

Empowering Young People Against Financial Crime: Education about Anti-Money Laundering and Combating the Financing of Terrorism in Business Subjects

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Fraud and cybercrime are rapidly increasing crimes, particularly targeting young people under the age of 21 (CIFAS, 2023). Furthermore, young individuals often perceive actions like lying on a CV or using their parents' information for cheaper insurance as normal. Addressing this educational need is crucial. The lack of education on Anti-Money Laundering (AML) and Combating the Financing of Terrorism (CFT) in secondary schools hinders young people from preventing financial crimes and protecting the global financial system. This ongoing study aims to contribute in this regard. It is guided by the following research questions:

1. How can education in AML and CFT be embedded in the business education subjects?
2. What pedagogical approaches are conducive to educating young people in AML/CFT in these subjects?

Data for this qualitative research study is collected through interviews with officials from the Maltese Financial Intelligence Analysis Unit and business education teachers. Thematic analysis is employed. Critical realism was adopted as the conceptual framework for the dissertation. This study aims to put forward recommendations aimed at enhancing the education relating to AML/CFT.

References

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Enhancing entrepreneurship education in the business education subjects at secondary school level

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Entrepreneurship plays a significant role in economic growth by promoting innovation, market expansion, change and wealth creation (Cooney, 2012; Geiger et al., 2023). My experience in Junior Achievement Young Enterprise (JAYE) helped me realize the importance of entrepreneurship education. When students are educated in an entrepreneurial manner, they can gain a range of skills that will help them in both their personal and professional lives. Entrepreneurship education encourages students to identify and solve problems, think critically and creatively, and take measured risks.

Entrepreneurship education is a cross-curricular theme in the Maltese curriculum. Business education teachers teaching accounting, economics and business studies need to incorporate entrepreneurship education within their topics. The elements of entrepreneurship may vary. For instance, nowadays there is a focus on business ethics and sustainability (Mizzi, 2023).

The purpose of this study is to investigate how entrepreneurship education is infused into the school business education curricula and the pedagogical strategies that support this effort. Critical realism is the conceptual framework underpinning this ongoing qualitative study. Teacher interviews are employed, and data analyzed thematically. This research puts forward recommendations about how entrepreneurship education may be enhanced in business education courses, both in the Maltese context and abroad.

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