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ANALIZA AKTIVNOSTI SELEKTOVANIH ZEMALJA REGIONA U POLJU FINANSIJSKE EDUKACIJE DECE I OMLADINE

Rezime

Finansijskom edukacijom kao kontinuiranom poslovnom aktivnošću sa ili bez fokusa na decu i omladinu bave se mnoge zemlje članice Evropske unije, naročito članice Evro zone. Mnoge institucije u tim zemljama imaju i direktnu podršku države u finansijskom ili nekom drugom obliku za svoje aktivnosti u polju finansijske edukacije. Kada je reč o zemljama našeg regiona, praksa pokazuje da se skoro sve zemlje u okruženju bave finansijskom edukacijom i da tim aktivnostima pridaju rastući značaj. Predmet ovog rada je analiza selektovanih zemalja regiona Jugoistočne Evrope u polju finansijske edukacije sa akcentom na decu i omladinu koje su poslednjih godina postigle značajne rezultate i ostvarile projekte: Albanija, Crna Gora, Makedonija, Srbija, Češka, Turska. U istraživanju, korišćena je metodologija direktnih intervjua, u kombinaciji sa javno dostupnim dokumentima.

Ključne reči: finansijska edukacija, banka, centralna banka, deca, omladina

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ANALYSIS OF ACTIVITIES CONDUCTED BY SELECTED COUNTRIES IN THE REGION IN THE FIELD OF FINANCIAL EDUCATION OF CHILDREN AND YOUTH

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Summary

Financial education as a continuous business activity, either focusing on children and youth or not, has been on the agenda of many European Union member states, particularly Eurozone countries. Many institutions in these countries enjoy the direct support of the state in financial terms or otherwise, for their activities in the field of financial education. When it comes to the countries in our region, the practice has shown that almost all neighboring countries deal with financial education and assign an increasing significance to these activities. The subject of this paper is the analysis of selected countries in the region of Southeastern Europe, in the field of financial education, focusing on children and youth. In recent years, these countries: Albania, Montenegro, Macedonia, Serbia, Czech Republic, and Turkey, have achieved substantial results and implemented important projects. In our research, we used the methodology of direct interviews, in combination with publicly available documents.

Keywords: financial education, banks, central bank, children and youth

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Međunarodne inicijative u polju finansijske edukacije

Finansijska edukacija je oblast koja dobija sve veći značaj u uslovima savremenog poslovanja. Ipak, njena pojava kao pristupa ili politike datira od ranije. Naime, Međunarodne organizacije učinile su prve korake u ovoj oblasti na globalnom nivou. Slede aktivnosti nekih od njih:

A) Organizacija za ekonomsku saradnju i razvoj OECD. Ona je još 2005. godine, na osnovu rezultata istraživanja, objavila Preporuku o principima i standardima dobre prakse u vezi sa finansijskim obrazovanjem, a shodno tome 2008.

Preporuku u vezi sa standardima dobre prakse poslovanja osiguravajućih društava u cilju podizanja nivoa svesti o rizicima i u vezi s obrazovanjem u oblasti osiguranja, kao i Preporuku u vezi sa standardima dobre prakse za finansijsko obrazovanje u vezi s privatnim penzijama.

Objavljivanje Preporuke za usvajanje dobre prakse u oblasti finansijske edukacije i podizanje svesti o kreditima 2009. godine označilo je i korak ka potrebi adekvatnog organizovanja ovih aktivnosti. Važno je i istaći da je prethodno (2008. godine) osnovana Međunarodna mreža zemalja koje se bave finansijskom edukacijom u okviru OECD-a.

B) UNICEF se tradicionalno bavi zaštitom prava dece, a jedan od važnih dokumenata je objavljen 2012. godine pod nazivom „Principi poslovanja i prava deteta“. Septembra 2013. godine UNICEF je objavio nove alate za rad sa privrednim društvima u vezi sa dečjim pravima. Rezultati su već vidljivi, imajući u vidu da se sama finansijska industrija organizuje za edukaciju dece i

omladine i to je dobro. U UNICEF-u ističu da danas mora da se ulaže u decu, ne samo zbog finansijske stabilnosti, nego i zbog opšte potrebe da deca i mladi žive u miru (danas su širom sveta česte demonstracije i bunt, usled ignorisanja potreba i zahteva mladih za zaposlenošću i pravima na izbor). Ukoliko se takvi zahtevi ne uvažavaju, UNICEF je mišljenja da ni ekonomski sistemi koji se stvaraju nemaju budćnost. Milenijumski razvojni ciljevi su sada u reformulaciji, uloga privatnog sektora jača.

C) Evropska komisija zastupa principe finansijske pismenosti u mnogim drugim politikama i sektorima i posmatra je sa stanovišta doprinosa opštem kvalitetu ekonomija i života pojedinaca. S obzirom na to da ljudi koji su finansijski pismeni imaju često teškoće da razumeju nove proizvode, finansijska edukacija mora biti kombinovana sa adekvatnom regulativom (balansiranom, a ne prerregulativom). Sama regulativa neće biti dovoljna da ljudi razumeju komplikovane finansijske proizvode. Dakle, finansijska edukacija nije samo prenos informacija:

FINANSIJSKA EDUKACIJA =
FINANSIJSKO ZNANJE + PREUZIMANJE
ODGOVORNOSTI U DALJIM ODLUKAMA
(i finansijskih institucija i klijenata)

Direktiva o platnim računima (Payment Accounts Directive 8/05/2013 - PAD), u poglavlju 4 govori o principima nediskriminacije koji omogućavaju da svaki potrošač ima pravo da otvori račun u EUR u bilo kojem mestu u EU, nezavisno od adrese i lične finansijske sposobnosti. Računi se otvaraju ili besplatno ili uz razumnu nadoknadu. Takođe, kampanja za Direktivu o potrošačkim kreditima imala je slogane



International Initiatives in the Field of Financial Education

Financial education is a field with an increasing importance in the modern business environment. Nevertheless, its concept, in terms of approach or policy, originates from earlier times. Namely, it was international organizations that made the first steps in this field on the global level. Here are some of the activities they have undertaken:

- A) The Organization for Economic Cooperation and Development (OECD). Back in 2005, based on its research results, the OECD published the Recommendation on Principles and Good Practices for Financial Education and Awareness, which was followed in 2008 by the Recommendation on Good Practices for Enhanced Risk Awareness and Education on Insurance issues, and the Recommendation on Good Practices for Financial Education relating to Private Pensions. The publication of the Recommendation on Good Practices for Financial Education and Awareness relating to Credit in 2009 was a step towards the necessity of adequate organization of such activities. It is worth underlying that previously (in 2008) the International Network on Financial Education (INFE) was established within the OECD.
- B) The UNICEF has traditionally been dealing with the protection of children's rights, and one of its most significant documents was published in 2012 under the title "Children's Rights and Business Principles". In September 2013 the UNICEF published new tools for business companies relating to children's rights. The results have already been visible, bearing in mind that the financial industry itself has been organizing the education of children and youth, which is a good thing. The UNICEF underlines that today we have to invest in children, not only because of financial stability, but also because of the general need of children and youth to live in peace (all over the world today there are frequent demonstrations and rebellions, due to the ignored needs and requests of the young people, demanding employment and freedom of choice). If such demands are not

met, the UNICEF believes that the emerging economic systems do not have a future either. The Millennium Development Goals are now being reformulated, and the role of the private sector has been strengthening.

- C) The European Commission represents the principles of financial literacy in many other policies and sectors, viewing it from the perspective of contribution to the general quality of economies and lives of individuals. Given that even financially literate people often find it difficult to understand new products, financial education has to be combined with adequate regulation (balanced regulation, not over-regulation). The regulation itself, however, will not suffice for people to understand complicated financial products. Therefore, financial education is not just a transfer of information, but:

FINANCIAL EDUCATION = FINANCIAL
KNOWLEDGE + TAKING RESPONSIBILITY
IN FURTHER DECISIONS (both on the part
of financial institutions and clients)

The Chapter 4 of the Payment Accounts Directive 8/05/2013 - PAD refers to the principles of non-discrimination, granting each consumer the right to open an account in EUR in any location in the EU, regardless of the address and personal financial capabilities. Accounts are opened either free of charge, or at a reasonable fee. Furthermore, the campaign related to the Consumer Loans Directive used the following slogans (for the age between 18 and 35): "Do you need a loan? Do not just sign. You have rights." The precondition for both directives to be successfully implemented is both financial education and taking personal responsibility (EC, 2013).

- D) The European Banking Federation (EBF), as the banking industry's representative within the EU and beyond, regularly publishes reports on the activities of its member countries in the field of financial literacy, particularly focusing on children and youth. Financial inclusion and regulation can be connected, but do not have to be. For instance, opening an account for each

(za uzrast od 18 do 35 godina): „Treba vam kredit? Nemojte samo da potpišete. Vi imate prava“. Preduslov za uspeh implementacije obe direktive je i finansijska edukacija i preuzimanje lične odgovornosti (EC, 2013).

- D) Evropska bankarska federacija (EBF) kao predstavnik bankarsku industrije unutar i van EU, redovno objavljuje izveštaje o aktivnostima članica - zemalja u oblasti finansijske pismenosti sa posebnim akcentom na decu i omladinu. Finansijska inkluzija i regulativa mogu biti povezane ali i ne moraju; npr. otvaranje računa svakoj bebi koja se rodi, u nekim zemljama je pozitivno shvaćeno, u nekim ne - jer protivljenje banaka znači i meru zaštite dece. Stoga, ne postoji univerzalan način i model - **vrlo je važno shvatiti da je kod finansijske edukacije bitan pristup sa lokalnog nivoa.**

Analiza aktivnosti selektovanih zemalja regiona u polju finansijske edukacije dece i omladine

Albanija

Centralna banka Albanije je davno krenula sa aktivnostima finansijske edukacije, bez znanja da takva aktivnost - pokret postoji pod nazivom finansijska edukacija. Započela je saradnju sa decom različitih uzrasta, razgovarajući sa njima, pri čemu se uvideo relativno nizak stepen poznavanja pojmova (npr. deca slikaju nacionalnu novčanicu, a govore da oslikavaju dolar). U saradnji sa Bankom Italije, imali su uspešnu konferenciju o finansijskoj pismenosti. Uspeli su da uvrste finansijsku edukaciju kao integralni deo ciljeva monetarnih vlasti za finansijsku stabilnost, pored toga što sprovode zaključke Viena 2 inicijative koja diskutuje o drugim elementima (inflatorno targetiranje i sl). Uspeh u targetiranju inflacije nalazi se u finansijskoj edukaciji koja je veoma važan deo finansijske stabilnosti. Takođe, postoji verovanje da je finansijska edukacija i način da se deca zaštite od drugih tema kao što su eksploatacija i slično.

Centralne banke su važan

deo svih sistema, uključujući i razvojne politike. One imaju znanje, sredstva, ali i obavezu da doprinesu i podrže finansijsku pismenost i finansijsku inkluziju. Centralna banka Albanije je izabrala pristup “od gore na dole”, organizovala takmičenja za srednje škole, materijale i štampala knjigu “Lične finansijske”. Ministarstvo prosvete Albanije je revidiralo kurikulum baš u trenutku kada je Centralna banka aplicirala sa predlogom, tako da je bilo moguće uneti ga kao opcioni predmet u kurikulum u školi za uzrast 6-9 godina. Ova finansijska edukacija za decu i nastavnike, finansirana je iz budžeta Centralne banke (kao u Češkoj), jer centralne banke imaju budžet za ove aktivnosti, dok Ministarstva prosvete to nemaju. Ovo je važno imajući u vidu da programi finansijske edukacij koštaju. U Albaniji, Ministarstvo prosvete je sa Udruženjem banaka Albanije uradilo sledeće korake: organizovalo slanje studenata/đaka u banke, a Udruženje je štampalo i distribuiralo materijal (a nekada je i ono pisalo edukativni materijal).

Banka Albanije dakle ima direktan doprinos u finansijskoj edukaciji. Odabran je crtani junak (Kufu Piglet) kao omiljeni lik koga vole deca i roditelji. Prateći forme savremene tehnologije, on je unet u smart telefone, androide, ulazi u društvene medije kao novi oblik komunikacije. Naime, o finansijskoj edukaciji se razmišlja odmah po rođenju deteta, tako što se štedi na vreme i počinje sa vaspitanjem deteta koje uživa igrajući se zabavnim programima o finansijskoj edukaciji. Banka Albanije će uskoro otvoriti moderan i interaktivan muzej, ne samo da pokaže dugu istoriju novca, nego i da se bavi aktivnom edukacijom. Konačni rezultat će biti platforma koja koristi celom društvu. Banka Albanije planira da u budućnosti organizuje regionalnu konferenciju o finansijskoj pismenosti.



born child is viewed positively in certain countries, but in some others it is not - the opposition of banks being based on the children protection policy. Therefore, there is no universal method or model - **it is very important to realize that, when it comes to financial education, it is crucial to develop a local level approach.**

Analysis of Activities Conducted by Selected Countries in the Region in the Field of Financial Education of Children and Youth

Albania

The Central Bank of Albania launched financial education activities long time ago, without being aware that such activity/movement exists under the title of financial education. It started the cooperation with children of different ages, discussing various topics with them, and realizing that the children have a relatively low awareness of terms (for instance, even though the children are painting the national banknote, they are mistaking it for a dollar). In cooperation with the Bank of Italy, it held a successful conference on financial literacy. Furthermore, it managed to include financial education into the objectives of monetary authorities for financial stability, in addition to implementing the conclusions of the Vienna 2 Initiative, referring to other elements (inflation targeting, etc.). The success of inflation targeting lies in financial education, as a very significant segment of financial stability. Also, it is commonly believed that financial education is a way to protect the children from other topics, like exploitation, etc.

Central banks are an important segment of all systems, including development policies. They possess the knowledge and means, but also have the obligation to contribute and support financial literacy and financial inclusion. The Central Bank of Albania chose the "top-down" approach, organized high-school competitions and published the book *Personal Finance*. The Ministry of Education of Albania was revising the curriculum exactly at the moment when the Central Bank applied with its proposal, which is why it was possible to include it as an optional subject into the schools' curriculum for

the children aged 6-9. This financial education for children and teachers was financed from the Central Bank's budget (like in the Czech Republic), because central banks have a budget for such activities, whereas the Ministries of Education do not. This is particularly important bearing in mind that financial education programs cost a certain amount of money. In Albania, the Ministry of Education joined the Association of Albanian Banks to undertake the following steps: it organized the sending of students/pupils to banks, whereas the Association printed and distributed the relevant materials (and sometimes even prepared itself the education material).

The Bank of Albania has, therefore, directly contributed to financial education. A cartoon hero (Kufo Piglet) was chosen as the favorite character, loved by children and their parents. In line with modern technology, it was then incorporated into smart phones, androids, and the social media as a new form of communication. Namely, financial education is something to be thought of immediately upon the child's birth, by starting to save in time, and by raising the child in the spirit of fun games based on amusing programs related to financial education. The Bank of Albania will soon be opening a modern and interactive museum, not only in the intention of displaying its long history of money, but also in order to facilitate active education. The final result will be the platform beneficial for the entire society. In the future, the Bank of Albania also plans to organize a regional conference on financial literacy.

Turkey

Financial education in terms of a systemic approach in Turkey is the task of the Securities Commission of the Republic of Turkey. As a large country (with the population of 76 million people), in the past 10 years Turkey has achieved an inflow of EUR 123 billion in form of foreign direct investments. Nevertheless, this does not automatically imply that its inhabitants are financially literate to a sufficient degree. In the past years the World Bank conducted a research on financial skills, involving 3009 participants. One of the main findings is that individuals with better standard of living possess a higher level of knowledge on financial education.

Turska

U Turskoj se finansijskom edukacijom u smislu sistemskog pristupa bavi Komisija za hartije od vrednosti Republike Turske. Kao velika zemlja (76 miliona stanovnika), Turska je u proteklih 10 godina ostvarila priliv od 123 milijarde EUR u formi stranih direktnih investicija. Međtuim, to ne znači da su stanovnici zemlje finansijski dovoljno pismeni. Tokom prethodnih godina Svetska banka je sprovedla istraživanje o finansijskim veštinama, na 3.009 ispitanika. Jedan od osnovnih nalaza je da pojedinci sa boljim standardom imaju viši nivo znanja o finansijskoj edukaciji. Sada postoji 36 različitih projekata u ovoj oblasti na nivou zemlje, što potvrđuje ozbiljnu posvećenost pitanjima finansijske edukacije. Turska će i ubuduće nastaviti da podržava pravac finansijske edukacije sa posebnim fokusom na decu i omladinu.

Makedonija

Narodna banka Makedonije je oktobra 2012. godine započela sa aktivnostima na polju finansijske edukacije, prethodno posmatrajući iskustva drugih zemalja i centralnih banaka. Prvi događaj je bio projekat "I ja znam kako da štedim" (podeljen u 365 osnovnih škola, kao dodatak njihovom dečjem magazinu). Đaci su dali ideje a takmičenje je bilo na bazi pesmica i crteža. Drugi projekat je muzej, u kome deca mogu izbliza da vide novac. Ove godine je obeležena i globalna nedelja novca nizom aktivnosti, za šta je dobijena CYFI nagrada za 2013. godinu. Organizovane su radionice za 400 dece na temu: novac, istorija novca,

štednja, uloga NB. Urađene su i slikovnice za decu "Preko igre do edukacije" koje se prevode na albanski, rumunski, turski, vlaški i srpski jezik. Narodna banka Makedonije je polazeći od sistemske potrebe za finansijskom edukacijom, pokrenula projekat koji okuplja Penzijski fond, Komisiju za hartije od vrednosti i slične organizacije tako da se očuva važna funkcija - a to je koordinacija. Uspostavljeno je telo koje koordinirano rukovodi projektom kako bi se on sprovodio koordinirano. Ciljevi projekta su: podići nivo finansijske pismenosti, nivo svesti i uključiti što veći broj institucija.

Crna Gora

Centralna Banka Crne Gore ima brojne aktivnosti u nedelji štednje, u nedelji kampanje noći muzeja, tokom proslava nedelje dece i omladine. Organizuju se posete muzeju, radionice za osnovne i srednje škole, drže lekcije o istoriji novca u Crnoj Gori. Centralna banka ima poseban budžet odvojen za ove aktivnosti. U saradnji sa Ministarstvom prosvete, organizuju se takmičenja i nagrađuju eseji i naučni radovi iz oblasti novca i finansija.

Srbija

Narodna banka Srbije (NBS) 2012. godine donosi Strategiju na polju finansijske edukacije u kojoj su pokriveni pravci kao što su: organizacija radionica, pilot programi finansijske edukacije u nastavnim programima, izrada edukativnih materijala, unapređenje sajta, istraživanje javnog mnjenja, unapređenje komunikacije sa medijima, saradnja sa domaćim i međunarodnim institucijama koje se bave finansijskom edukacijom, izrada predloga za donošenje Nacionalne strategije.

U skladu sa međunarodnim standardima (Izveštaj o radu Centra za zaštitu i edukaciju korisnika finansijskih usluga, 2013) NBS redovno sprovodi istraživanje korisnika finansijskih proizvoda.

U julu 2004. godine NBS otvara izložbu kao stalnu, osnovnu postavku „Novac na tlu Srbije“ (NBS, 2013). U 2005. NBS pokreće edukativne aktivnosti na



Skoplje



Today there are 36 different projects in this field on the country level, which only confirms the serious dedication to the financial education issues. Turkey will continue to support financial education in the future as well, particularly focusing on children and youth.

Macedonia

In October 2012 the National Bank of Macedonia started the activities in the field of financial education, previously having considered the experiences of other countries and central banks. The first event was the project called "I, too, know how to save" (distributed to 365 elementary schools, as an appendix to their children's magazine). The pupils themselves came up with the ideas, and the competition was based on writing poems and drawing. The second project was a museum, in which children can get a closer look at money. This year the Global Money Week was marked by a series of appropriate activities, for which the 2013 CYFI Award was won. Workshops were organized for 400 children on the topics of: money, history of money, savings, and the role of the national bank. Children picture-books, titled "Through Play to Education", were also prepared, and translated into Albanian, Romanian, Turkish, Vlach and Serbian. Starting from the systemic need for financial education, the National Bank of Macedonia launched the project involving the Pension Fund, Securities Commission and similar organizations, with the idea of preserving an important function, i.e. coordination. A special body was

established to govern the project in a coordinated way. The goals of the project are: to raise the level of financial literacy, to raise awareness and include as many institutions as possible.

Montenegro

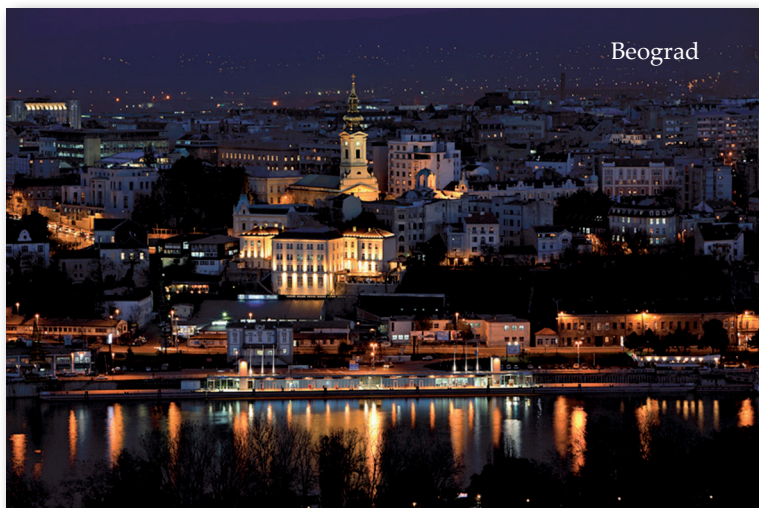
The Central Bank of Montenegro conducts numerous activities in the week of savings, in the campaign Night of the Museums, during the celebration of children and youth week. It organizes visits to the museum, workshops for elementary and high schools, and lectures on the history of money in Montenegro. The Central Bank has a separate budget allocated for these activities. In cooperation with the Ministry of Education, competitions are organized, and awards granted to essays and scientific papers in the field of money and finance.



Serbia

The National Bank of Serbia (NBS) in 2012 adopted the Strategy for Financial Education, covering the aspects like: organization of workshops, pilot programs of financial education in school curriculums, preparation of educational materials, upgrading of websites, public opinion investigation, promotion of communication with the media, cooperation with domestic and international institutions in charge of financial education, preparation of proposals for the adoption of the National Strategy.

In line with international standards (Report on Operations of the Center for Protection and



temu novca i finansijskih proizvoda (osnovne škole). Formira se posebni organizacioni deo (pri muzeju) - Centar za posetioce NBS, a broj poseta Centru raste iz godine u godinu (34.000 u 2012). NBS planira i rad sa nastavnicima u srednjim i osnovnim školama. Za sada, postoje radionice na razne teme: novac i prihodi, štednja i rashodi, upravljanje novcem i budžetom, krediti i zaduženja, finansijska tržišta.

U Srbiji nema istraživanja o finansijskoj pismenosti dece. U NBS se izrađuju i dele upitnici nakon svake radionice. Deca se u radionicama edukuju ne samo na temu finansijskih usluga, nego se i uče nekim porodičnim vrednostima (da novac ne dolazi sam od sebe i da treba upravljati njime). Što je uzrast deteta veći menja se i stepen složenosti zadataka (predškolski 5-7, osnovne škole 7-14 godina, srednje škole - 15-19. godina). NBS predsedava i Radnom grupom za društveno odgovorno poslovanje za bankarstvo i finansije pri Globalnom dogovoru UN, tako da se i u okviru ovih aktivnosti rade radionice i edukacija.

Češka

Centralna banka Češke se kao mnoge druge centralne banke u svojoj agendi fokusirala na finansijsku pismenost kao instrumenta koji ostvaruje dva cilja: finansijsku stabilnost i zaštitu potrošača (kao integralni deo supervizije). Međutim, ono što posebno potencira Centralna banka Češke je da zaštita potrošača treba da bude fokusirana na sofisticiranu obuku i adekvatnu finansijsku edukaciju ljudi da donose razumne odluke, a ne na rešavanje sporova. U poslednjoj deceniji, u Češkoj standard je sve bolji, ali stepen zaduženosti domaćinstva neprestano raste.

U 2005. godini u Republici Češkoj usvojena je Odluka vlade da se na opšti način poboljšaju uslovi u bankarskom sektoru, radi uvođenja sistema finansijske pismenosti u školama, transparentnosti finansijskog sektora i zaštite potrošača. Doneta je i Nacionalna strategija o finansijskoj edukaciji. Nakon nekoliko godina, u 2008. Centralna banka Češke je započela i aktivnosti zaštite potrošača, a u okviru nje preduzete su i mere finansijske pismenosti i finansijske

edukacije. Centralna banka je postala odgovorna za nacionalnu strategiju finansijske pismenosti. Studija o finansijskoj pismenosti odraslih (preko 18 godina) koju je centralna banka sprovela pokazala je da su neki rezultati ohrabrujući, a da neki nisu. Mladi danas imaju više izazova nego starije generacije ranije koje nisu bile toliko pod uticajem marketinških kampanja za kupovinu novih proizvoda ili usluga. Iz tog razloga, neophodno je raditi sa mladima kako bi bili u stanju da donesu ogovorne finansijske odluke. U septembru 2013. godine finansijska edukacija je postala opcionim predmetom u češkim školama i to: a) za uzrast od 6 do 14 godina ima tri oblasti (novac, domaćinstvo, finansijski proizvodi), b) 16-18 godina, uvode se i oblasti pravo potrošača i zaštita potrošača. Neke od lekcija su: striktno odvajanje finansijske edukacije od marketinga, koordinacija na nacionalnom nivou, pregled standarda edukacije, podrška nastavnicima, evaluacija programa. Centralna banka je učestvovala u izradi programa nastave, zato što mladi danas ne mogu biti finansijski obrazovani ukoliko taj predmet nije deo kurikuluma u školi.

Zaključci i preporuke

Mnogi poslovni ljudi i zvaničnici pre izbijanja svetske ekonomske krize mislili su da je finansijska pismenosti tema koja je na margini. Danas je to centralna tema vodećih finansijskih institucija i pokreta u svetu - upravo zato što se shvatilo da finansijska pismenost jedan od načina sprečavanja nastavka krize i da je njen nedostatak bio jedan od uzroka nastanka ove krize. Potrošači koji su svesni, obrazovani,

Education of Financial Services Users, 2013), the NBS regularly conducts questionnaires among the users of financial products.

In July 2004 the NBS opened its standing exhibition, called "Money in the Territory of Serbia" (NBS, 2013). In 2005 the NBS launched educational activities related to the topics of money and financial products (elementary schools). A separate organizational unit was formed (within the museum) - NBS Visitor Center, with the increasing number of visits to the Center every year (34000 in 2012). The NBS also plans the cooperation with teachers in elementary and high schools. For now, it organizes workshops on various topics: money and income, savings and expenditures, money and budget management, loans and borrowings, financial markets.

In Serbia there has been no research on financial literacy of children. The NBS prepares and distributes questionnaires after every workshop. Children in these workshops not only get educated when it comes to financial services, but are also taught some family values (that money does not grow on trees and that it needs to be properly managed). According to the children's age, the tasks get more complex (pre-school 5-7 years, elementary schools 7-14 years, high schools - 15-19 years). The NBS chairs the Working Group for Socially Responsible Business in Banking and Finance, within the UN Global Compact, so that workshops and other educational activities get organized there, too.

Czech Republic

The Central Bank of the Czech Republic, like many other central banks, in its agenda focused on financial literacy as an instrument

achieving two goals: financial stability and consumer protection (as an integral part of supervision). However, what the Central Bank of the Czech Republic particularly insists upon is that consumer protection should focus on sophisticated training and adequate financial education of people so that they could make reasonable decisions, instead of solving disputes. In the past decade, the standard of living in the Czech Republic has been improving, but the level of household indebtedness has been continuously increasing.

In 2005 in the Czech Republic the Government's Decision was adopted to generally improve the conditions in the banking sector, with a view to introducing financial literacy system in schools, achieving transparency of the financial sector and consumer protection. The National Strategy on Financial Education was also adopted. After several years, in 2008 the Central Bank of the Czech Republic launched the first consumer protection activities, which also included the measures of financial literacy and financial education. The Central Bank became responsible for the national financial literacy strategy. The study on financial literacy of adults (over 18 years of age), conducted by the Central Bank, indicated that some results were encouraging, and some were not. Young people today have to face more challenges than the older generations, which were not under so much influence of the marketing campaigns, pressuring them to purchase a new product or service. Therefore, it is necessary to work with the young people so that they could be able to make responsible financial decisions. In September 2013 financial education became an optional subject in Czech



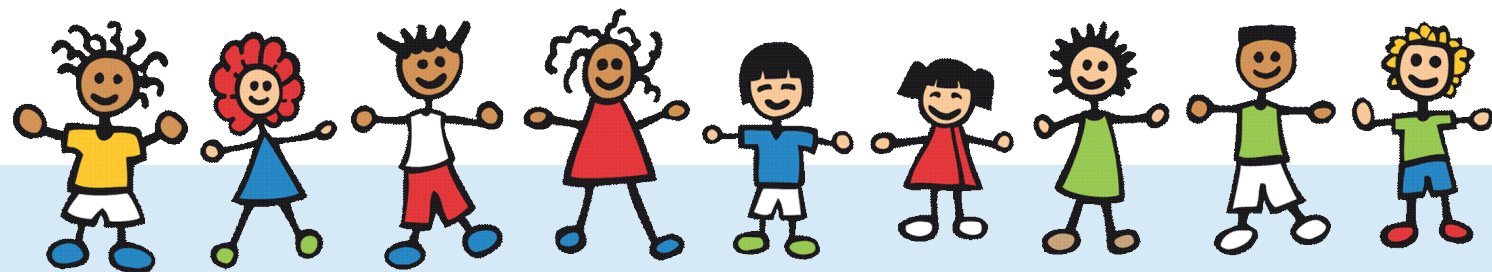
schools: a) there are three areas for the age from 6 to 14 (money, household, financial products); b) in the age from 16 to 18, consumer rights and consumer protection are also introduced. Some of the lessons include: strict division of financial education from marketing, national level coordination, review of education standards, support to teachers, and evaluation of programs. The

utiču dalje na pravilnu alokaciju sredstava u ekonomiji.

Analiza selektovanih zemalja regiona ukazuje na to da su sve one finansijsku pismenost uvrstile kao obavezni ili opcioni predmet u osnovne/ili srednje škole, kao i da obavljaju niz drugih aktivnosti čime se daje veliki doprinos društvu. U Srbiji ne postoji obavezni predmet o finansijskoj edukaciji. Na osnovu studija slučaja, uočavaju se sledeće preporuke:

- Pratiti zahtev savremenih tehnologija;
- Raditi na pravljenju uslova da se ovaj predmet unese u obavezni školski program;
- Uvesti i nacionalno takmičenje za najbolji projekat u oblasti finansijske edukacije;

- Organizovati prigodne događaje tokom dana štednje (31.10 - dan finansijske pismenosti) i tokom globalne nedelje novca (mart);
- Raditi na koordinaciji različitih institucija;
- Ostvariti jaku saradnju sa Ministarstvom prosvete;
- Organizovati treninge nastavnika;
- Materijal treba da bude dostupan svima javno (u slučaju Centralne banke Portugala, knjiga je dostupna na sajtu www.todoscontam.pt);
- Da banke mogu da razmišljaju o razvijanju finansijskih proizvoda, jer ako se razvije dobar finansijski proizvod za decu, ona će biti doživotni klijenti banke.



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Central Bank participated in the preparation of the programs, because young people today cannot be financially educated if this subject is not a part of the school curriculum.

Conclusions and Recommendations

Many businesspeople and officials before the outbreak of the global economic crisis believed financial literacy to be a marginal topic. Today it is the central topic of leading financial institutions and movements worldwide - exactly because people realized that financial literacy is one of the ways to prevent the crisis from continuing, and that its absence was one of the causes of the crisis in the first place. Highly aware and educated consumers exert a further influence on the proper allocation of funds in an economy.

The analysis of the selected countries indicates that all of them included financial literacy as an obligatory or optional subject in elementary/high schools, and that they conduct a series of other activities in this field, thereby largely contributing to the society. In Serbia there

are no obligatory school subjects on financial education. Based on the case studies, the following recommendations can be singled out:

- Keep track with modern technologies;
- Work on generating preconditions for this subject to be included into the obligatory school curriculum;
- Introduce a national competition for the best project in the field of financial education;
- Organize appropriate events on the savings day (31 October - Financial Literacy Day), and during the global money week (March);
- Work on the coordination of different institutions;
- Achieve strong cooperation with the Ministry of Education;
- Organize trainings for teachers;
- Materials should be publicly available to everyone (in case of the Central Bank of Portugal, there is a book available on the website www.todoscontam.pt);
- Banks should think about developing financial products, because if they develop a good financial product for children, they will be the bank's lifelong clients.

