transition of a child into an adult and a financially responsible citizen.

Many studies show that almost half of the students who studied personal finance all semester did not take this type of education seriously. In fact, many were minors or freshmen and were probably not exposed to many financial decisions and their motivation to become financially literate must be encouraged.

⁹Opširnije u radu *Financial Education of Children and Youth* (Journal of Central Banking Theory and Practice, vol 5, br 2, 2016) Nikola Fabris i Radoica Luburić.



The financial readiness of young people is essential for their well-being and vital for the economic future. Young people need to improve their financial skills to be in a better position to make sound investment decisions throughout their lives.

It is important to note that many academic reports have concluded that there is a significant advantage to introducing financial education at an age when young people are still in the process of formulating personal financial behavior. Research conducted by Lew Mandell showed a direct link between age and changes in student behavior.¹⁰

The World Savings Bank Institute (WSBI) is also an advocate of financial education for young people as a way to develop long-term financial literacy among citizens, as well as to prevent social and economic exclusion. WSBI believes in youth financial education“ not only to support the creation of their habits, but also because children are key actors in changing their families.

The desire for financial education to be realized in combination with financial inclusion is supported by the theory of experiential learning. Experiential learning theory believes that real knowledge comes through the ability to apply and learn based on conclusions about the results achieved from real-life events. Continuous experience and learning from the achieved results is essential for young people in determining their own future.¹¹

As indicated, improving an individual's financial capacity requires a combination of financial education, a financial approach, and the opportunity to become directly involved in social and economic events.

However, financial ability also requires an individual to make the necessary behavioral changes needed to make responsible financial decisions. The challenges of changing behavior are often underestimated or even, sometimes, completely ignored.¹²

¹⁰ Mandell, L. (2009). Starting Younger: Evidence Supporting the Effectiveness of Personal Financial Education for Pre-High School Students. University of Washington and the Aspen Institute

¹¹ Glassman, M. (2001) Dewey and Vygotsky. “Society, experience and inquiry in educational practice”, Educational Researcher Volume 30, No.4, pp. 3-14.

¹² Pathak, Payal, Jamke Holmes and Jamie Zimmerman (2011), Accelerating Financial Capability among Youth: Nudging new Thinking. New America Foundation – Global Assets Project. http://newamerica.net/publications/policy/accelerating_financial_capability_among_youth



Many get their financial education at home much more than at school. Parents and families have a greater impact on financial education. Many studies show that almost half of the students who studied personal finance all semester did not take this type of education seriously. Therefore, the hypothesis that the result of low financial literacy among young people, even if they attended a course in personal finance, refers to a lack of motivation to learn or to retain acquired skills is especially investigated.¹³

Research indicates that the aspiration or motivation of students is a key characteristic of successful education, as well as financial literacy. Successful programs must focus on linking the importance of understanding financial literacy and student's ability to reach and potentially exceed their level of aspiration. The results show that the level of aspiration is one of the most important determinants of financial literacy. The ineffectiveness of high school and college classes in which financial literacy is taught to significantly increase students' literacy levels is in stark contrast to efforts to introduce such subjects as compulsory subjects in many countries. Research suggests that students keep little of what they learn in finance and money management classes because they don't see it relevant to their lives.

Although an intuitively appealing concept, neither parental involvement nor different experiences significantly affect the improvement of financial literacy of high school and college students. Also, this research (Mandell et al., 2007) indicates that low financial literacy, both of those who have attended a course on personal finance or money management and those who have not, can be partly explained by the fact that many students simply do not care about their personal finances. They are usually not exposed to making financial decisions and bearing the consequences of their decisions. This may be caused by a focus on consumption, or it may be due to a lack of awareness of the importance of taking care of oneself in the 21st century world.

In many aspects, improving basic financial education in primary and secondary education can provide a basis for financial literacy, helping younger people avoid bad financial decisions that can take years to rehabilitate. In particular, knowledge of mathematics - both in operations with

¹³ [Mandell, Lewis Klein, Linda Schmid, Motivation and Financial Literacy, Financial Services Review, Vol. 16, No. 2, Summer 2007](#)



numbers and in understanding the concept - improves a person's ability to cope with the sometimes blurry relationships that dominate decision-making. For example, understanding compound interest can help to understand the usefulness of saving. Educational efforts to improve basic math and problem-solving skills can encourage educated consumers to take full advantage of the financial services offered in the marketplace.¹⁴

It is clear that getting into financial trouble is not just the result of a lack of knowledge about finance. However, in many cases, knowledge of finances can enable people to avoid or mitigate the negative consequences of making inadequate decisions. (Dikanović, 2013)

The importance of financial education

In essence, financial education programs aim to develop financial literacy and the financial capacity of individuals.

Financial capacity and literacy are defined as:

1. familiarization, education and information on issues of money and property management, banking, investments, loans, insurance and taxes;
2. understanding the basic concepts underlying money and asset management (for example, the time value of money in investments, or pooling insurance risks);
3. using knowledge and understanding of concepts for planning, implementing and evaluating a financial decision.¹⁵

Individuals and families are increasingly burdened with debts and insufficient resources to cope with economic and financial needs, so the ability of an individual to be financially literate and

¹⁴ Greenspan, Alan, [The Importance of Financial and Economic Education and Literacy. \(Raising Interest in Economics\), Social Education](#), Vol. 67, No. 2, March 2003

¹⁵ Hogarth, J. (2006, November 29-30). Financial education and economic development, iz OECD: <http://www.oecd.org/dataoecd/20/50/37742200.pdf>



financially capable is becoming an issue that is becoming increasingly important throughout the world.

The OECD, in its document "Improving Financial Literacy", argues that in today's globalized world, the lack of financial education among individuals and households makes it more prone to over-indebtedness and bankruptcy.¹⁶

The OECD defines financial education as "the process by which individuals improve their understanding of financial products and concepts, and through information, instruction and / or objective advice, develop skills and abilities to become aware of financial risks and opportunities, to make informed decisions, to know where to go." seek help, as well as to take other effective activities in order to improve their financial well-being and protection.¹⁷

As financial literacy is increasingly seen as a basic skill for achieving one's social and economic well-being, designing financial education programs for young people is becoming an important component in the transition from childhood to adulthood and the development of the next generation of financially responsible citizens.

Social skills

Social skills in professional literature, which deals with children's social development, can come across a number of different terms related to social skills (social skills, social competence, social intelligence, social literacy, social communication, etc.). Different authors interpret them differently and define. The starting points for defining social skills are mainly divided into three groups (Buljubašić – Kuzmanović and Botić, 2012: 42). The first group includes definitions marked by indicators of peer acceptance. According to these definitions, children who are accepted by their peers, popular in school and in the community, are considered socially skilled. Behavioral definitions belong to the second group. According to these definitions, social skills are situation-specific behaviors that increase the possibility of rewarding (encouraging) or reducing the

¹⁶ OECD (2005a). Improving Financial Literacy, http://www.oecd.org/document/2/0,3746,en_2649_15251491_35802524_1_1_1_1,00.html

¹⁷ OECD (2005b). Recommendation on Principles and Good Practices for Financial Education and Awareness, <http://www.oecd.org/dataoecd/7/17/35108560.pdf>



likelihood of punishing (extinguishing) an individual's social behavior. The third group of definitions focuses on competencies. Social skills from this perspective are defined as social behaviors that contribute to social competence (Buljubašić Kuzmanović, Blažević, 2015).

Ajduković and Pećnik (1994) define social skills as learned forms of behavior, where they emphasize: active listening, asking questions, presenting oneself and others, thanking and praising, asking for help, involvement, giving and following instructions, apologizing, persuading, knowing and expressing others feelings, reacting to other people's anger, expressing affection, facing fear, seeking permission, sharing, helping, negotiating, self-control, defending one's rights, reacting to teasing, avoiding fights, expressing objections and reacting to objections, dealing with embarrassment and exclusion, taking for a friend, reacting to persuasion, dealing with failure, accusations in a group, etc.

Children first learn social skills in the family, and then their more intensive development begins in kindergarten, school and social environment through social interactions with the aim of being accepted by others and achieving quality adjustment, optimal growth and development and happy and healthy growing up. Peer interactions contribute to collaborative learning structure, leadership skills, impulse control, aggression, and hostility. "They provide emotional security, love, affection, intimacy, solidarity and are the basis of romantic, marital and parental relationships" (Buljubašić-Kuzmanović, 2010: 191).

They expect friends to socialize, have fun, engage in various activities, emotional support that gives them security in new situations or in moments when problems arise, provides assistance in learning and acquiring new skills and norms of behavior. Peer groups at the very beginning of the first educational cycle, usually consist of children of the same sex and age, focused on common interests or participation in activities they enjoy where acceptances are easily changed and canceled. As they go to school, the groups become more heterogeneous and socialize more and more intense. Boys are more focused on sports and other physical activities, and girls on activities that have a more pronounced social interaction.



Boys gain in status and popularity if they are good athletes, brave, able to attract attention, and friendly to other boys. Girls appreciate popularity, optimism, a friendly mood, and a sense of humor in other girls. Since children with peers spend most of their time in school, its curriculum must be in the function of developing social skills, important pillars of overall growth and development of students, respecting its co-constructive procedures of formation, family, school and peer influences. (Buljubašić Kuzmanović, Blažević, 2015)

The development potentials of social skills concentrate on the partnership of school, family and community and the co-constructive approach to the *school curriculum*. Joint actions and projects connect teaching with life, encourage experiential and social learning, inclusion and well-being.

The results showed that peer, school, and family influences on the development of students' social skills are networked and interdependent for all. (Buljubašić Kuzmanović, Blažević, 2015)

The curriculum in the function of social skills development has proven effective in a series of studies whose results speak in favor of the importance of parents in providing a sense of stability and connection within the family that serves as an important starting point for children in social world research (Henry et al., 1996). Likewise, the connection and quality of the relationship between children and parents contributes to the social success and affirmation of children (Ladd, Pettit, 2002). Consequently, many schools have designed programs for emotional literacy and the development of social skills, both students and teachers, and various forms of parental education through lectures, round tables, workshops or some other form of school for parents. The importance of emotional and social literacy lies in the modern requirements of the school, awareness that not only existential needs such as food, water, clothing, accommodation, etc. are important, but also social needs that seek contacts, strive to build networked relationships, both family and school, extracurricular and all other forms of cooperation, support and understanding. (in: Buljubašić Kuzmanović, Blažević, 2015)

Research Buljubašić Kuzmanović, Blažević (2015), conducted on a sample of primary schools in the Split-Dalmatia County in the Republic of Croatia showed that the curriculum in the function





of developing students' social skills is closely related to interpersonal relationships, quality of interaction and communication and cooperation at all levels of the school's micro-pedagogical pattern, respecting the child's needs, his individuality, uniqueness and diversity. The development potentials of social skills concentrate on the partnership of school, family and community and the co-constructive approach to the school curriculum. Joint actions and projects connect teaching with life, encourage experiential and social learning, inclusion and well-being for all. The research examined the influence of the school curriculum, i.e. its co-creators, students, teachers and parents on the development of students' social skills. It turned out that: the perception of peer acceptance depends on the attendance of additional classes and extracurricular activities, and the emotional and social literacy of mothers.

Peer interactions explain the outcomes of socialization in this development period the strongest. Analyzing and comparing all the above, it can be concluded that the regression analysis confirmed the view that there are significant peer influences on the development of social skills of students. (Buljubašić Kuzmanović, Blažević, 2015)

The results of the research showed that peer, school and family influences on the development of students' social skills are multiple networked and interdependent. Predictors have been singled out that explain this complex structure of influence in more detail, mostly concentrating on self-assessment of peer acceptance, and somewhat less on involvement in various forms of school work, attending extracurricular activities and emotional and social literacy of parents.

There is a lot of work in the world on financial literacy. Extensive research is being carried out in order to determine the directions of action in improving the policy of strengthening financial literacy. Despite an organized approach in educating young people on financial issues, international measurements of children's learning outcomes show that this is not enough. The OECD International Student Assessment Program (PISA), in both 2012 and 2015, found that, on average, only 10% of 15-year-olds achieved maximum performance on a five-point financial



literacy scale. In approximately 2015, every fifth student did not even have basic financial skills (OECD, 2017).¹⁸

The OECD study "Improving Financial Literacy" showed that in the modern globalized world, in the absence of financial education, there is a greater tendency towards over-indebtedness and bankruptcy. Also, a large number of studies have confirmed that the financial lessons that children receive in childhood remain for life.¹⁹ Therefore, childhood is the right time to teach a child finances and prepare him for life when he will have to make numerous financial decisions on his own. A study by New York State University on a sample of high school students aged 17 and 18 showed that high school students knew how to answer barely half of the questions about personal finances. An OECD study (2005) conducted in the members of this international organization showed that consumers have a low level of financial literacy and that they lack awareness of the need to be financially educated. (in Fabris and Luburic, 2017). In the following text, we will see what the situation is in BiH in terms of financial learning and education.

ANALYSIS OF THE SITUATION IN BOSNIA AND HERZEGOVINA ON THE KNOWLEDGE AND SKILLS OF YOUNG PEOPLE IN SOCIAL, FINANCIAL EDUCATION AND TRAINING IN PEER TEACHING

Our daily life, people and situations that surround us, life stories of successful and unsuccessful people during our life shows us that there is a direct link between the education level and success of every individual. Education is the base for the successful and stable financial background, while poor education leads to financial instability and challenging life circumstances. Having in mind the way our society functions today - based on the economy - it's obvious the importance of

¹⁸ Swiss Journal of Economics and Statistics 2019. Financial literacy and the need for financial education: evidence and implications Annamaria Lusardi. (2019) 155:1

¹⁹ Mundrake, G. i dr. (2001) „A Case for Personal Financial Education” i Schug, M. i Bearkey, J. C. (1985) „The Development of Children’s Economic Reasoning”.



financial education for every individual. This impose several questions: is and in what volume the financial education is represented within the education and whether its significance is recognized at all, bearing in mind that this aspect of education is especially important during primary and secondary education, ie. in the period of intensive formation of personality, consumer character and life habits.

The analysis that follows is based on the examination of the financial literacy of primary and secondary school students, i.e. the period of formation of the first features of the consumer character and consumer habits of children and youth.

In this chapter, we will present the results of research related to aspects of financial literacy in our country. We will consider the available review of findings from the PISA report for Bosnia and Herzegovina, review of available documentation of existing policies, laws and regulations, curricula, informal interventions, policies and practices / training monitoring and evaluation relevant to social and financial education in age group 13- 18 and 19-30 in Bosnia and Herzegovina.

We will review the content of the existing curriculum, modular trainings and initiatives in Bosnia and Herzegovina that are related to the basic elements of social and financial education. We will look for the answers to questions about financial and social learning through interviews with teachers / providers of social & financial education, peer education and with young people who have been the subject of an educational endeavor in social and financial education in schools or outside of the schools.



PISA RESEARCH IN BIH, 2018

The Agency for Preschool, Primary and Secondary Education (APOSOS), on behalf of Bosnia and Herzegovina and in cooperation with the OECD, prepared the PISA Survey Report for Bosnia and Herzegovina as a final product of the results of this survey. The results and recommendations, which are a significant part of the report, are a clear indicator of the current state of education systems in Bosnia and Herzegovina. As such, they represent the starting point for the adoption, implementation and monitoring of strategic commitments in the field of education that are based on real indicators obtained through the continuous participation of Bosnia and Herzegovina in international research.

Bosnia and Herzegovina participated in the PISA survey for the first time in 2018.

In BiH, during 2018, 6480 students aged 15, in the ninth grade of primary or first grade of secondary school, from 213 randomly selected schools across the country, answered the questions of the two-hour test in reading, mathematics and natural sciences. These tests were not directly related to the school curriculum in BiH, but were based on competencies and comparable internationally. The tests were designed by the Organization for Economic Co-operation and Development (OECD) to assess the extent to which students in BiH, who are completing or have completed the level of compulsory education, can apply their knowledge to real life situations and to what extent they are trained to participate fully in society. In addition to the tests, questionnaires were filled out that provided more information about the context for both students and schools, and they were also used to interpret the results.

The results of PISA testing in BiH were (expectedly) below average. The average achievement in mathematics is 406 points, in reading 403, and in the natural sciences 398 points, which is below the OECD average. Students of urban schools have better achievements in all areas compared to students of rural schools, the average difference is 25 points. Students of favorable compared to students of unfavorable socio-economic status have better achievements in all three areas. In mathematics the difference is 63 points, in reading 58, and in the natural sciences 54 points.





On average in BiH, there is a strong link between student achievement and their socio-economic status and school socio-economic profile. Namely, on average, disadvantaged students who attend schools in a favorable position have 69 more points in mathematics than those students who attend schools in an unfavorable position.

In reading, this point difference is 70, and in the natural sciences 63 points. Score differences for all three areas are statistically significant, representing more than two years of schooling, so the socio-economic profile of schools and the performance of disadvantaged students have a strong relationship. Disadvantaged students attending schools of average socio-economic profile (schools that are neither favorable nor disadvantaged) score 20 points more in mathematics than those attending disadvantaged schools.

In reading, the difference is 21 points, while in the natural sciences it is the highest and amounts to 23 points. A similar picture can be seen by analyzing the performance of students of favorable status as well as the favorable socio-economic profile of the school. The difference in average results in mathematics between students in a favorable position from schools in a favorable position to students in a favorable position, but who attend schools in a disadvantaged position is 63 points, 67 in reading and 64 points in natural sciences. (PISA Report, 2018)

The PISA report 2018, in addition to the results in learning in mathematics, native language and science, in a broader context, also contains data on the impact of socio-economic factors on student learning success. The conclusion of the research is that students with a more favorable socio-economic status achieved better learning results. Here it can be concluded that financial literacy, creating a more favorable socio-economic environment, indirectly affects students' learning success.



Curriculum

A review of the Curriculum (hereinafter referred to as the Curriculum) and legislation at all levels, from framework laws at the level of BiH to cantonal and ethical laws, shows that they do not support the strengthening of social and financial literacy. In BiH, obsolete curricula are in use, which arose from the pre-war ones. Various international projects have developed modules under the EU-VET program (secondary vocational education and training), which have made only an even greater variety in the availability of various curricula. Very often, interventions in the curriculum were carried out on the basis of some international projects. Classical curricula are based on teaching contents and the teacher-lecturer, the interpreter of teaching contents.

Turning to another paradigm that includes curricula based on learning outcomes is only at the level of individual projects at the cantonal level, which is disastrous, because the processes are not harmonized and applicable in the wider area of BiH. Thus, such curricula are based on teaching content and factual knowledge, less on skills and attitudes, or functional and usable knowledge. Realizing all the contents is the main task of the teacher, although they have freedom to reduce the teaching contents in accordance with the possibilities and interests of the students.

The Agency for Preschool, Primary and Secondary Education of Bosnia and Herzegovina (APOSO BiH), with the support of NGOs, created Common Core Curricula based on learning outcomes. In some environments, the preparation of teaching staff for the transition to a new paradigm started, which is with a focus on pre-defined learning outcomes at the level of 3, 6, 9 and 12 years of learning. This implies that results from lifelong skills and competencies are achieved through the implementation of the curriculum. By reviewing the learning outcomes and accompanying indicators, it can be concluded that the focus is on usable knowledge, correlation with other subject areas, and solving specific life problems. This approach is suitable for the introduction and implementation of financial and social learning.





However, from 2015 until today, no education authority in BiH (cantons and entities) has implemented the Common Core Curriculum (LPPP) in its competent education system. So, it turned out that everything is again on the shoulders of teachers with their professionalism, enthusiasm and empathy for the needs of young people in their future professional development. It is up to them whether they will blindly stick to the teaching content or create content that prepares students for the challenges of the 21st century. These contents certainly include financial and social learning.

Mathematics has a special role, which simulates problems from life, which includes money and financial challenges. Teachers cannot rely only on official textbooks. In order to be interesting to their students, they create tasks with a real place of action, with "ticklish" problems that cannot leave students indifferent.

It was expected that the curriculum for the economic-trade group of school's subjects would be on the path of financial education, as well as but also education. However, analysing the teaching contents of occupations from the economic trade profession, it can be concluded that they are focused on acquiring knowledge about economics, economic trends. Educational situations, which include variability in the field of finance, are not in the foreground. A big step forward has been made with the establishment of virtual exercise companies that practically function in real and complex economic and financial conditions.

A detailed review of the Framework Curriculum for a nine-year primary school in the Federation of Bosnia and Herzegovina, BiH, leads to the conclusion that financial education is very little or almost non-existent during the nine years of primary education. Finances are nowhere mentioned as a teaching unit, or an immediate teaching topic under that term. Indirectly, within some teaching units, there are terms related to finances, such as. money and monetary currencies "Units for money", 2nd grade, "Money and the material world" English for ninth grade, consumption and savings (geography, ecology), percentage and interest (mathematics). Students learn linguistic terms related to money in their native language and foreign language (English, German, French) but this does not explain the clear usable meaning of these terms. Thus e.g. within the English language, students learn concepts and enrich their vocabulary with concepts related to money facts



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(money facts, banknotes, coins, check, shopping, customer, etc.), but do not connect them with their practical meaning and use aspect.

Therefore, it is easy to conclude and it is obvious that the teaching contents are related to financial literacy in the insufficient volume of representation compared to the importance of this topic. The conclusion is that the teaching contents related to financial education during primary and secondary school are exclusively related to the theoretical content and reduce to the accumulation of theoretical knowledge (cognitive), and not to the acquisition of skills and attitudes (psychomotor and affective) which should actually be basic and relevant aspects of financial education of our children and youth.

Respondents' attitudes towards financial literacy

During this analysis, a survey was conducted among students in the 9th grade of elementary school, then the first and fourth grade of high school. Students from one rural primary school and one urban primary school, as well as representatives of non-governmental organizations dealing with peer education, participated in the survey. In total, 63 respondents gave their opinion on the questions from the questionnaire, about 50% of the age of about 15 and the same number of 17 and older. Care was also taken to include students of all social categories in the survey, i.e. from families of better as well as poorer financial status. A questionnaire was used on the basis of which students answered questions related to knowledge of financial terminology, questions concerning their knowledge of financial concepts as well as their financial habits and understanding of the importance of the topic. From the data obtained in the research, the following conclusions can be drawn:

- Majority of students believe that they practically did not have any form of regular or planned financial education at school. Students remember learning about coins in 2nd grade, bank expressions from foreign languages, as well as working on tasks related to calculating interest rates through interest rates or percentages in math problems in 8th grade, but never talked about regular classes. issues such as spending, saving, investing, cash management, bargain



and bargain shopping. Most of them think that they heard basic information about money and finances outside of school. A few respondents, the elderly, heard basic information about financial literacy at some specialized NGO seminars or within the subject Entrepreneurship.

- When asked where they get information about money issues, participants at the age of 15 answered that it is primarily from parents, to a lesser extent via the Internet and television. In no case was school and regular education mentioned.
- To the question: Do you have a textbook on another topic that discusses money issues? All participants responded negatively. If they need something about finances, they look on the internet.
- To the question: Have they heard or learned about the following terms in school lessons in the last 12 months: interest payment, common interest, exchange rate list, depreciation, shares, return on investment, dividend, diversification, debit card credit in the bank, pension plan, budget, salary, entrepreneur, central bank, income tax, credit replacement, call option). Respondents are partially familiar with some of the above terms and most of them from parents, the media, etc.
- Most respondents at the school did not hear or very poorly on the issues: Describing the purpose and use of money; Exploring ways to plan cost payments; Discussion of consumer rights in working with financial institutions; Discussing the ways in which money invested in the stock market changes value over time.
- To the question: where do they get the necessary information about money issues (such as spending, savings, banking, investments), the majority of respondents answered: from parents, media, bank counters, TV, internet.
- When asked how they earn their pocket money, the largest part of the answer is that it is from parents or relatives, only a few students in the 4th grade of high school answered that they earn their pocket money through their work, giving instructional classes to lower grade students and the like.
- The majority of respondents get information from their parents: “Very often I talk to them about saving, they tell me all the time to save for what I need.” Small amounts of money can be spent independently, but for larger amounts they must seek permission from a parent or



guardian and must seek permission from a parent or guardian before spending the money independently. When it comes to buying for their own funds, older respondents follow the prices and wait for a favorable moment to buy. They most often compare prices in different stores and wait for prices to drop.

- Credit ie. debit cards are used by most high school students and have been encountered since they started high school, which means that today parents already have a strong habit of making it easier for their children to handle money using electronic and non-cash payments, and avoiding using cash. This is not the case with children in primary schools.
- Through high school, students acquire the habit of shopping online, and by the end of high school they are fully familiar with this type of shopping and mostly the vast majority have some practical experience, whether on their own or with their parents.
- When asked about how to spend money and care when buying, choosing the best prices, comparing the prices of the same product with different sellers, the answers are mostly to consult with their parents, but to often react impulsively and indulge in their "consumer pleasure". , which is understandable for people of their age who still do not earn their pocket money, but also a more serious idea of the importance of planning and spending money within a personal or family budget, which should certainly be covered by some kind of education during primary and secondary education. then and further during high school. This aspect of a child's personal attitude mainly depends on the parents, their financial and consumer habits, and sometimes an unrealistic idea of the importance of financial management in the child. Some parents are often guided by the thesis that "if I didn't have one, let them have my child" and they don't even try to show the children the importance of careful and proper money management. In other words, a financially careless and immature parent creates a financially careless and immature child.



Financial literacy education

The opinion of the vast majority of respondents is that it is necessary to pay attention to the financial literacy of children and youth and other citizens through the organization of seminars and education in financial knowledge and skills. First of all, students point out the unemployment of their parents and express a desire that employees could afford their children and meet their needs. This clearly shows the need to introduce teaching practices related to finance in the regular educational process, both primary and secondary schools. This could be achieved through class community classes, optional classes, extracurricular activities, school workshops or through the work of student councils. These activities alone would increase the sense of importance of understanding and managing finances throughout life and a realistic understanding of the importance of proper and rational spending of money by children.

We do not know that any organized educational activity is carried out in BiH by government institutions with a focus on financial learning. Some organized attempts by some NGOs can be found in the data search. One of them is the organization "U plusu" - an association for responsible management of personal finances. This organization, in its mission, says that: "Plus" wants to:

- Provide its clients with financial advisory services and customized educational programs in the field of personal finance management.
- Develop cooperation and partnerships with relevant institutions in Bosnia and Herzegovina in order to adequately protect all participants in the financial market.

Participants of their workshops were able to listen to trainings on the following topics:

- How to effectively manage a home budget;
- Basics of credit agreements;
- Financial products;
- Consumer rights and protection in the financial sector;
- Effective debt management.





This organization posted on its portal several practical and useful tips for those young people who were not able to attend their trainings, so that they too could become more skilled in managing their own money:

- Record each month's possible income (eg scholarship, pocket money, cash gift) and expenses (eg snack, cinema ticket, trip) and thus create an insight into your real possibilities that will be the basis for planning to achieve a certain goal;
- Collect "change" that often bothers you in your pockets, you will be surprised after a certain period how much money you have collected;
- Try to set aside money for savings, even if it is symbolic, because you will have the opportunity to bear "unforeseen" expenses more easily tomorrow;
- Consider buying the necessary items when there are discounts, promotions or sales;
- Buy what you need, not just to brag to friends;
- Try to bring snacks from home to school, because you can save the money you planned to spend on sandwiches (eg for an excursion);
- Replace socializing in cafes with social activism, thus you will reduce costs and use your free time in a useful way;
- Be responsible according to your household budget, starting by turning off the lights in rooms where you do not stay or turning off the water when brushing your teeth.
- Try not to always ask your parents for money, start creating work habits by doing smaller jobs during the school holidays.²⁰

From the comments of service users, one can see great satisfaction with counseling and training services based on financial literacy. In just one year, this organization had several thousand financial and legal consulting services, which were implemented in projects with key partners of the European Fund for Southeast Europe - Development Facility (EFSE DF) and the International Finance Corporation (IFC), a member of the World Bank Group. Swiss government, etc. It can be stated that these conditions, the acquisition of financial knowledge and skills, certainly make sense. Ordinary young people, including Roma, have an interest in mastering these skills and making



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their lives easier, more bearable with as little stress as possible and the ability to manage money effectively and efficiently. This is, to our knowledge, a rare example of an organization dealing with such issues. That is why we will mention some knowledge about something that includes financial and social learning in its context. It's about entrepreneurship and entrepreneurial learning.

Learning about Entrepreneurship

Closely related to financial and social learning is learning about entrepreneurship, which allows children to develop their skills, knowledge and attitudes in order to become enterprising students and then successful entrepreneurs. The idea is to encourage students to turn ideas into actions (as written in the definition)²⁰. Educational institutions (according to the recommendations of key competences for lifelong learning) should improve students' abilities in:

- Identifying and finding good opportunities and good knowledge about the requirements and goals of work,
- To be aware of their ethical position and role in society,
- Planning, organizing, leading, analyzing, communicating, briefing, evaluating and remembering,
- Representation,
- Individual and team work,
- Assessing, identifying strengths and weaknesses, taking risks,
- Taking initiative, pro-activity, independence and personal innovation in the social and business environment,
- Motivation of oneself and others, determination in achieving goals (personal and common - at work) (Agić i Rešić, 2011)

²⁰ Agić i Rešić, 2011



In short, by learning about entrepreneurship we develop the following skills in students:

- Self-confidence and faith in personal abilities,
- Openness in approach,
- The ability to be creative and innovative,
- To be an active participant and to be well informed,
- To take risks,
- To take the initiative,
- To accept responsibility,
- Ability to find new solutions to problems (Priručnik, 2011:25).

There are a number of skills that are applied in life: critical thinking, creativity, initiative, problem solving, risk taking, decision making, etc. The focus of entrepreneurship learning is on:

- Encouraging students to be responsible for what they learn,
- Develop skills in cooperation with others,
- They will be able to learn from mistakes, good decisions in life, to be able to recognize good opportunities.

The answers eagerly awaited by economists cannot be found without schools and teachers. The teaching potential in BiH is priceless. A large number of them encouraged the students with their engagement and enthusiasm, who are today well-known innovators and researchers. From our own practice we know teachers who were role models to their students. In the conditions of BiH where lack of money dominates, it would be natural and expected for the creativity and enthusiasm of teachers to stagnate. However, this is not the case. It is known that those who do not have enough money, find ways to reach it or to reach the set goals in another creative way. In our nation, this competence is often called "resourcefulness". Projects financed by the European Union have been implemented in BiH. Significant experiences were gained, but at the end of such projects, there was a lack of institutionalization in the regular education system.





Many have forgotten that entrepreneurship is one of the 8 key competencies of lifelong learning. It seemed that the sponsors and implementers of the project on entrepreneurship in BiH were satisfied that the education authorities introduced the subject in primary and secondary schools under the name; Entrepreneurship or Fundamentals of Entrepreneurship, which would of course be performed by economists, which was not the case until then.

Even at the Faculty of Economics, the subject Entrepreneurship is studied in the first semester, although students have not acquired any initial knowledge in micro and macro economics, marketing, finance, accounting, etc. And all this is necessary for students to know, because as a pre-examination obligation, they have a specific business plan to compose. There is a stereotype among economists that entrepreneurship as well as management is the exclusivity of economics and economists. The role of the teacher is forgotten.

If the goal is to get a young person with as many skills from the list above as possible after the educational cycle, then it is clear that they cannot be obtained in the classic way of teaching teachers, with teaching contents that promote only knowledge about entrepreneurship and not creating entrepreneurial spirit in students.

Entrepreneurial spirit can be strengthened only through the interdisciplinary action of all teachers, each from his own angle. In that case, traditional teaching would not give the expected results. But that could not be said in the case of using a wide range of active teaching: problem-based, discovery, research, project, service-learning, etc. Concrete situations, problems with good simulations are needed for students to train for some future entrepreneurial projects. We do not know that our schools have adopted this model of approach to entrepreneurial learning, which must be introduced from kindergartens to universities.

Finally, it can be said that the attitude of educational authorities towards the acquisition of knowledge and skills of young people in social and financial education is inadequate. This is



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understandable because education in BiH is still based on teaching content, as required to be taught by teachers.

Financial and social literacy cannot be learned in lessons, but through situations that require knowledge of some tools to solve these specific problems. We believe that it is more convenient to establish an interdisciplinary approach, e.g. to talk about money through stories, monopoly games, music and art, math, quizzes, etc. Unlike learning about money, it would be more useful for students to learn about cash flows, loans, borrowing with specifically described situations.

At the same time, when it comes to social competence, with the lecture on communication, nothing will be achieved in the field of communication, as a determinant of social competence. Students need to feel the causes and consequences of communication, to feel the benefits of good communication and to imitate their teachers as good communicators, creators of a positive climate, trust, healthy competitive spirit, etc.

When it comes to peer teaching, we believe that it is very little present in our teaching practice. It appears only through NGO sector projects. The introduction of peer teaching in the regular teaching process is an individual matter and the freedom of teachers. Like all innovations, this one requires more teacher involvement in teaching preparation. It has been proven that the success of knowledge transfer is higher by 20% if it is transferred by peers. However, this is not applied in practice because it is not part of the teacher's regular obligations. Often, for the teachers, it is a waste of valuable time and they must be especially motivated by other colleagues and members of the school management.

At the end of this analysis, we can conclude that there is a lot of room for action of all participants in the educational process in the field of financial and social learning, with the application, among other things, peer teaching. Existing legal frameworks can also be used with a valid motivation of teachers and students and the application of experiences gained in NGO projects, to solving problems in mathematics and the like.



CONCLUSIONS AND RECOMMENDATIONS

How to correct the situation in the lack of knowledge and skills in financial and social literacy, a question that needs to be answered now in the form of some recommendations. Therefore, based on research and analysis of available literature, we will provide some Recommendations for adapting social and financial education programs to adequately address the lack of knowledge and skills among young people (especially Roma) in BiH:

1. Raise awareness of the need for financial and social learning.
2. At the school level, introduce the possibility of financial learning through extracurricular activities. Eg. sections: Young Entrepreneurs, Entrepreneurship Corner. There are already program contents for some of these sections (UG “Something more”).
3. At the class level, introduce collective savings, starting from the first grade, with clear goals and plans for filling the mutual fund.
4. Affirm and introduce into the work of the student cooperative with the aim of obtaining funds for joint savings with clear documents (they exist in some schools of Tuzla Canton).
5. Return student kitchens to the school under the jurisdiction of student cooperatives or school companies.
6. Enable schools to manage their property domestically, e.g. Renting a gym to third parties or some other abandoned school buildings and plots.
7. In the classes of the class community, invite financial experts to help in the realization of topics from financial learning. Use bank employees from the local community for this purpose.
8. Organize quizzes and competitions on the topic of entrepreneurship and financial management.

We believe that this is a good framework for the participation of children from vulnerable groups, e.g. Roma, as they are involved in formal education. It is necessary to enable a systematic approach so that they have the opportunity to educate themselves together with their peers, because by



celebrating mutual success with everyone, they will be trained in the field of financial learning and thus help themselves and their families. Given the slow introduction of these segments into formal education, experiential learning through non-formal training is the next strategy we recommend.

Curriculum and teaching methods

In the research, we showed that the official curriculum is not stimulating for financial and social learning. We need to consider what needs to be done when it comes to planning teaching and teaching methods in order to have a stimulating environment for social and financial learning.

As we have said, the valid curricula are based on the teaching contents that the teacher has the obligation to teach to the students. The second approach, the curriculum focused on learning outcomes, is more favorable for the realization of usable knowledge and skills, which includes financial and social learning, as well as the use of peer teaching.

When it comes to teaching, several suggestions can be suggested:

- Wherever possible, topics in the field of finance should be used, essays on the topic, e.g. What are the benefits of the action "Let's buy domestic", Topic: "Consumer basket",
- In the teaching of mathematics, use specific tasks on the topic of money management, use tasks whose place of action is located in stores, banks, internet clubs, microcredit organizations. Use various conditions in tasks, in order to make quality financial decisions,
- Project teaching, like STEM, is ideal for acquiring and using financial knowledge and skills. There is a very suitable ground for achieving good peer communication, learning peers, from each other and strengthening many elements of social competence: listening, expressing attitudes, critical thinking and self-criticism, presentation and leadership competencies,
- The development of student school projects does not go without funding. It is an opportunity to simulate real situations from the aspect of providing logistics and financial



and other resources,

- Teachers should be encouraged to plan topics in the field of finance within school curricula. (projects, mathematical problems, “citizen project”)

Therefore, in order to provide children with usable and useful knowledge, there must be a consensus of teachers, schools and students. Everyone must agree that functional knowledge and life skills are more important than factual knowledge. This is a feature of only quality, not "floating" schools.

Schools that do not exercise openness to creativity and high participation of all participants in education, as well as modern methods of active teaching, cannot respond to the challenges of the new age in which usable, efficient knowledge and skills from all areas, including financial learning, reign.

Furthermore, we will give some recommendations for the content of a possible Handbook for peer to peer training and education in order to address the gaps in knowledge and skills among young people (especially Roma) in Bosnia and Herzegovina.

Based on the opinion of the theorists and the views of the respondents in the conducted research, the outline content of the Handbook can be suggested.

- Introductory remarks: Challenges of the global market. Demands of the new time.
- Theoretical considerations: What knowledge and skills are needed for the 21st century?
Market research - views and expectations of employers and young employees.
Desirable competencies of young employees. What kind of young workers come to us from school / student desks - strengths and weaknesses.
- Research: Conduct research among high school students, young employees and employers in order to determine the current state of possession of appropriate lifelong competencies required for the job. Take into account the experiences from similar research in the environment. Observe the place and role of the existing school system in preparing future workers for the challenges of the times. Strengths and weaknesses of our education system (SWOT). Notice the "cavities" in the regular education system, as well as external opportunities and internal advantages.
- Planning: Development of a list of thematic areas for peer action with appropriate





activities, time frame, evaluation of results. Development of a project for educating young people in planned areas (eg financial literacy, etc.). Government and non-government sector partnerships. Project verification. Creating coaching teams based on experience and competencies. Involve youth activists with already demonstrated experience in the teams. Involve all experts from the environment.

- Organization: Define educational groups by age and interests, including vulnerable groups (Roma for example).
- Conducting training: Organize seminar activities through games, quizzes, simulations with previous educational workshops with presentations of new concepts. Realization of seminars within the agreed time frame. Popularization of activities. Media support, lobbying and informing the public.
- Evaluation - Reporting activities with a list of lessons learned and suggestions for improvement. Joint meetings with representatives of schools and education authorities on the progress and benefits of the action.



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