RELATIONS OF ECONOMIC AND EDUCATIONAL INDICATORS WITH EDUCATIONAL FACULTY STUDENTS

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Abstract
Purpose - The purpose of this study was to explore as well as preparing and collecting scientific fortified material of a draft model of adequate work programs at higher education institutions in terms of adequate transfer of necessary knowledge and skills. The design and approach – methodologic access is set up as a joint analysis of the potential combination of the two linear subspaces, economy and education, through survey data obtained on a sample of students of educational faculties. Findings - The results show that there is a statistically significant relationship between economic and educational indicators in students of educational faculties and it is possible to identify this connection. Limitations and suggestions – restriction of this research can be found in the area of diversity featuring samples from some other areas in which it is possible to get different results. Transparency is not possible without the findings of new research. Practical implications - The application of the results leads us to a more detailed thoughts on the plans and programs at all levels of education, from primary school to university. Value - The study is undoubtedly original and indicates the properties of the analyzed sample, and partly populations from which the samples were drawn.

Key words: education, economy, connection, canonical analysis

Introduction
My kingdom for a horse
According to many sources (although according to some unconfirmed) at the Battle of Bosworlsg fields 1485. Richard III lost his horse in the midst of the battle. They say he needed to catch his fellow colleagues who in the midst of battle changed the page (or fled) and he said such famous sentence. Regardless of whether it’s not all played that way (because in history there has been such if not the same then at least logically similar situation), on the subject we can write novels, but also to ask the question: Is it not strange what one horse ca be worth !? Only hardly something different was (according to many records) and the "Wild West", e.g., in the USA some 150-200 years ago, when the horse was the salvation of the prairie, and means of transport, but also the "pump" and many more. Just because of the importance of horses, at that time in some places was implemented a law in a way that they hang horse thieves, and a horse is really something that could literally mean life or death, let it be for theft, to survive in the desert and so on.

Figure 1. Richard III

From Richard III and from the date of the Wild West to this day, much has changed, but the value of the horses is sometimes still astronomical. In a different context today, one racially superior horse is worth a lot, so in January 2012 the Irish stables Coolmore Stud bought a two-year old horse Green Monkey for a record of $ 16 million. It is completely irrelevant to the context in which the horse has such a value, and it is irrelevant who would or would not be given as a counterweight to something extremely valuable for what he wants. We can now lament on for centuries whether $ 16 million isa lot or not, but the one who chose Green Monkey’s worth, the horse is that valuable to him. It is irrelevant whether the horse is to compete and to win, or will be for breeding or canned cat food. We, all the people of the world, we are as individuals classified into blocks "for", "against", "may", "do not know", "not important", "do not care", etc., etc., but also we surely know that if they were personally very interested to think , they would act as possible. And regardless of paying in cache, credit, derivatives or in nature. And regardless of whether the actual value of the horses, some kind of a setup, destroying competition, advertising and marketing, or simply a whim. If the horse at an auction where more potential buyers competed achieves that price, it’s worth it.

Figure 2. Green Monkey
All this teaches us is that there are values with which everything begins in our lives, our everyday life and everything that surrounds us, but to see it is not the first step, but the material value (Lang, 1980; Dragičević, 1993). Richard III. may have had on his mind that it was his life he should have saved, just as a horse thief in front of the gallows, and the gentlemen in Ireland probably breeding horses. What kind of values do we therefore discuss? In order to determine the real value of something (anything) we must first define what is the subject of our interest. Otherwise, management, or any other control concept will not make sense because it will not deal with the substance (Buble, 2000; Maddison, 2006). These examples show the value of the acute (e.g. a horse) but not the specially prepared control, short- or long-term systemic effects. At least not directly. However, before the matter, any serious discussion of the systematic effects should be defined (or at least understand) the conditions in which all "played out". Already, based on the above examples, it's intuitively clear that the value of a horse (or anything else) is not possible to assess and define once and for all. To Richard III surely a horse would be worth much less in the security of Gloucester (Lang, 1980; Gutić and Barbir, 2006). And long before the systematic effects people were asked some questions about the foundations of real production, it was clear that a multitude of resources which is surrounded by nature and by man is trying to use, transform, accumulate, etc., can make a virtually unlimited number of different products, providing at the same time countless different services. Some of these products, services or knowledge can be directly and immediately used, something only long term, and some may never. Therefore, the significance of action has always been extremely important in this and such a production, and is expressed with: a) the "what" to do or produce, b) "how" to do it, and c) "for whom" can line with the growing level of interaction between members of community (from small tribes to the state), in accordance with the growing possibilities of communication and transport (by walking caravan routes and silk to the permanent international trade traffic line) and in accordance with the increasing degree to which technological knowledge (from camels to huge container ships) grew connection of all people on this earth, and all this is reflected in the global strategic solutions, regardless of where the solutions currently matched. The point is that they have started to make plans, and this is nothing but politics, e.g. the definition of strategic goals (Lang, 1980; Dragičević, 1993, Buble, 2000). In this situation, it became clear that to the three questions (what, how, to whom) there must be a clear answer. Natural development of awareness, knowledge and technology, the ability to adequately respond to those questions, developed and social discipline that has the task of exploring, systematize, explain the use of resources which we are surrounded and that we use. This discipline is called the Economy, from the Greek oikonomia - the management of the house or household, or the wider economy.

Describing the general integration occurs at least two levels at which we try to give answers to these questions. At the global level, thanks to the integration described, what happened is practically not a single corner of the country to which the general and global events do not reflect. That's because it is no longer possible to largely ignore the philosophical, scientific and technological knowledge in particular taking place elsewhere. Of course it will not reflect new ideas, services or products to other midsts, be immediate or concurrent, but possibly a greater delay makes that environment is developmentally handicapped and dependent on the will of larger or more advanced. This phenomenon, according to which all globalized, in terms of production, exploitation, accumulation and sharing of resources is assigned to the area called Macroeconomics (macros = big + oikonomia = management, economy). Its basic function is to study the economic aggregate size. This means that it studies the economy as a whole and ables overall economy, and within that phenomena such as inflation, unemployment, business cycles, and the country’s economy, the world economy, global processes of resource exploitation, the consequences of action, etc. (Maddison, 2006). It is obvious from all the above that the macroeconomic legality always to some extent reflects the lower level, where the students study and analyze many of the events and rules, and use discipline as such. Marketing, management, strategic management, accounting, business organization, foreign trade, operations research, economics of enterprise, budget, etc. (Gutić and Barbir, 2006; Gutić, 2007; Buble, 2006). This level is called Microeconomics (micros = small + oikonomia = economy) and in principle it examines individual economic entities (households and businesses) (Lang, 1980; Dragičević, 1993, Bilić, 1996). The economy has experienced a long development time, depending on changes in the economic and social relations in development. Economic thought begins to be studied by the ancient philosophers Xenophon, Plato, Aristotle and Ibn Khaldun, and continue to the medieval scholastics and canonists, of which the most famous was St Thomas Aquinas. The general characteristic of this period was normativism, talking about positions on trade, interest, a fair price, etc., which is related to the values and goals. The first economic theorists were mercantilists (15th-18th century), who argued for a positive balance of payments of the country in international trade, which would be achieved with the strong intervention of the state. On the basis of criticism of state interventionism, mercantilists developed a theory of economic liberalism in France (Physiocrats) and England (classics). English political economist Adam Smith started the modern economy as a scientific discipline through his book "The Wealth of Nations". Smith is listed in the book concluded that individuals guided by an "invisible hand" of the market at the same time achieve their interests and realize the interests of society as a whole. Smith rejects mercantilist request for restricting trade, arguing that trade is beneficial and that countries trade on the basis of the theory...
of absolute advantage. Smith's successor David Ricardo offered his theory of international trade, which refers to the comparative advantages of countries (Finley, 1973; Maddison, 2006; Smith, 2007; Wikipedia, 2014). Drawing on the labor theory of value economic classics, Karl Marx introduced the issue of exploitation of workers in the economy. In fact, considering that the work forms the basis of the value of a product, Marx concluded that the surplus labor by the capitalist, and against the rights of workers who invested their work in this product. Marxists subsequently rejected the other theory of value, such as production theory of value and the group of subjective value theory. Finally, from major routes, the founder of the Austrian school of economics is considered to be Carl Menger, who is known for the theory of marginal utility. This theory of utility is one of the subjective theories of value and contrary to the production theory of value has also been drawn classics before Menger. The Austrian school of economics is best known for the application of methodological individualism that assumes observation of the individual and of its shares, and the primacy of deduction of induction in the process of inference. The market is seen as a spontaneous order (cathalax). Known representatives of the Austrian school of economics are Friedrich August Hayek, Ludwig von Mises and Eugen von Böhm-Bawerk. Some believe that Joseph Schumpeter belonged to this school of thought (Lang, 1980; Maddison, 2006). Current approaches to increasing consider the opinions that were not originally within one direction, exchange information and other sciences are being constituted in a multidisciplinary way, enriching and theoretical thought and practice. But, after all, the horse is just a horse, and we have to somehow decide what his value is (as well as other horses) if we want to bring order to our lives. Such a "product," or perhaps better to say such a good, certainly has a value. What interests us is primarily whether this value is permanent, and if not how long it can be. For example, horse racing after 10 years certainly will not grow old and for us to have that initial value, and therefore its value, however expressed, fell. Sometimes it can also increase the value of, for example, if the horse is purchased as a foal one year, and after the third year was a multiple winner, then it will surely be worth more. So this is a dynamic process, conditioned by a number of reasons, but always conditioned by the objectives of the owner, because he will determine whether a horse is for a can of cat food, for the race or for breeding. In the end, we still have to have a more or less stable meter that will measure the value of a horse (or anything else), and is to this end agreed a global form of measures such as an ounce of gold, and in some it can be a barrel of oil, and may be money like dollars or even something else. In such a way we get the appearance of (horse), the owner (1), assessment (dynamic value) and a measure (money, gold). Yes, and now what? When you would like to solve the horse and forward it to someone it could maybe somehow determine the current value to get something in return. But why would anyone want to buy a horse? At the moment we are at a key step in understanding the complete essence of everything that was said. The horse is going to buy someone who has a need (ie search). A horse would sell the one who has a product (that offers). On the two fundamental principles of supply and demand formed the central concept of the economy and this market. It is a global space, in principle, the indefinite surface (though there may be specialized institutions and places), in which cases, goods and services have no permanent same value but their value is formed dynamically depending on supply and demand, as well as other mechanisms, such as marketing So branding, ie. of marketing, etc. (Orsag, 2003; Orsag and Dedi, 2014). But in any case, the underlying mechanism says that if you can get a superior racehorse in every little bigger village, then their price will be small. The most expensive is what is little or no, for example, water in the desert, warm gloves at the North Pole or the horse on the battlefield in Bosworthskom field. "What, How and for Whom", the questions on which various societies and social and even political systems have different economic systems have different ways of answering these questions. So we have a society with a command and economy (planned economy) and society with a market economy. In today's world, no company has not been fully adopted one of these systems, it is a mixture between them, and for all that the company is said to have a mixed economy. The market economy is the economy based on a balance of supply and demand. The final aspect of that economy is a liberal society in which the state apparatus has no influence on the economy. Proponents of such a society are based on the understanding that the economy will tend towards equilibrium. The notion of globalization is closely tied to this understanding of economics. Proponents of the planned economy are considered however, that the economy can be controlled through state intervention. A planned economy implies that there is no central planning body that will make decisions about the entire economic system. Sharp criticism of this approach to the economy presented the Austrian school of economics. But in any case, if such an activity is important, and it is, then there must not and can not be completely liberal, with no plan and supervision.

Financial instruments
Finance is part of the economy e.g. the science that deals with the management of resources (mainly but not exclusively - the money). The main areas of finance are: personal finance, business finance and public finance. Finance include savings and borrowing money, but also include other resources as time and other variables such as income, loss, risk, etc. According to some reflections on finances, with macro and microeconomics a special part of the economy (Block and Hirt, 2005; Santini, 2005; Auctor, 2013; Wikipedia, 2014). Money as a concept obviously had to appear in the world in which to exchange their goods, products, services and ideas.
That's because it was not possible all purchases and sales to keep the production of goods and immediate exchange, especially after the man in some segments began to produce a surplus, which is offered to others. Initially the money was symbolically (stones, snails, ...) but for the safety of the value and facilitate formation began to produce coins (8000 years ago), to this role slowly retrieve precious metals silver and gold. That's because they are relatively rare in nature, need to obtain a lot of effort and are very expensive. For small amounts of these metals may be obtained many goods. In the Middle Ages, however, people began to entrust money to the banks for safekeeping, and the Bank has issued a certificate called banknotes. Gradually, people began to pay commodities these certificates because they are easier and simpler. That is how the paper money. Initially, governments could issue into circulation only as much money as they had promised at the rate of cover in gold. However, the real turning point occurred in 1971 when Richard Nixon abolished the "gold standard" and since then the central banks, which are mostly in private hands, given the possibility of issuance in unlimited quantities (Finley, 1973; Maddison, 2006). Later he received money and other purposes, except for purposes of exchange, such as a tool to compare values, means of payment, insurance value, price regulation, control inflation, and so on. As can be seen, first there were resources, then people are exploited resources and started to produce for themselves, and then the excess offered others, and after a trade created money, and later other types of securities, money order (in some form ) eventually became the main resource of our time. In general, main financial instruments are: 1) transferable securities (shares of companies, government bonds, ...), 2) cash and money market instruments (money market transactions includes a maturity less than 12 months. Transactions with maturities over 12 months are considered as capital markets transactions.), 3. Units in collective investment undertakings (primarily mutual funds), 4) derivatives (forwards, futures, options, swaps, ...). For the purpose of this work is probably not necessary to go into more depth, because in essence this is a sociological research, but certainly it should be noted that the growing number of authors dealing with financial instruments precisely because they allow and provide what is management, and the management of the education of the most important and it is management (Orsag, 2003; Block and Hirt, 2005; Santini, 2005; Auctor, 2103; Orsag and Dedi, 2014).

**Management**

As noted above, the economy has the task of exploring, systematize, explain the use of resources which we are surrounded and that we use and dispose of resources is a concept in its entire width. However, in the life practice, and based on the economy, there is another discipline which is the task of economic principally operational side of a business or specific practical application of knowledge in the economy in any business. This discipline is called economics. Economics studies how people allocate and use rare resources in order to produce goods that meet their needs. From the definition of economics are carried out two main conclusions: a) the goods are rare, and b) the company their goods must be used effectively. So, based economics are rare and efficiency. In order to better the efficiency of the economy serves some procedures to allow for the establishment of quality findings and conclusions. These are 1) watching (observation), usually at some time, even the last, to the knowledge could be used in the future, 2) economic analysis, ie. An approach that allows for the prediction of some forms of economic behavior based on previous assumptions, 3) statistical analysis or quantification of data with a view to a deeper understanding of economic phenomena, 4) experiments which are directly model phenomena or entities, subject to the restriction that the economy much more difficult to experiment because it is difficult to achieve laboratory conditions. Economics can be positive or normative.

Positive describes the facts and the behavior of the economy (which was, what is and what might be), and involves normative ethics and value judgments. Economics generally avoids the normative approach for obvious elements of subjectivism, (Samuelson and Nordhaus, 1994; Svržnjak, 2014). When management says it should be noted that the position of the economy can operate just the way the economy is structured and in general, so it is possible macroeconomic management that forms a global moves in the global market for goods and services that may be due to the formalization, codification and standardization values, world agreed procedures, possible global arbitration, etc. It is obvious that such moves sometimes "dictate" economically large and powerful country like the USA, Russia, Japan, etc., or even several of them gathered around the community, such as the UN, the European Union, the G7 (the prime ministers of USA, Canada, Japan, Germany, Italy, France, Great Britain + Russia), OPEC gathered around Oil (Algeria, Angola, Ecuador, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar , Saudi Arabia, United Arab Emirates and Venezuela), but will have their share of influence and international organizations such as the WB (World Bank), IMF (financial institution), the OECD (Organisation for Economic Cooperation and Development), NATO (military political), APEC (Asia-Pacific Economic Cooperation), CEFTA (space free market of Central Europe), ECCAS (Economic Community of Central-African countries), FAO (agricultural), WIPO (intellectual property protection), UNIDO (Industrial Development Organisation) WTO (an international trade organization), signatories to the GATT (General Agreement on Tariffs and Trade), etc. (Jurcic, 2014). All the above allows economic governance at the highest levels in a way that takes into account the global parameters but also the reflection effect on the macro level. Of course at this point it does not discuss the possible abuses.
In addition to management at the global level (macroeconomics and global management) that tries to solve a variety of economic (and political) issues of wide range, certainly in the daily routines and there is a need to solve local problems or tasks that can be allocated to the level of microeconomics (Dimitrović, 2013; Jovanović et al., 2013; Kolaković et al., 2013). In the context of this study, you are interested in economizing educational institutions, such as schools, colleges and so on. It is obvious that, from an economic point of view positions, there is a mixture of various forms of governance, which depends partly on the type and the type of educational institution (Open University, school or university), the method of financing (public or private), field of activity (local or international), duration (intermittent, short-term, long term), the type of final educational profile (technical, social, medical, ...), and so on. In these relations meet today faces a number of opinions and attitudes, has often explosive arguments and numerous unresolved conclusions about future consequences (Čavrak, 2013 Dražić Lutilsky and Broz Tominac, 2013; Peter et al., 2013). Management of entrepreneurial private resources makes today education particularly sensitive to the reduction of long-term criterion of desired educational outcomes of the whole system can result in a very awkward position and all the education and the knowledge, as well as staff become commodities with predictable outcomes (Dražić Lutilsky and Broz Tominac, 2013).

At the same time representatives of the company school leaders, as managers have no small commitment in all activities of which management and economics in education directly depend (Buble, 2000 Špiljak, 2011). So now we come to the central problem of educational management and that is to connect all the segments in a purposeful and utilitarian a whole, which must take into account the economic category, but also education, especially science (Čavrak, 2013). It could be said that such integration central logical link which should address all those who have influence in decision-making in management.

Based on everything said so far, it is clear that education is perhaps one of the most important human activities, because without it there is no adequate transfer values to the young, which in turn means that there is no proper reproduction of the social system of values, policies, knowledge, standards, conventions, etc. However, the same kind of importance can not be denied even economics (economy), because without it there is hardly an appropriate degree of meaningfulness in general and local procedures for use of the resources available to us, and this in turn means that there is no planning, no market and no effective not acceptable exploitation of resources. And what is the most beautiful, it is quite impossible to dispute between these two areas in common circuit responsible for the realization of goals that puts management in a particularly important position of integrating all these elements. For these reasons it is not and can not be indifferent to the intertwined areas (economy and education) observed just as educators, what is the position of the transfer value of the pure problem management ie. Management (Bonacin, Da., 2011). In this regard, special emphasis should certainly be a very important fact to which the management is treated as an inevitable process in human existence and whose appearance has not been made in recent decades, but dates from the beginning of time or the other aspect of view of the origin of man and that helped him to become what it is today (Bonacin, Da., 2008).

Subject, the problem, aim and purpose

The paper focuses on the students educational faculties in the wider environment and their views on the economic and educational indicators. The problem of work is the identification of possible relations of the two subspace (economic and educational) in order to get closer to knowledge about the attitudes of future educators, just as they are exposed to the process of transformation of the final acquisition of educational knowledge and skills in college. The aim was to determine the relationship of education and the economy on a sample of students. The purpose of the work is to prepare and collect scientifically established material to draft model of adequate work programs at higher education institutions in terms of adequate transfer of necessary knowledge/skills.

Hypothesis

In accordance with the purpose, hypotheses are defined for this study: H0 - There is a statistically significant relationship between economic and educational indicators in students of educational faculties and it is possible to identify this connection. Within this main hypothesis is possible to define and support: H1 - There are statistically significant cross-correlations between the analyzed economic and educational indicators. H2 - There are statistically significant canonical connections that produce new linear combinations of such latent mechanisms that link these two subspace of student attitudes.
Previous researches

A review of research for this study will contain only the basic resources on which this work can call because of the amount of published material in the world is enormous. Also in the labeling of these sources will be cut books that are cited in the text since they mostly basic and well-known material. Dražić Lutlisky, Tominač and Broz (2013) discuss and propose possible solutions for the implementation of performance indicators at University of Zagreb and summarize the benefits arising from these implementations. Also presented are the possible measures and indicators that can improve the efficiency and effectiveness of the University of Zagreb and its components.

In Croatia the main source of financing of higher education is the state budget. However, restrictions and a small budget in Croatia are encouraging universities and components for the use of certain market elements in the field of higher education in order to provide the necessary funds. For this reason, the University of Zagreb and its components must move to the accrual basis in order to track all the costs involved in the decision-making process, measuring the effectiveness and the efficiency as well as performance measurement. Therefore, this paper presents a framework for the development and implementation of performance indicators at University of Zagreb and its components. Oberman Peterka et al. (2013) discuss the university today characterized by specialized knowledge structure, which provides a framework for defining the curriculum and provides the basis for the organization of teaching at universities, and is the link between research and teaching. Because of the complexity of the environment, requirements and transdisciplinary or multidisciplinary approach to solving problems are becoming the norm.

Researchers should, in addition to knowing their own discipline to be able identify ed problems, exchange ideas and seek solutions, and to relate the knowledge and outside their own disciplines. Entrepreneurship education plays an important role in building capacity of universities and individuals to deal with the complexity and uncertainty of the environment in which they operate. It is developing a proactive approach, innovation and individual responsibility, and a willingness to take risks in making decisions and solving problems. Entrepreneurship education contributes to linking the different scientific disciplines, and developing the skills of a multidisciplinary approach to solutions. Škare and Lacmanović (2013) explain the concept of economic development at the local / regional level which is conceptually separates the concept of economic development in relation to the concept of economic growth. The analysis and synthesis of research explains the importance of the role of higher education in economic development and provides an overview of the functions that the university achieved in modern society.

Showing and commenting on a set of key indicators of links between higher education and economic development that are in use today, with special reference to the contribution of higher education in the context of new measures of progress and prosperity. It also discusses the role of higher education in regional development. Universities are expected to be able to respond to regional needs of the economy and society as a whole. The example of higher education for the scientific field of economy makes recommendations based on which higher education institutions can significantly contribute to the development of the region in which they operate. Kulč (2000) analyzes and critically evaluates serious warning in relationship to science, the scientific opinion, to the neglect of knowledge of neoliberal thought as a doctrine, a philosophy, a theory, systems and practices, can have dramatic consequences for the world, for mankind. Warning related to globalization processes, the trends of globalization and integration processes in the world, based on real stronger, the cultural memory as a learning culture, political, economic, legal, social and military, in terms of the world of silent occupation by all means, military and non-military. The author's work in this sense means an explanation of neoliberalism as neo-Darwinism.

These messages can give the impression of pessimism, even defektizma, however, they are only a warning. Ilić (1995) discusses the position of educators, opening new questions about what an educator should be, and thus how society wants to educate the educators, especially in terms of entrepreneurial intentions. These are of course extremely important tasks of any society and particularly in the light of the future development of the environment and integration features in the world, in terms of further intensive growth and implementation of technology solutions, etc. Pastuović (2006) discusses the concept of "learning society" and "knowledge society" and their use in scientific and political discourse. Showing the economic, political and cultural goals of education and their relationship with social development and quality of life. Special attention is paid to the problem of the transposition of scientific knowledge on lifelong learning in educational policy which strives to contribute to the development of a knowledge society. Showing the Finnish educational experience in the development of a knowledge society that is instructive for countries that have proclaimed the knowledge society as a social development strategy. Circle these countries is Croatia. It is pointed out that the cooperation of education and the economy is also essential to educate school profiles as required in the labor market. The companies, in turn, should intensify the continuing education of its employees for the purpose of making them continuously deliver technological change. That will force them to match the international market of goods and services. Adult education is recognized as one of the conditions of competitiveness of the national economy.
Kiss (2009) argues that faster technological development points to the necessity of constant adjustments resulting changes requiring a tendency of constant increase in investment in intellectual capital in line with economic development. Quality survival of any society is possible only if its residents acquire the necessary knowledge which is why the investment in education has become an important factor that can account in increasing the development and general prosperity of any economy. The reform of the Croatian education system can be carried out only by strategically designed educational policy should be reduced gradually, and eventually bridge the gap between modern education trends and standards in transition countries. Necessary funds may be established if you calculate all expenses relating to the education of the young generation and adults, according to the private investment, holders of educational programs, municipalities and counties, the state and others.

The main tasks of school reform are a division of financial responsibility, finding new, stable source of funding, alignment of cost structures, and to create an appropriate investment strategy. Babić (2004) argued that every national economy and its long-term development depends mainly on the quality of human capital. The quality of human capital is determined by the quality of the educational system, investments in education and participation in education. Delays in the development of education and lack of investment in human capital can become a limiting factor for long-term sustainable development of each country, including the Croatian. The paper gives a comparative overview of participation rates and investments in education in Croatian and selected OECD countries and the EU and countries in transition. In conclusion, the proposed measures for policy makers whom need to: 1) To reform the entire education system management in particular tertiary education with the ultimate goal of increasing the efficiency and rationality of the whole system; 2) increase the absolute and relative allocations to the education and formation of human capital; 3) To include adult education as an integral part of education policy. Within the framework of the existing institutions to develop departments and staff will be systematically involved in development and promoting the importance of lifelong learning; 4) To urgently the higher education system in the criteria of international testing and evaluation; 5) continuously increase the proportion of the working population with graduate and post-graduate education. Bajok (2012) states that the way to manage the social enterprise is one of the key differences between social and other companies. Principles of good governance (accountability, transparency, efficiency, openness, participation, structured-ness, etc.), Together with the abovementioned principles of economic and participatory democracy are integrated into all aspects of the business and are subject to measurement and evaluation of the success of social enterprises in achieving its social impact the so-called. socially responsible and Social Audit (Social Audit). The first element of measuring and evaluating the success of the social enterprise is a statement on the management of social enterprises (Governance Statement). Statement of management in one place or in one document, combines various, mostly already existing information on the social enterprise to be found in the act of foundation, strategies, plans, regulations, rules, decisions and records of the work of the social enterprise. It functions as a tool of good governance and transparency of the operations of social enterprises. For the same reasons, management declaration can serve as a marketing tool and a tool for fundraising. However, the Corporate Governance Statement, which contains all the information listed above primarily is the basis for measuring the success of achieving social and environmental objectives of a social enterprise. Sučeska (2013) discusses the hegemonic position of the state in education. He states that modern education systems of the West often used by Western institutions and intellectuals, as well as one of the key explanatory factors 'progress' that has been made with regard to previous periods of civilization, from the Middle Ages until the 20th century. Compulsory primary and often secondary education, the alleged wide availability of higher education, the freedom and democracy of the entire educational process are integral parts of the mantras of the West on its own progress, and also about the distinctive factor compared to the Third World. However, taken out of the liberal ideological framework within which the education of the West so valued, his first quality reproduction of the existing social system, and, ultimately, the capitalist mode of production.

To that extent the dimensions of analysis of the social structure of Western capitalism developed the role of education shows a much less noble. He states that the author who shows very instructive for such an analysis is Antonio Gramsci, because his theoretical framework within any such structural place has its causes and consequences, which are always coming back to the whole social structure. Nikolić (2007) argues that the human capital as one of the world’s development resources, undoubtedly basic prerequisite for entry into the knowledge society. The quality of human capital is determined by the quality of the educational system to acquire all the necessary knowledge, skills and competencies that are required in the labor market. High-quality education system must be based on high-quality financing. One of the problems when it appears the disproportion between the educational needs and possibilities of their financing.

This problem, because of their overall presence in all the countries, shows that it is a crisis of financing education. Faced with numerous severe consequences of this crisis, countries are taking a number of measures which will make the totality of the reform of the educational process.
The reform measures aimed at financing public education directed towards the activation of the market mechanism and financing decentralization. An exception in this regard is not Croatia, where the education financing crisis is also pronounced. Benhabib and Spiegel (1994), using a cross-country assessment of the physical and human capital, working in the accounting regression Cobb-Douglas aggregate production function. The results show that useful human capital explains the slight growth rates per capita. The authors note that an alternative model for the rate of growth of total factor productivity depends on human level of the share capital. These specifications show a positive role in human capital. Hitrec et al. (2012) state that the director’s job more often in education many countries interpreted as society places a key person, the director, in a position of leadership (service to others) in organizations focused on the man. The role of the director as a leader of educational institutions have changed dramatically by switching the direction of a person who takes care of the educational institution on the tendency towards organizational quality divided among a number of individuals. According to this concept, the directors accountable for the “sharing management” and delegation of authority, but also to increase the capacity of keeping the institution. Principals would be easier to fulfill all the requirements of keeping the school in the 21st century when the national policy continued to develop in a direction that strengthens client manager competencies. All the directors, including the very experienced, we need appropriate conditions for successfully carrying out the role of headteacher. First, it is necessary to build the professional capacity of the implementation of training programs and targeted training director. Labus et al. (2012) argue that the primary task of the school cares for the education and upbringing of students. Until recently, the ability to lead educational institutions considered characteristic skill for which knowledge of finance and management are necessary. But certainly, more strategic level finance, especially financial management, are closely related to the education and educational objectives of the school. It also becomes clear that the school finances can not care for purely financial experts. From the director, as school managers are required to reach a certain level has the skill and knowledge translation of education policy in the financial plans or at least to assess the reports received from financial experts. The basic precondition for the financial management is to recognize the importance of making school policy that will result in positive financial effects, it being necessary to master skills in the use and development of financial concepts. The reform of the financial management reform is primarily financial management and applies to: 1. Business Management 2. management of budgetary processes; 3. the provision of relevant data and information to users.

The principal determinant of financial management reforms in this is that financial management system grew from a simple “administrative” management of the complex “modern” system of financial management with an emphasis on management of business results. In resource management (budget funds) the focus of the financial management has shifted from inputs to outputs (This is called. Concept “Resource accountting and budgeting”). Marković et al., (2002) at the beginning of the project claim that Croatia faces the challenge of adapting their educational systems to changing economic and social change.

International experience shows that the economy, especially in countries where substantial resources are invested in human resource development, especially competitive. The educational system is capable to face the challenge of developing highly-qualified work for today and tomorrow, if it is closely linked to the labor market, and if you provide opportunities for lifelong learning. Increasing the competitiveness of the country and higher employability of individuals, are also motives for which the vocational education and training received central to the European policy and programs. The proposed changes, which can greatly improve the position of the Republic of Croatia in the international labor market, and these recommendations can be arranged in the next set of system measures: 1) An integrated approach to planning, 2) Forming a vision of the future of education, 3) The process of decentralization of responsibility for the provision of educational services, 4) The formation of a legal framework on vocational education, 5) The establishment of regional structures and mechanisms, 6) Inclusion of social partners, 7) Communication and information, 8) management system notification, 9) To review the mechanisms of inspection and financing. This review of the research and recommendations shows how important the relationship of economics and education and it is considered that many development tool companies, communities and states directly linked to competencies that will have as professionals. The professional-scientific part of the knowledge of the future, these experts will obviously have to find space for entrepreneurial thinking, as it is unlikely that schools will continue to be static and dynamic without economy is not possible.

Methods

The sample of entities
In all around us recognize some, mainly constant and persistent phenomenon. Although we are aware of the dynamics of all, though not all at all times exactly the same, with a great degree of certainty it can be argued that these phenomena can be quite well recognized in repeated observations. These conditions, no matter how many of them knew and how they tried to define, called entities. An entity may be a man, rock, country, state, choir, stratified sociological level, etc. (Bonacin, 2004).
To ensure representativeness, not only in terms of sample deployments, but also the totality of variation that can occur, in the total sample included all entities without stratification differentiation, because only in this way can grasp the totality of the relationship that we want to explore. The analysis of entities not live apart either by groups either by strata, but in a unique complex which we call society, and that society has rules that contribute to individuals, groups and conglomerations. That is always the first step in a massive intervention data necessary to take into account all the variations, and only after the establishment of any such rules, complex system, more detailed analysis is approached by any specifics as defined strata or selective characteristics. This study is one of the fundamental and aspires to mark the global latent markings, and was therefore naturally treated sample integrity. In this paper the total effective sample is 406 entities of both sexes and ages 19-27 years who were students of educational faculties. This allows effective and credible conclusion generalization knowledge due to the large population from which it is drawn. Such efektiv allows any correlation, projections or saturation greater than 0.0971 is statistically significant at the 95% confidence reasoning, each greater than 0.1271 is statistically significant at the conclusion of the 99% safety. In order to complete the procedure, the student population is selected from a wider area to ensure intelligibility (Pula, Opatija, Rijeka, Split, Osijek - Croatia, Nis - Serbia, Mostar, Travnik, Kiseljak - Bosnia and Herzegovina).

The sample of indicators / variables
The variable is at least one property or peculiarity that we establish the possibility of recognition of some of the internal properties of the entity, or at least its distinction from everything else. They are non-existent artificial constructs by which were at a scale value, estimate the properties of existing objects ie. Entities (Bonacin, 2004). Operationalized variables are called indicators or indicators. The indicator must be valid, objective, reliable, unambiguous, accurate and representative (Vučević, 1990). In order, therefore, defined as comprehensive potentially interesting dimensions of student status from a representative sample, designed the survey (authors: Bonacin, Da. and Bonacin, D) model Likert scale where each statement is marked with 5 modalities from "not at all I do not agree " to almost "strongly agree ". Entities have a total of 138 indicators divided into seven domains, and for this study were selected 12 indicators of economic size and 8 education. Based on previous research are designed structured issues (claims) on the Likert scale (1-5) which is described specified educational and social attributes. For each indicator is made normalization to establish credibility and validity of the questionnaire. In the same vein so far processed data in a random key repeatedly divided in two different groups but equal in number, and the analysis is done correspondence data in order to identify possible systemic factors that could contaminate the results. How these factors was not concluded to be accessed for further analysis and quantification of data. The variables / indicators used in the study of space economic characteristics are:

1. Without money as the general values of humanity would be completely undeveloped.
2. All is on sale for money, the only question is price.
3. Third large part of their time should be given to a man obtaining more money.
4. Money is always a high status in society.
5. Great material riches are extremely desirable thing in life.
6. Values in cash to be converted into material wealth.
7. Investments in real estate and valuable assets are very good thing.
8. Material wealth enables a high degree of security.
9. Only high economic status to good education.
10. High position in society is directly related to the high economic status.
11. Economic high-ranking man is freer than other people.
12. Psycho-physical health is directly conditioned by economic status.

The variables / indicators used in the study of space educational features are:
1. Education should all, regardless of age, gender, religion ...
2. Learning is an important aspect of education as a way to transfer the values of society
3. Better educ. provides opportunity for better job
4. Most people are experts in their jobs
5. Knowledge is used for general profits
6. Professionalism guarantees success in business
7. Education is the main driving force of any society
8. Knowledge of the most important resource of today's politics

Methods of data processing
The data were analyzed on three levels: a) basic statistics, b) correlations and Crosscorrelations indicators, c) classic Hotelling biortogonalnom canonical correlation analysis. Levels of processing a (correlation) and c (canonical analysis) are precisely appropriate to test the hypotheses of this study, because the relation between these two subprostora and what is a fundamental goal. Although in this research received a huge number of tables with the results for this study will be presented only to the most basic room for seminars not excessively increased because only normalization (Bonacin, Da., 2011) according to the indicators set of pages.

Results
According to the results in Tables 1 and 2 shows that almost all correlations significant at the level of statistical significance of $p = 0.01$. When the correlation between economic indicators (Table 1) literally all correlations are significant, but they are mediocre order of magnitude.
Table 1. Correlations of economic indicators

<table>
<thead>
<tr>
<th>E001</th>
<th>E002</th>
<th>E003</th>
<th>E004</th>
<th>E005</th>
<th>E006</th>
<th>E007</th>
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<th>E010</th>
<th>E011</th>
<th>E012</th>
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<tbody>
<tr>
<td>0.37</td>
<td>0.38</td>
<td>0.38</td>
<td>0.48</td>
<td>0.32</td>
<td>0.31</td>
<td>0.27</td>
<td>0.32</td>
<td>0.34</td>
<td>0.26</td>
<td>0.33</td>
<td>0.29</td>
</tr>
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</table>

Table 2. Correlations of educational indicators

<table>
<thead>
<tr>
<th>S001</th>
<th>S002</th>
<th>S003</th>
<th>S010</th>
<th>S011</th>
<th>S012</th>
<th>I014</th>
<th>I015</th>
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</thead>
<tbody>
<tr>
<td>1.00</td>
<td>0.96</td>
<td>0.84</td>
<td>0.11</td>
<td>0.60</td>
<td>0.75</td>
<td>0.75</td>
<td>0.53</td>
</tr>
</tbody>
</table>

Table 3. Cross-correlations of economic and educational indicators

<table>
<thead>
<tr>
<th>E001</th>
<th>E002</th>
<th>E003</th>
<th>E004</th>
<th>E005</th>
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<th>E009</th>
<th>E010</th>
<th>E011</th>
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</thead>
<tbody>
<tr>
<td>0.38</td>
<td>0.38</td>
<td>0.48</td>
<td>0.32</td>
<td>0.40</td>
<td>0.49</td>
<td>0.44</td>
<td>0.34</td>
<td>0.44</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Results of canonical correlation analysis of economic and educational indicators

<table>
<thead>
<tr>
<th>Indicators / Canonical factors</th>
<th>KAN1</th>
<th>KAN2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without money as the general values of humanity would be completely undeveloped.</td>
<td>0.52</td>
<td>0.47</td>
</tr>
<tr>
<td>is on sale for money, the only question is price.</td>
<td>0.52</td>
<td>0.68</td>
</tr>
<tr>
<td>Large part of their time should be given to a man obtaining more money.</td>
<td>0.57</td>
<td>0.72</td>
</tr>
<tr>
<td>Money is always a high status in society.</td>
<td>0.72</td>
<td>0.10</td>
</tr>
<tr>
<td>Great material riches are extremely desirable thing in life.</td>
<td>0.49</td>
<td>0.31</td>
</tr>
<tr>
<td>Values in cash to be converted into material wealth.</td>
<td>0.81</td>
<td>0.39</td>
</tr>
<tr>
<td>Investments in real estate and valuable assets are very good thing.</td>
<td>0.76</td>
<td>0.80</td>
</tr>
<tr>
<td>Material wealth enables a high degree of security.</td>
<td>0.72</td>
<td>0.08</td>
</tr>
<tr>
<td>Only high economic status to good education.</td>
<td>0.26</td>
<td>0.20</td>
</tr>
<tr>
<td>Economic high-ranking man is freer than other people.</td>
<td>0.66</td>
<td>0.43</td>
</tr>
<tr>
<td>Psycho-physical health is directly conditioned by economic status.</td>
<td>0.50</td>
<td>0.32</td>
</tr>
<tr>
<td>Left set explained variance</td>
<td>0.35</td>
<td>0.09</td>
</tr>
<tr>
<td>Left set total variance</td>
<td>77.82</td>
<td>0.05</td>
</tr>
<tr>
<td>Left set total redundant variance</td>
<td>0.17</td>
<td>0.01</td>
</tr>
<tr>
<td>Most people are experts in their jobs.</td>
<td>0.12</td>
<td>0.73</td>
</tr>
<tr>
<td>Knowledge is used for general benefit.</td>
<td>0.60</td>
<td>0.46</td>
</tr>
<tr>
<td>Professionalism guarantees success in business.</td>
<td>0.81</td>
<td>0.09</td>
</tr>
<tr>
<td>Education is the main driving force of any society.</td>
<td>0.88</td>
<td>0.02</td>
</tr>
<tr>
<td>Knowledge of the most important resource of today's politics.</td>
<td>0.69</td>
<td>0.44</td>
</tr>
<tr>
<td>Right set explained variance</td>
<td>0.58</td>
<td>0.12</td>
</tr>
<tr>
<td>Right set total variance</td>
<td>100.00</td>
<td>0.01</td>
</tr>
<tr>
<td>Right set total redundant variance</td>
<td>0.31</td>
<td>0.01</td>
</tr>
<tr>
<td>Right set total redundant variance</td>
<td>33.05</td>
<td>0.34</td>
</tr>
<tr>
<td>Coefficient of determination (R)</td>
<td>0.73</td>
<td>0.34</td>
</tr>
<tr>
<td>Coefficient of multiple correlation (R2)</td>
<td>0.53</td>
<td>0.11</td>
</tr>
<tr>
<td>HI-square test</td>
<td>422.96</td>
<td>125.14</td>
</tr>
<tr>
<td>Degrees of freedom (DF)</td>
<td>96</td>
<td>77</td>
</tr>
<tr>
<td>Wilks lambda</td>
<td>0.34</td>
<td>0.73</td>
</tr>
<tr>
<td>Probability</td>
<td>0.000</td>
<td>0.001</td>
</tr>
</tbody>
</table>
This testifies to the good covered by an imaginary space, ie, used indicators show a balanced description of selected economic categories. For educational indicators (Table 2) only indicator that describes the expert force most people are not fit completely in this image, and other connections are stable and generally some of them very high (0.96, 0.85, 0.84, ...). In this way it can be said that the set of selected educational indicators very well covered space that is designed and it is a collection of educational categories that describe the attitudes of students of educational faculties according to some of the basic settings that will be personally in the near future to meet. It is obvious that in some of these indicators tend space smaller number of integrated latent mechanisms, but that was not the subject of this paper.

Based on the results in Table 3 shows that are also almost all Crosscorrelations indicators from two sub statistically significant, but it is a moderate and low connectivity, mainly in most cases the order of from about 0:30 to 00:40, although there are also certain of about 0.20 or about 0.50. This result means that there are probably permanent systemic links between education and the economy, and that students are aware of educational faculties, and the latent level, ie. The level of mechanisms to ensure the integration of activities in education. But this result also means that the first auxiliary hypothesis, which states: H1 - There are statistically significant cross-correlations between the analyzed economic and educational indicators. is literally confirmed. Therefore, it can be assumed that the very foundations of thinking about economic and educational dimensions for these students there is the realization that these two spaces are not independent and that the relation of these spaces essential to the understanding of how education, as well as material and other consequences that the relationship expressed by deriving.

Table 4 shows the results of the canonical correlation analysis, which is a key segment of this research work in terms of checking the hypotheses. What is immediately evident whether a statistically significant two pairs of canonical factors which concludes on the significance of the coefficient of determination (R 1 = 0.73, R 2 = 0:34), where in both cases the probability of significance p <0.01. In this way, it is evident that there are significant linear correlation between the latent space described meetings of economic and educational indicators. However, this means that a second auxiliary hypothesis which states: H2 - There are statistically significant canonical connections that produce new linear combinations of such latent mechanisms that link these two subspace of student attitudes. also literally confirmed. What we have thus learned is that for this sample (and perhaps population), there are two ways you can manifest the latent connections economic and educational dimensions of the treated students of educational faculties. This is, of course taking into account the above hypothesis is confirmed and the main hypothesis which states: H0 - There is a statistically significant relationship between economic and educational indicators in students of educational faculties and it is possible to identify this connection.

**Discussion**

Identification of the phenomena described in the results and tables leads us to start thinking about how to be a future educators, who are also the adults, but are still learning, that is, there are still within systematic educational system. We connected the two spaces, economically defined by 12 indicators and educational crucified with 8 indicators. The two spaces that logically describe two parts, connected by canonical correlation analysis in order to discuss common latent mechanisms in this population (sample) exist. We received two significant canonical latent factors. This primarily means that the student population is clearly perceived connection between economic indicators and education in general, but also that there is no uniform mechanism for establishing relations of economy and education, but to exist two parallel phenomena, ie. The mechanism. After examining the structure can be seen that the factors are structured in such a way that the first factor brought together the largest number of saturation (high projection variables) in both subspace and the second was slightly less saturated variables thus described, therefore a primary or a secondary specific sample within the treated area. The first canonical factor in the area of economics describes a comprehensive economic status ie. State and educational space describes prercepciju complete the current educational system. The first canonical factor are therefore fundamental value relation of economy and education in the social reality in general. The second canonical factor shows some of the details and the specifics of which are not fully integrated into the general system described the first factor. In the area of economics describes the time required to raise funds, awareness of the possible underdevelopment without them, the desirability of money and the need for its manifestation. All this clearly shows that it is a work of that. Dynamics in the economic system. In the area of education the second canonical factor defining the scope of the three levels of knowledge and use it with the position of the individual, the potential group is the position of the society.

This is obviously a description of the practical value of knowledge. The second canonical factor therefore can be identified as the process of the activity focused on the acquisition and application of funds, but with adequate educational knowledge.

So, generally speaking, in the treated population, there are two mechanisms which are two ways connect the space economy and space education. These mechanisms globally can be described as a state and action. Economics as a science studies among other things, investment, distribution, direct and supervise the use of funds and potentially serve to improve menaždmenta in education and education in the broadest sense.
For these reasons, this was done a little research because the author primarily interested in knowledge and rules on the transfer of the value system in communities across the educational system. At this point we must emphasize that all the methodological concept of this work has certainly positivist tendencies, ie. The wrong thoughts to numbers and technology can solve everything, because it is simply not true. But how great David Hume in 1977 said: "When we take in hand any volume, let me ask: Does he have any abstract proof concerning the amount and number. Not. Does he have any experimental proof concerning the reality and existence. Not. Extravide him to fire, because it can contain nothing but sophistry and deceit." (Fulgos, 1979). This is exactly what has long been a hindrance in education, and in many situations today is in management, while the economy long "understood" the importance and role of symbolic (mathematical) representation of the original or derived value, both in everyday practice and in the scientific approach to economic solutions. This quantification is not positivism. If not quantified any occurrence then remains - I mean, that is. Guesswork. Such misconceptions in science long existed throughout history. Just like the positivist. The concept is: We have collected data - we get results in quantified form, and this is not the end; it is the basis for the further interpretation of the phenomena that we are interested in accordance with the knowledge that we possess. When only a little deeper interventions in the "thinking" students can see (and the results clearly show) that students are not only objects that come after graduation and eventually someone (they, the parents, society and scholarships, ...) is paid. In terms of transfer of knowledge, the trainers (or someone else) will continue tomorrow and the systemic effects or a similar system transfer and economic support of all this, it will be as always in terms of responses to the same questions on the economy (and economics) answer: what how, for whom? We need to know how all this view of education students as last educational class before specific operational activity just in the education of children and young people in the future. Of course we should perhaps it is this knowledge of some of the finer nuances in the distribution of resources and knowledge, ie. In the management of education.

**Conclusion**

Indicators, as well as the data of students for the purposes of this study are part of a larger project (International Project "Research of sociological, management and moral values of students", started in 2010, principal investigator prof. Dr.Dobromir Bonacin). The complete survey includes about 2,400 students and over 200 indicators in the social and educational values of attributes. Initial data were collected in the winter of the academic year 2011. The basic intention was to define the foundation of knowledge for the improvement of practice, ie, the possible accumulation of knowledge on the basis of which can be prepared offer solutions that daily operational activities improve educational or based on predefined znanstvenih knowledge. The case study were students of educational institutions. The problem of work is insufficient knowledge of the relationship between, on the one hand and economic categories which otherwise represent a major systemic support every human activity on the other side of educational knowledge, which are an important link in the promotion of such a society and its transformation. Analyzed in this way, surely there should be appropriate relations which with the help of economic values can improve the educational system and at the same time with the help of educational value humanize and direct economic segment of society. These relationships should be important to people regardless of age, which these relations observed but age students should have, be it on a conscious level or not, largely formed body of knowledge to the economy and education combined. The aim was to determine the relationship of these economic and educational indicators in students of educational institutions in order to improve educational practices based on scientific knowledge, ie. The integration of economic resources with educational resources to control the level of management in education. The pattern has entered a total of 406 respondents from various parts of southern Europe, but the way to overcome the language barrier without translating questionnaires. Indicators for this study were a set of 12 economic and 8 education, which have been processed with multivariate analyzes biortogonalnom canonical correlation analysis at the end. In accordance with the objectives defined by the hypothesis, both the main and auxiliary that all of them accepted, and it can be concluded that there is a statistically significant relationship between economic and educational indicators in students of educational faculties and it is possible to clearly identify this connection. The results suggest the stability of the structure of latent mechanisms and an understanding of economic and educational phenomenon, and in particular their just integration, as is abundantly clear that it is the areas that one without the other can not, and knowledge capital is just to the students of educational institutions on latent level it can be clearly identified. All this inevitably means a great need of correction of educational plans and programs in the direction of something more meaningful economics, entrepreneurship, finance, and similar operating segments because tomorrow one of them is surely expected.
References


RELACIJE EKONOMSKIH I EDUKACIJSKIH INDIKATORA KOD STUDENATA EDUKACIJSKIH FAKULTETA

Sažetak


Klijučne riječi: edukacija, ekonomija, povezanost, kanonička analiza

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