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TAX LITERACY AS AN INSTRUMENT OF COMBATING AND OVERCOMING TAX SYSTEM COMPLEXITY, LOW TAX MORALE AND TAX NON-COMPLIANCE

Dajana Cvrlje
Faculty of Economics and Business, Department of Finance, Croatia

Abstract

Tax literacy presents one of the financial literacy dimensions which refers to possessing specific tax oriented financial knowledge and numeracy skills, required for managing tax calculations. Tax literacy is intended to help individuals receive information about taxes, to explain them taxes within a domestic system as well as regional and international system. The aim of this paper is to stress out that the complexity of the taxation system as well as some other problems like low tax morale and low tax compliance might be combated through promotion and implementation of tax literacy initiatives and programs. By acquiring basic knowledge of taxation and public expenditures, individuals become able to efficiently manage their personal finances and understand the basic logic of possible effects of fiscal policy. On the other side, if individuals are never taught the basic concepts of taxation, and never acquire needed numeracy skills, they might be more prone to problems like indebtedness or non-compliance of their tax obligations. This paper will therefore examine the importance of tax literacy and possible consequences and negative outcomes that might occur due to the low levels of citizens' tax literacy.

Keywords: tax literacy, financial literacy, tax morale, tax compliance, tax system complexity, tax terminology, tax calculations, tax law

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1. Introduction

Financial literacy presents a rather young concept which originated from developed countries. The need for financial literacy is mostly based on dinamic and continuous changes in the economy where financial consumers, in order to be financialy succesfull, are obligated to have a certain amount of financial knowledge and skills. This trend expanded from the developed countries and nowdays it is equally important in the developing and transition countries.

Generally, there are two major problems which stress out the importance of promoting and expanding financial education and tax literacy. Firstly, individuals and household are exposed to the influence of various risks which might have serious consequences on their personal finances. There is no perfect formula for elminating financial risks but there are ways in which risks may be significantly diminished or even avoided. In order to protect and secure their personal finances, individuals and households have to try to continuously keep track of all the changes in their financial environment. This also includes changes in the tax system. In order to manage their personal finances effectively, individuals should be well educated on their tax obligations as well as on their tax entitlements, since any disturbances in the taxation system may effect the level of their disposable income, and their expenditure, saving and investment decisions. To be able to understand tax system and determine (i.e. calculate) yourown tax obligations, one should have an adequate level of tax eduacation i.e. tax literacy. Secondly, tax literacy is strongly connected not only to the financial situation of individuals and households but also to the issue of government finance and government spending. Problems like tax complexity; low tax morale, low tax compliance and shadow economy may all be reduced incresing the level of taxpayers' (individuals') financial literacy. According to the OECD (2013) large informal economy in most developing countries presents a key reason for engaging in taxpayers' education. Engaging and educating individuals could help them overcome tax system complexities and strengthen their feelings of responsibility and identity to the state. Also, incresed revenues could impact the improvement of the quality of public goods and services. Moreover, OECD (2013) in their publication states that taxpayer education campaigns can be an efficient and effective way of building trust and increasing public engagement.

Developing and transition countries continue to face the challenge of creating a society of well-informed and willing taxpayers. This kind of state of mind, in economies where continuous inefficiencies, inequalities, corruption and lack of transparency are everyday problems, presents a challenging venture diffucult to achieve. How to begin to overcome the mentioned challenges and create tax morale society using tax literacy is in the focus of this article.

2. Tax literacy definition

Tax literacy is a rather new and still developing concept which is highly related to financial literacy. Financial literacy presents a very broad concept which is usually defined as basic financial knowledge and financial skills needed to make informed financial choices. Financial literacy reflects individuals' ability to understand financial concepts, financial products and services and enables them to control their personal financial resources (Bahovec et al, 2014). Worthington (2006) argues that although policy makers and researchers have attempted to define financial literacy, it can mean different things to different people. It might be a broad concept involving an understanding of economics, or alternatively a narrower concept focussed mainly on basic money management. International Adult Literacy Survey (IALS) defines literacy as "the ability to understand and employ printed information in daily activities, at home, at work and in the community - to achieve one's goals, and to develop one's knowledge and potential." Simmilarly, UNESCO (2012) considers that "literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts."

Financial literacy itself includes several different components. However, very little of research, if any, has focused on what elements should in fact, be measured as components of financial literacy. It is argued that taxation should be considered as one of the important components since it has a strong potential to influence on individual's or household's financial wellbeing. The ability to meet tax liabilities on time, prepare returns accurately and claim all available entitlements would certainly impact on a person's overall financial position. Therefore, it is argued that if taxation issues are not seriously considered as important components of financial literacy, there could be significant risks for both individual wealth and the economy. It is further argued that this lost wealth should be considered from a tax perspective and that lost wealth could also lead to lost tax revenue.

Discussions on tax literacy are not widespread and the concept is also not discussed widely nor is it generally defined or accepted. Basic literacy without any doubt presents a first prerequisite for acquistion of tax literacy. In other words, the capacity to read and to write is crucial for understand the tax laws, tax procedures, and tax burden. Teachers of tax law and legal tax are usually measuring basic tax knowledge in the sense of calculating tax liabilities on income and wealth for different taxpayers in different situations. Tax knowledge combines information about tax rules and tax policies with financial skills needed in calculation of economic consequences for taxpayers (Fallan, 1999). According to Waris and Murangwa (2012) tax literacy is intended to firstly, help provide information about taxes, secondly, not to support any particular type or amount of taxes, but to simply explain taxes within a domestic system as well as a regional and international system, and how it impacts on those being informed. Furthermore, tax literacy can be defined as the ability to fill in the tax form and calculate tax liabilities independently (Bardai, 1992; Razman and Ariffin, 2000). Tax literacy may be defined as the knowledge which an individual should possess in order to manage the issues concerning personal taxation effectively (Bhushan, Medury, 2013).

According to study made by Madi et al (2010) a person can be considered functionally literate if he/she can read, write and calculate for his/her own self. By analogy tax literacy may be defined as follows: a person is considered functionally tax literate if he/she can independently read and understand tax reports, can engage independently in various tax calculations and is aware of possible tax risks in its financial environment.

3. Importance of financial education and tax literacy

Taxation is the most efficient way of funding public goods and services which government provides to citizens. According to the OECD (2008) there are many reasons why financial education presents a major policy concern. Financial education is particularly required due to the complexity of financial products and services, involving tax issues.

Tax system itself presents a complex system, and in the context of continuos changes (as in Croatia) it becomes even more challenging for a finacial consumer to be adequately educated on it. Of course, taxpayers who do not understand the tax laws and procedures cannot comply their tax obligations so they need education and assistance programs to help them better understand their tax obligations and entitlements. This precisely is the main function of financial literacy and financial education. Financial education is intended to increase individuals' awareness of financial issues and possible financial risks, to provide them information on various possibilities, and advise them how to overcome various financial problems (Cvrlje, 2013).

Previously mentioned main purpose of taxation is to raise revenues effectively, efficiently, and fairly to finance public goods and services (Dickinson and Hansen, 2013). However, many individuals are prone to tax evasion and act as *free riders*. Tax evasion is a complex phenomenon which reflects to low fear of punishment; limited enforcement; and a lack of awareness of, or confidence that, the state collects taxes in a fair and efficient manner or uses the revenue to benefit most citizens (OECD, 2013). There are many reasons why taxpayers try to avoid taxation. The problem of low tax compliance and tax evasion are usually connected with the complexities of tax systems, where taxpayers are inadequately informed (educated) about their tax obligations but also with taxpayers' low tax morale or dissatisfaction with the tax rates or quality of provided public goods and services. On account of higher tax rates and their inability to understand tax issues, significant number of people does not file in their tax returns or use paid preparers which very often are not educated professionals. As a result of that, government has to suffer in terms of poor collection of tax revenues while many individuals end up in paying too much tax. Recent studies have shown that people who receive good quality public services are more willing to pay their taxes (OECD/CEPAL, 2011). On the contrary, low tax morale weakens citizens' commitment in the projects of common social interest. In addition, many individuals with low levels of tax morale are engaged in informal economy and act as *free riders*. Although tax literacy does not directly depend on the sophistication of the tax system, it does play a significant role since low tax morale and poor tax compliance are usually linked to poorly managed governance. Therefore here lies the link between tax literacy and tax morale. Kidder and McEwen (1989) in their paper postulated that tax compliance is a luxury because it requires "skill and resources that relatively few people have." Also, it is important to mention that tax literacy is especially emphasized in transition countries where the level of confidence in the state and government is rather low and governments are perceived as incapable of carrying out the mandate society has granted to them (Waris and Murangwa, 2012).

Nevertheless, tax ignorance and illiteracy are dangerous not only for the economy but also for individuals and their personal budgets. In other words, if taxation issues are not regarded with special attention, there might occur certain financial problems which represent significant risks for endangering household financial stability (for ex. it can cause taxpayers to pay too much tax by preventing them from taking advantage of tax benefits to which they are entitled). In order to ensure household financial stability, it is very important to make sure that taxpayers have an adequate level of tax literacy.Tax management plays a very important role in personal financial planing. An individual should have thorough knowledge of various aspects of taxes and tax policies, which should help him to better understand how much he can save even after paying taxes. The ability to meet tax liabilities on time, prepare returns accurately and claim all the possible entitlements for sure impacts one's overall financial situation (Brackin, 2007). The findings of the financial literacy researches are suggesting that a financially capable person is more likely to take an active and responsible role in their financial life. Therefore, a more tax literate person should be more likely to take an active and responsible role in the taxation arena (Brackin, 2007). On the other hand, people who have not received any formal type of education on taxation found it very difficult to understand and comprehend the issues related to determination of tax liability, tax filling and tax saving (Bhushan, Medury, 2013).

Different types of taxes have different influences on financial situation of the individual and just knowing their general characteristics very often is not enough. Besides just knowing and understanding types of taxes and their characteristics, individuals and households should also be aware of the tax risk. Tax risk presents one of the important risks which should be taken into account in the process of personal financial planning. Tax risk is the type of macroeconomic risks which is not only under the influence of taxpayers' personal choices but also under the influence of external forces, mostly governement. Possible changes in the tax laws may significantly affect the atractivess of certain financial investments as well as individuals' own financial situation, since in the case of increased tax rates, they will have lower amount of disposable income and thus will have to adjust their future financial decisions. Crucial thing would be to continuously follow the occuring changes in the tax system, try to predict them and implement them promptly in personal financial plans.

Evidently, improving individuals' tax literacy could bring double dividend to the society, by improving financial situation of both, individuals and overall society and government.

4. Literature review

The literature regarding tax literacy is relatively poor. Researches which explore the impact of tax literacy on tax revenues and tax compliance are relatively scarce.

Some authors suggest that there is a significant connection between tax complexities including tax revenues and tax compliance, and literacy level (Lewis, 1982; Riezman and Slemrod, 1987; Ghura, 1998; Eriksen and Fallan, 1999; Book, 2003; Singh, 2003; Kenny and Winer, 2006; Holzner, 2006; Kirchler et al., 2008; Mahdavi, 2008; Chaudry and Munir, 2010; Marti et al., 2010; Mutascu and Danuletiu, 2013; Bhushan and Medury, 2013).

According to the Department of the Treasury (2003) literacy, language barriers, and a distrust of government all contribute to the likelihood that appropriate tax forms are not completed. Riezman and Slemrod (1987) investigated the role of the tax collection costs on fiscal decisions. They found that a low literacy imposes countries to rely more on import and export taxes, while on the other hand, an increase in literacy is linked to a decline in the percentage of revenue accounted for by the trade taxes. Ghura (1998) investigated the effect of literacy rate on the tax revenues and concluded that there is a positive relationship between them. Author stressed out that when the corruption is included in the same regression, the magnitude and statistical significance of their impact decreases. Book (2003) suggests that low literacy, with different taxes and languages, is used by the deviant taxpayers to hide their tax evasion. By consequence, an increase of literacy tends to eliminate this kind of evasion. Furhermore, Kenny and Winer (2006) in their research explored about 100 democratic and nondemocratic countries for three distinct periods of time (1975-1980, 1981-1985, 1986-1992) and used the average years of educational attainment in the adult population as a measure for literacy. Their results are very similar to those of Riezman and Slemrod (1987). According to their study, the rise of the educational attainment is accompanied by a higher importance of taxes that require widespread literacy (i.e. individual income taxes, and domestic goods and sales taxes). At the same time, there are taxes that have less demanding literacy requirements, such as payroll and trade taxes. Using a modified version of the models employed by Heller (1975), Leuthold (1991) and Ghura (1998), Mahdavi (2008) in his study found that a higher level of basic education is one of the key factors that affects positively the sales and excise taxes. Therefore, he concluded that improving the literacy rate should lead to the increase in the level of taxation. Kirchler et al. (2008) developed an explanatory framework (“slippery slope”) to emphasize the necessary actions of the state in order to improve the taxpayers’ tax compliance. They suggested that developing tax educational programmes would be a good direction to improve tax compliance for those taxpayers with a motivational commitment. In the case of taxpayers with motivational capitulation or resistance to the educational programmes, they suggested actions that profile the state power in respect to tax compliance. Chaudry and Munir (2010) analyzed the determinants of low tax revenues in Pakistan and concluded that an increase of literacy rate results in a decrease of collected tax revenues. The main results of the study made by Mutascu and Danuletiu (2013) also showed that a very low literacy is associated with reduced tax revenues.

Moreover, Lewis (1982) studied the impact of tax knowledge and attitudes of an individual on completing the tax returns. His aim was to study the impact of increase in tax knowledge on tax compliance behavior. He found that there is insufficient knowledge about tax regulations amongst the population which negatively effects tax compliance behaviour. Eriksen and Fallan (1999) in their study found that fiscal knowledge is significantly correlated with attitudes towards taxation. They suggested that tax behavior could be improved by a better understanding of tax laws. In their opinion, taxpayers must be given better tax knowledge in order to improve their tax ethics and compliance behavior. Singh (2003) in his research concluded that general tax knowledge of an individual is correlated with taxpayers' ability to understand the rules and regulations of taxation, and their ability to comply with them. Christie and Holzner (2006) in their study found a positive relationship between chosen measure of tax complexity and tax compliance for personal income tax. Moreover, Marti et al. (2010) showed that misunderstanding of the fiscal law (such as tax rates, tax base and paying dates) is one of most important factors that affects tax compliance in Kenya. Their results showed that an improvement in the tax collection was caused mainly by an increase of the taxpayers' ability to understand the tax laws. Furthermore, research done by Bhushan and Medury (2013) showed that salaried individuals in India have low level of tax literacy and are not well versed with the basic concepts of personal taxation which at the end caused them difficulties in computing their tax liabilities and file their tax returns.

After reviewing the relevant literature, it becomes clear that developing tax knowledge among taxpayers is an important element of creating and maintaining a successful tax system. In other words, it can be concluded that higher tax literacy should decrease the possiblity of individual or household indebtedness by decreasing their exposure to the tax risk, increase their tax morale and respectively decrease informal economy and increase tax revenues.

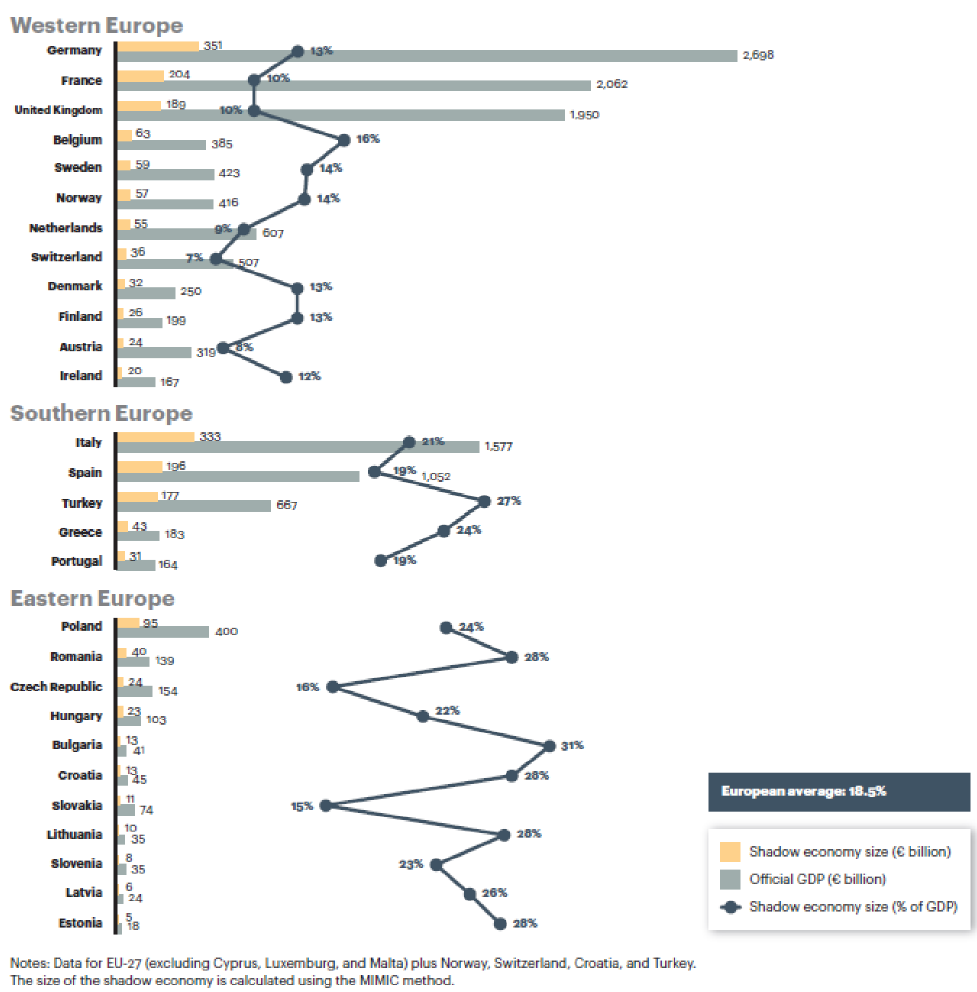
5. Current situation and reccomendations for promotion and increase of tax literacy in Croatia

Unlike developed countries, in young transition economies like Croatia, changes in tax systems and tax law are very often, so it can be said that the tax risk in Croatia is rather conspicuous. As in other transition countries, fiscal reform in Croatia began rather late, in 1992. Therefore, Croatian tax system is considered to be quite young. Since the beginning of the reform many adjustments and changes in both, the application of the law and collection of taxes, and administrative adjustments to the implementation of these laws, have occurred. Croatian legislation, especially in relation to finance, budget and taxes is not clear enough, and exposed to constant changes. This in turn affected the stability and the complexity of the overall taxation system. Furthermore, studies conducted in Croatia suggest that people assume that tax burdens are excessive and tax rates too high although in the international comparisons they are on the lower side (WEF, 2013). In other words, eventhough most citizens do not have an accurate picture of their actual tax burden, all agree that it is too heavy.

In Croatia in general, citizens have pretty poor level of consciousness in terms of public finances. Moreover, general public opinion on availability, fairness and quality of public goods is also quite poor. Trust of citizens in the government and the authorities is relatively low and there is a widespread opinion that tax administration is inefficient, ineffective, and corrupted (Šimurina, 2014). In the same time, while unsatisfied with the current quality of public goods and services, citizens forget (or do not understand) that the government in the process of financing public needs primarily depends on the money gathered from taxpayers, and that unless the tax revenue increase, the quality of public goods and services might continue to detriorate.

Due to described situation in Croatia, many citizens are engaged in shadow economy activities. According to the Visa Europe (2014) in 2008 shadow economy in Croatia made 29.6% of GDP, the outbreak of the global financial crisis of 2009 rose to 30.1%, but has since recorded a steady but very slight pad. Thus, in 2010 the shadow economy fell to 29.8%, a year later at 29.5% in 2012 to 29% (see Graph 1). Undeclared work and lower reporting rates especially in construction sector, trade and tourism are major contributors to the size of the gray economy in Croatia.

Graph 1: The shadow economy in relation to GDP in Europe



Source: Visa Europe, 2013

It is evident that when comparing the size of the shadow economy to other Eastern European countries, Croatia together with Hungary, Romania, Lithuania and Estonia, is on the higher end.

The situation is even worse in comparison to the Wester European countries where the average level of shadow economy is at the level of 11, 58% of GDP.

Usual tools used in Croatia in order to overcome and combate the reported problem of low tax morale; tax noncompliance and shadow economy are heavy fines. In addition to that, in 2012 tax authorities in Croatia introduced a new measure, the so called *"List of shame"*. The list consisted out of full names of all the tax debtors and it was publicly published on the web site of the Croatian Tax administration. The site contained three lists, one for self-employed individuals, the other for legal entities, and the third one for citizens. According to the Tax Administration (2014), from the publication of the list in July 2012 until 18 January 2014, the state collected 247.8 million kuna of tax revenues out of 52 billion tax debt, which amounts to only 0.9 % of the total debts published on the list.This results may be interpreted as rather low and disappointing, and the measure itself may be reffered as insufficiently effective.

If we put the above described situation in the context of the results of the studies investigating the level of financial literacy in Croatia, the current situation regarding low tax compliance, low tax morale and high level of shadow economy, is not surprising. The results of the research conducted by Bahovec et al (2014), regarding the level of financial literacy of financial consumers in Croatia, showed that 11% of respondents from the analyzed sample are completely financially illiterate (i.e. did not answear to none of the questions correctly). Also, according to the research done by Škreblin Kirbiš et al (2011), where they investigated specific segment of financial literacy, their results suggested that in Croatia there are 21% of people who are completely financially illiterate.

In the context of the described situation, it may be assumed that variable tax laws together with complex tax terminology, difficult tax calculations and high tax burdens act as barriers to individual participation in the tax system and make Croatian taxpayers more prone to low tax morale, shadow economy and tax noncompliance. In order to improve the existing situation, citizens should increase the current low level of their financial and tax literacy. There are many ways to increase tax knowledge of citizens and therby the level of their tax compliance and tax morale which should eventually increse tax revenues. Actions to increase tax literacy i.e. efforts made in tax education, cover a wide range of activities and actors; from government programmes to encourage taxcompliant behaviour, efforts by business organisations to mobilise and represent the interests of their members on tax issues, to civil society initiatives to bring citizens into policy debates on tax collection and redistribution (OECD, 2013).

One of the very successful examples of good tax literacy promotion, in which many public and private institutions were engaged, is tax literacy campaign introduced in Rwanda. The Rwandan Revenue Authority (RRA) launched its tax literacy campaign in 1998 and it lasted till 2011. The process of promoting tax literacy in Rwanda was conducted in three stages during three periods of time; 1998-2002; 2003-2006 and 2006-2011. According to the statistics, Rwandan citizens generally had a low financial literacy levels as well as low levels of tax literacy. However, due to this campaign, their results significantly improved (Waris and Murangwa, 2012).

In the first stage, they primarly used brochures, leaflets, TV talk shows as mediums of reaching their target audiance. The objective in this stage was to reach overall Rwandan population, nationally and regionally. In adittion, they founded a *Taxpayers' day*. *Taxpayers' day* is a one day national celebration where the President awards the best taxpayers. Within the week of the *Taxpayers' day* they organize various activities created towards increasing social responsibility (for ex. consultations with the taxpayers) of citizens.

In second stage RRA focused on encouraging *Tax Friend Clubs*, *Tax Advisory Council* and *Cartoon Books* as new mediums of promoting tax literacy. *Tax Friends Clubs* (TFC) present learning institutions which are founded in universities and high schools in order to develop tax culture in the early age. This project has grown to the extent where the students prepare plays for the delivery of the tax messages to the general public. Furthermore, *Tax Advisory Councils* (TAC) started with its work in 2002. The main goal of TAC was to assist RRA in nurturing good tax culture and fight against smuggling and shadow activities. Over the years, TACs were introduced officially in all provinces and districts in Rwanda. Furthermore, publication of *Cartoon Books* (CB) was a third medium used in reaching taxpayers. The idea was based on disseminating tax messages to the public using cartoon pictures. This approach was used to make the information more user friendly to the general public (Waris, 2013).

The last stage was characterized by the creation of a *Tax Curriculum*, *School competitions*, *Friendly visits*, *Tax Info Centre* and *Private advisory services*. In the cooperation with the Ministry of Education, the RRA and the National University of Rwanda created a *Tax Curriculum* with a purpose of promoting and expanding tax culture among Rwandan citizens. Moreover, *School Competitions,* as successful tax literacy tool, where based on tax questions on an annual basis and printed in the newspapers. High school students from the entire country were encouraged to take part in the contest and provide possible answers. Third instrument used during this stage were *Friendly visits* based on visits of the tax officials to taxpayers. *Friendly visits* were responded to poorly and with fear as the citizens usually do not feel comfortable when encountered face to face with tax authorities. In this stage they also engaged in building *Tax information centres* were taxpayers were provided with the needed tax advices. *Private tax advisory services* as a last tool were consisted out of RRA list of approved tax consultants where citizens' could get advice on specific tax problems. The gains of this instrument were evident in the reduced number of appeals and the nature of appeals that the tax administration received (Waris, 2013).

Following the good practices of other countries, especially Rwanda, in order to improve current situation in Croatia, the economic and educational policy makers should engage themselves in the process of promoting and increasing financial and tax literacy. First step of promoting and increasing tax literacy in Croatia should include introduction of national financial and tax literacy survey with a purpose of determining the current level of tax literacy of Croatian citizens. This would subsequently allow the governement to design *up to date* and *up to dimesion of the problem* measures of promoting and incresing the level of tax literacy. Secondly, one of the most efficient ways of promoting tax education and tax literacy among future generations of taxpayers includes strating financial education in the young age. Thus, it would be extremely valuable to introduce a tax education within curriculums in schools, especially high schools and universities. Tax education should be included within general financial education curriculums as a part of already existing courses, or even better, should be introduced independentely. Thirdly, in order to increase the level of tax literacy among adult taxpayers it would be good to create a national campaign to promote financial literacy which would also incorporate tax literacy. The possible sources of financing of the mentioned national campaign are for sure institutions of public sector, including Ministry of education and science, Ministry of finance and Ministry of economy. Their interest in this project is evident and it lies in the fact that increased tax knowledge could decrease free riders behaviour and shadow economy and boost tax revenues. In addition, it is important to emphasize that the instituions of public sector have a legitimate role and social responsibility in promoting deficient knowledge and skills and work on continuous impovement of overall social wellbeing and prosperity. Finnaly, Croatian policy makers should engage mediums like TV, newspapers and the internet in the process of increasing citizens' financial and tax literacy i.e. should work on developing good marketing of their campaign and all of their related activities. Above the mentioned public incentives to engage within the process of specific financial knowledge and skills promotion, private sector also might find an interest in assisting the expansion and improvement of both financial and tax literacy.

6. Conclusion

Traditionally tax noncompliance in Croatia has been dealt more oftenly with "sticks" rather than with "carrots". So far, the problem of tax noncompliance and shadow economy was fighted with heavy fines and public humiliation. However, these measures did not yielded expected results. So, maybe it is time to change the perspective, and instead of simply punishing citizens of their noncompliance, government should try to provide them an incentive and motivate them to actively participate in the taxation arena. In order to increase tax morale and tax compliance, and consequently tax revenues, countries should work on promotion and expansion of tax literacy among their citizens.

In Croatia there was no undertaken any kind of study which would determine the tax literacy level, or was introduced any form of national campaign for promotion of tax knowledge and tax skills. Based on the literature review and experiences from other countries, it can be said that increased tax literacy has a significant impact on tax morale, tax complčiance and subsequently, tax revenues. Therefore, Croatia should take a larger step and begin adding in more tax literacy projects especially through state processes, what is the recommendation for economic and educational policy makers in Croatia. Future researches should include empirical study and the analysis of the tax literacy level of Croatian taxpayers. In conclusion, it must be kept in mind that tax literacy and the widening of the tax base from the govrenemnt's point of view must be a continually ongoing process, which should be conducted on the national level. Nevertheless, individuals should also, in order to ensure their personal financial wellbeing, engage themselves personally in becoming better educated, more tax literate and more socially responsible citizens.

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