

HISTORY AS A SCHOOL SUBJECT IN THE “SECOND CHANCE” PROGRAMME FOR FUNCTIONAL BASIC EDUCATION OF ADULTS IN SERBIA



PAULINA ČOVIĆ

University of Novi Sad, Dr Zorana Đinđića 1, Novi Sad 21000 Serbia
E-mail address: covic.paulina@gmail.com

DRAGICA KOLJANIN

University of Novi Sad, Dr Zorana Đinđića 1, Novi Sad 21000 Serbia
E-mail address: dragica.koljanin@gmail.com

ABSTRACT

The implementation of comprehensive educational reforms which include adult education is taking place in Serbia. The bases for the reforms are new approaches to education and learning, because rapid changes in all spheres of life have opened up the need for lifelong learning and education. However, the moment when society recognized the need for an institutional and organized form of adult education was preceded by a long development path in the second half of the twentieth century. This paper will examine the role of history as a subject in primary education of adults within the Second Chance project. History as a subject is undeniably important for development of one's identity and understanding of the present in order to prepare to be a responsible part of society. Considering that Serbia has in the past been faced with the problem of illiteracy, there will be a brief overview of adult education in the second half of the twentieth century.

Key words: history teaching, adult education, project Second Chance, Serbia, XX century

The state of education in Serbia is the result of political, economic, commercial and cultural circumstances of its historical development in the twentieth century. All this has been accompanied by ideological and identity changes. The best way to conduct these changes has been through the school system, especially primary education. The negative legacy of the unfavorable educational structure of the population has been an additional obstacle.

Serbia during the second half of XX century, faced a large number of illiterate people, a large population had incomplete or no primary education at all. These parameters were shown in all population censuses from 1948 to

2011 (Medić et al., 2009a, pp. 45–46; Rajčević, 2010, pp. 110–163), The regularity that there was a higher percentage of illiteracy among women and the rural population was notable. Moreover, the illiteracy has been usually more of a problem when it comes to the adult population.

More than fifty years passed from the period of 1958 when primary education was introduced as a free and compulsory until the adoption of the first law on adult education (Bogavac, 1980, p. 111). Adult education in Serbia had a long period of historical development, starting from literacy courses for the population, through the creation of institutional forms of adult education, until it became an integral part of the educational system. Before that it was necessary to solve certain issues: restrictive financial policies, formal education system was closed for adults, adult education was not included in the structure of public administration, a destroyed system of adult education institutions, absence of legal regulations and standards, problem of teaching staff (Medić et al., 2009b, p. 1).

While in many European countries, the issue of adult education is considered a priority, in Serbia, due to the peculiarities of its historical development, a long time passed until the authorities recognized the need for institutional and organized forms of adult education. In the first part of the paper there is an overview of the development path that adult education went through. The second part analyzes introducing functional basic adult education as an active measure in the education system in Serbia, based on the reform documents and manuals issued as a part of the Second Chance project. The emphasis is on the place and role of history teaching within this project, given its importance for education for responsible life in a modern society.

HISTORICAL DEVELOPMENT OF ADULT EDUCATION SYSTEM IN SERBIA 1945- 2014; THE CHRONOLOGY BASED ON THE THEORY OF ŠEFIKA ALIBABIĆ (2002, P. 96).

In World War II Yugoslavia suffered great human and material losses which inevitably influenced the further course of historical development of the country. The consequences were far-reaching and more lasting: demographic, political, social and cultural. The new government invested great efforts in the reconstruction and rebuilding of the country, organizing economic life and restoring education institutions. Upon coming to power, The Yugoslav Communist Party proclaimed its goal to educate the masses in the spirit of socialism and liquidate illiteracy (Bogavac, 1980, pp. 46–48; Rajčević, 2010, p. 46). At the beginning of 1945, the Federal Ministry of Education suggested drawing a plan for literacy courses. The results were visible very soon as the illiteracy was decreased by 0.8% only four months later (Pavlović, 2003, p. 292). They also carried out mass campaigns for adult education. Combating illiteracy activities were participated in by authorities, cultural

and educational institutions, organization of the Narodni front (the Popular Front), Antifašistički front žena (Anti-fascist Women's Front, acr. AFŽ), trade unions and youth organizations. In 1946/7 schools for adult education were opened and named schools for general education of workers. The citizens with incomplete or no primary education gained education in these schools (Filipović, 1997, p. 177; Pavlović, 2003, p. 293).

Social changes continue happening in Yugoslavia in 1950. The new direction in building socialism was marked by the introduction of self-management. The basic idea was that the property of the state gradually becomes the possession of workers, therefore public property (Filipović, 1997, p. 179). Trade unions established worker universities as adult education institutions. The activities of public universities were directed towards systematic education, thus expanding the institutional network for adult education. The adult education system was not formally unified (Rajčević, 2010, pp. 90–92).

An important milestone was the year 1958 when Yugoslav Assembly passed a general law on education. Primary education was compulsory and legalized, and the primary school became the basis of the entire school system (Bogavac, 1980, p. 111; Rajčević, 2010, p. 92). Literacy courses ceased to operate. Literacy and adult education became an integral part of school operations because they were obliged to organize adult education within specific departments. All organizational and educational issues were regulated. (Rajčević, 2010, p. 94) Basic adult education had all the hallmarks of regular schooling, which made adult education an integral part of the education system. At the same time the network of workers' and people's universities was expanding, as well as other institutions and forms of general cultural and vocational adult education (Filipović, 1997, p. 319). Thanks to the development of education, the illiteracy rate was decreased, but still it was a problem with the older generation.

In 1970 the Federal Assembly Resolution was passed on the development of education on a self-management basis. It made a significant contribution to adult education. The Resolution pointed out the necessity of continuous learning throughout life due to the constant growth of new knowledge. They insisted on linking all forms of education and gender equality in education for children and adults. In particular, the importance of education for work was pointed out (Rajčević, 2010, p. 95).

The year 1974 also marked a turning point. The Tenth Congress of the Union of Yugoslav Communists was held that year and the new Constitution was adopted which marked substantial changes in the socio-economic system, it also specified the main directions in the development of socialist self-management. This was followed by a reform of the education system. The basic principle of the reform was to provide a functional relationship between the type of obtained education and employment. It was expected to successfully solve the problem of unemployment in this way. Such reform had an ideological basis. In fact, education was perceived as one of the main causes of social inequality. Amenities of adult education system were now

coordinated with their existential needs (Rajčević, 2010, p. 97). During this period the institutional structure of the adult education system was built and it consisted of as many as thirteen institutions (Rajčević, 2010, p. 98). It was a reflection of the socio-economic and political organization of society.

In 1991 the break-up of the Yugoslav state was initiated through the independence of the western republics, firstly Slovenia and then Croatia. Serbia and Montenegro sought to preserve the common state and continue the continuity of state institutions. In 1992, they formed the Federal Republic of Yugoslavia which turned into the State Union of Serbia and Montenegro in 2003. The state faced growing nationalism, wars in the region, economic sanctions, hyperinflation, great numbers of refugees. This was reflected in the overall educational system. This period was characterized by the absence of social concern and interest in adult education. The curricula were reduced and a large number of institutions and forms of adult education were shut down. On the other hand, in the countries in transition the number of public institutions for adult education was increased, while the number of schools in Serbia decreased from several dozen to just fourteen (Medić et al., 2009b, p. 18). The consequences adversely affected the educational structure of the population, which endangered the overall social and economic development of Serbia.

The change of government on 5 October 2000 gave Serbia its first democratic government after the Second World War. That was followed by social changes and, within this framework, reform initiatives to improve the education system and harmonize it with the European educational policy. Serbia started a comprehensive reform of the education system. (Medić et al., 2009a, p. 1) Changes in education depended on the socio-political context and were associated with changes in the executive authorities. The strategies and documents were issued, the first European funds were established. Most work was done on adult education strategy. The aim was to build a modern system of adult education that would contribute to greater employability, poverty reduction, social cohesion and economic development (Kovač-Cerović & Levkov, 2002; Medić et al. 2009b).

Until then, adult education in Serbia was not legally, systematically or institutionally regulated. The issue was raised in 2001 with the document called Strategic Directions of Development of Adult Education drafted by the Team for adult education and lifelong education. The bases of the document were: adult education is a fundamental human right and the basis for the realization of all other individual and social rights. Education and learning are a lifelong process. The document was based on the principle of equal access to education for all. Thus, education was not a generational phenomenon, but the education of adults and children must have equal treatment. Adult education was considered an instrument of social transformation of society and the key strength of democratization and development of civil society, but also a basic element of economic development (Kovač-Cerović & Levkov, 2002, pp. 38-39).

Nevertheless, in 2003 the Law on Amendments and Supplements to the system of education put the education of children at the center, while adult education expert support was provided by institutions established in 2004 such as the Institute for Advancement of Education and Upbringing, namely the Centre for Vocational and Adult Education. Another important institution was the Institute for Evaluation of Education Quality, whose key activities were defining standards, evaluation of education and training of participants in the educational process (Kovač-Cerović & Levkov, 2002, p. 43).

In 2006 the first strategic document important for adult education based on the recommendations of the EU and UNESCO was adopted (Medić et al., 2009a, p. 11). Adult education was here for the first time seen as a basic instrument for socio-economic transformation and development. In 2009 a law was adopted on the basis of the Education System and Action Plan for the implementation of the adult education strategy. The novelty in these documents was the introduction of the aid for the inclusion of adults and the removal of obstacles in education and help to teachers and support staff in carrying out education programmes. (*Zakon o osnovama sistema obrazovanja i vaspitanja*) It is necessary to mention that another document addressing the issue of adult education represented a significant step. In 2012 the Education Development Strategy by 2020 was adopted, laying down long-term objectives for the development of education, the increase in quality and outcomes of education (*Strategija razvoja obrazovanja, 107/2012*).

Serbia has started resolving the issue of adult education through the Second Chance project. The project has been funded by the European Union and the beneficiary is the Ministry of Education. The program experimental implementation of Formal Adult Basic Education (acr. FABE) started in 2011/12 in primary schools and schools for basic adult education. The pilot project of FABE originally included forty schools, and about four thousand participants went through the program in two years, these participants were adults over fifty years of age (*Procena ostvarenosti ciljeva, 2013, pp. 10-11*). The experimental application was supported by regulations that ensured the implementation of the curriculum, preparation of teachers and staff to participate in the program and program basis for the exercise of professional training after basic education (*Procena ostvarenosti ciljeva, 2013, p. 35*). This is how they introduced the model of education in which adults simultaneously acquired the basic and the appropriate form of vocational education.

In implementing the program there was a problem of insufficient numbers of teachers and students. The level of attendance was still kept under the control, and at the end of the program implementation it was higher than expected. The progress was obvious and the project was sustainable. This was evidenced by the fact that its realization continued with even increased number of participants (*Procena ostvarenosti ciljeva, 2013, pp. 23-25*). The results of the project would allow introducing the concept of FABE as a systematic solution into the system of education in Serbia.

Reasons for the adoption of the law on adult education were unfavorable educational structure of the population according to the censuses of 2002 and 2011 (Medić et al., 2009a, 3–4, 45–46). The law was scheduled earlier, through the Action Plan for implementing the strategy of adult education in Republic of Serbia for 2009. The draft law was approved by the Government and sent to the Assembly in 2011. It was adopted in 2013 that is after a four-year delay. The implementation of the law began in 2014 (Procena ostvarenosti ciljeva, 2013, p. 8). It was the first time in the history of Serbia that it had adopted a law on adult education.

This law regulates adult education and lifelong learning, which makes it an integral part of the regular school system. People who acquire basic education are older than fifteen, and the medium education older than seventeen. The law allows the engagement of an andragogical assistant for the purpose of adult education. It is envisaged that adult education should be realized as: formal which includes primary and secondary education, non-formal, in which the acquired abilities and skills are aimed at personal development of adults, and the informal process of acquisition of knowledge, values, attitudes, abilities and skills in everyday life, work and social environment. So the law has enabled the acquisition of qualifications throughout life, and creating conditions for their recognition through non-formal learning. The law also provides monitoring and improving the quality of adult education which is performed by state institutions. Keeping records of student success and achievement program is regulated as well as training and recruitment of teachers, professional associates and andragogical assistants (Zakon o obrazovanju odraslih, 55/2013). In this way, the project Second Chance has become a part of the reform of adult education and introduced in the regular education system by law.

HISTORY AS A SCHOOL SUBJECT IN THE FUNCTIONAL ADULT BASIC EDUCATION

Basic adult education is an organizational and programmatic entity in the system of formal education (Zakon o obrazovanju odraslih, 55/2013, p. 1). It is designed for adults over the age of fifteen who have never attended primary education or have abandoned it. It is conceived so that adults acquire basic education appropriate to their needs, learning opportunities and labour market needs. In this way, adult education means to improve quality of private and family life, as well as social inclusion and employment (Urdze, 2013, p. 6). In the previous system, the conventional form of work was consultative teaching, and currently classes are conducted as a regular. The timetable is variable and varies during the year with respect to the ability of the participants. It is tailored to the needs and capabilities of adults, which includes classes in the block of two times lasting for thirty minutes, during weekends, and also evening classes (Procena ostvarenosti ciljeva i ishoda, 2013, pp. 21–22).

The Adult education programme is carried out in three cycles each lasting for one academic year. The first cycle is equivalent to the curriculum from first to fourth grade of an eight-year elementary school and includes basic literacy and acquisition of functional literacy. The second cycle fits the fifth and sixth grade, and apart from the base of general education participants also acquire basic intellectual and social skills necessary to improve the quality of personal, family and social life and to continue learning and social integration. The third cycle is the equivalent to the seventh and eighth grade in which students acquire basic general education and training for simple occupations that develop competencies for employability and labour market entry (Medić, 2013b, p. 12).

According to the curriculum, classes are held in eleven subjects: Serbian language, mathematics, physics, chemistry, biology, history, geography, responsible living in civil society, digital literacy, English language and entrepreneurship. The third cycle includes applied science as a subject. (Pravilnik o nastavnom planu i programu) The curriculum has been integrated by means of interconnected and functionally rationalized content of different subjects, functionally related theoretical and practical content, horizontally and vertically related subjects and modules (Medić, 2013b, pp. 16–17). **Facilitation of the curriculum is provided through andragogical-didactic and methodological guidelines.** They are given in the part of the program relating to the manner of exercise of each subject and in specific guides for each subject. History is a compulsory subject in the basic adult education. It includes a selected amount of historical knowledge tailored to adults and their abilities. It is taught in all three cycles, in the first and second cycle for seventeen and in the third for 34 classes (Pravilnik o nastavnom planu i programu, 13/2013).

The objectives of history as a subject are defined as general and specific in documents and manuals for primary education of adults. The general objectives relate to the acquisition of knowledge, skills development, formation of attitudes and values necessary for the construction of the role of responsible and active citizens in a modern society (Pravilnik o nastavnom planu i programu 13/2013). The specific tasks refer to the acquisition of knowledge about phenomena, events, processes and individuals that have influenced the development of society in the past and the world as we know it today, the skill of recognizing a historical area on a map and connect the most important phenomenon of the past with the present developments, identifying basic information in historical sources as testimonies of the past (Medić, 2013a, p. 7). History as a social and humanistic science not only provides knowledge about the past but influences the formation of value attitudes oriented towards the construction and development of socially acceptable forms of behaviour and historic consciousness: respecting their own country, fostering their own as well as other nations` culture and traditions (Miladinović, 1996, pp. 17–20; Stojanović & Šuica, 2013, p. 19). The teaching of history is the basis for the construction of identity (Miladinović, 1996, p. 21; Koljanin, 2014).

In a functional basic adult education the teaching process is focused on functional tasks, primarily on the development of critical thinking and attitude towards sources of information about stereotypes and national, religious and cultural prejudices, which is a prerequisite for the constitution of a society based on democratic principles and tolerance. It is important to develop skills such as respect for different opinions, argumentative dialogue and effective communication, respect for civil, religious and minority rights. In the teaching of history, in particular, it is important that students are aware that the interpretation of the past is not based on the basis of a single source of information.

EDUCATIONAL OUTCOMES

Due to the accelerated changes in all spheres of life, there has been a need for new approaches to education and lifelong learning. The overall reform of education in Serbia is based on these grounds. The new concept of adult education is focused on the acquisition of competencies, knowledge, skills and attitudes applicable to everyday life - for example, for problem solving and coping with challenges, improving family and personal life conditions, performance and adequate treatment in the working environment or the community. The curriculum of functional basic adult education defines general outcomes and key competencies that are an integral part of the overall implementation of the program (Pravilnik o nastavnom planu i programu 13/2013). This is the first time for the education in Serbia in general to define the key competences. Outcomes are the expected results of learning and teaching and represent what a student should know and be able to do at the end of primary education. The competence demonstrates the ability of participants to apply their knowledge in everyday life. They are defined as general and specific for each school subject (Pravilnik o programu ogleda, 6/2011). For teachers, they present a roadmap for further work and evaluation of the learning process, achievement of its objectives.

General and specific outcomes of the teaching process are realized in coordination. Through the teaching of history primarily *linguistic literacy* is acquired. It refers to the ability to express and interpret thoughts, feelings, words in written or oral form and different contexts. It is primarily about the conversation directed to events, phenomena, people, description of an image, reading a text from a source or the press. On the other hand, *mathematical literacy* in history teaching is associated with time. *The basic scientific literacy* is an important outcome. It refers to the application of knowledge in the context of life situations, unlike traditional schooling which requires reproduction of the knowledge. Students familiarize themselves with the knowledge which science has found on the basis of the study and interpretation of historical sources. Modern society as a necessary competency highlights *digital literacy*. Digital literacy is considered to be mastered use of information technologies

in communication, work and leisure time and information management. The teaching of history increasingly uses new media to learn about the past. It is equally important that participants are able to *manage their own learning* - therefore, effective time management, application of the knowledge and evaluation. This is to be achieved through the teaching of history by choosing topics relevant to daily life: human rights, institutions etc. The competency of *problem solving* means that the student is able to recognize, understand and solve the problem situation in which the solution is not obvious at first glance. Among the defined outcomes history teaching has the biggest influence on the development of *social interaction and cooperation with others*, constructive participation in social life, cooperation and teamwork. This is most effectively achieved by the examples of cooperation among peoples and states. Most importantly, the teaching of history results in realization of *civil liability for democracy*. By introducing concepts, institutions and values of democratic societies, the student is ready for a responsible relationship with society and the country so he will go out to vote, respect the laws, to be open towards others, to prevent xenophobia. Through history teaching one can acquire the competence of *initiative and entrepreneurship* - the ability and willingness to accept somebody else's and to create their own innovations, taking responsibility for the actions of planning activities. This is done through research on topics that students are interested in and which are independently initiated. *Cultural awareness, multiculturalism and creativity* are outcomes that imply sensitivity, acceptance and positive assessment of the existence of differences in social, cultural, ethnic, religious and creative terms. The participants should be taught to develop attitudes which respect the cultural heritage of neighbours who are not of the same religion and nationality. Serbian cultural heritage evidenced by the national, religious and linguistic diversity of the country should be pointed out (Medić, 2013a, pp. 7-9).

History teaching is associated with several other subjects by the outcomes. Serbian language contributes to the development of culture of speech and expression, geography is important for the acquisition of cartographic literacy, history teaching contributes to the understanding of the teaching of responsible life in a civil society, and digital literacy is required nowadays in all spheres of life (Medić, 2013a, pp. 9-11; Medić, 2013b, p. 18).

EDUCATIONAL STANDARDS

Standards tell us about the degree of achievement and development of the outcomes and competence. A standard is a measure that shows the degree of knowledge acquisition and skills development at the end of primary education. Standards of achievement are one of the most important evaluation means for evaluating learning. They provide answers to the questions about the extent of a student's knowledge and skills development in order to successfully complete the educational process (Grahovac et al., 2010, pp. 9-10;

Stojanović & Šuica, 2013, p. 12). Standards for history as a subject in adult education are defined on two levels as Basic and Advanced (in regular education there is a third level, Medium). Within each level there are two areas defined. The first is the understanding of history. It refers to the acquisition of historical knowledge and skills necessary for critical attitude towards the events of the past. The second area is the history of the modern society, which is essential for education for democracy and respect for human rights (Stojanović & Šuica, 2013, p. 20; Pravilnik o opštim standardima postignuća, 50/2013).

CONTENTS OF HISTORY AS A SCHOOL SUBJECT

Based on the outcomes, the contents of the subject are defined. Each cycle includes six units (themes) within which there are contents on different periods of human society history. Thus, in the first cycle participants study Pre-history and Ancient Times – the period between the appearance of the first writing system and the emergence of the first states to the fall of the Western Roman Empire. The second cycle includes the Middle Ages from the Great Migration until the breakthrough of the Ottomans in the Balkans (actually the fall of the Serbian state under Ottoman rule in 1459). The third cycle, which is the most comprehensive when it comes to its content, includes history of the modern era since the discovery of America to the present day (Pravilnik o programu, 6/2011, pp. 89–93).

Teaching topics are designed to suit the needs of students in order to understand better the world they live in and the state and society they are a part of. It is about the following topics. *Basic concept of historical science* is a topic that introduces historical science and ways of studying the past to participants. It introduces important resources for reconstruction of the past such as periodization, chronology of key events during different periods of general and national history, a critical attitude towards the media. The second unit called *Society, social relations and human rights* aims to familiarize students with the development of society in the past, terms that can be heard every day in the media, documents relating to human rights, institutions dealing with the protection and where possibly to turn to if these rights are violated. Examples of the past are used to train students to identify xenophobia, racism, crimes against humanity, violations of human rights. The next unit called *State and government institutions* explains concepts that are the basis of political literacy. It points to the historical development of the state, forms of state organization, functioning of state institutions, legal system, and the focus is on understanding these phenomena in the present. The fourth unit called *Groundbreaking moments in the history* includes revolutionary moments in the past and their consequences with emphasized role of prominent historical figures. Some of the figures in general and national history are: Alexander the Great, Jesus Christ, Emperor Constantine, Mohamed, Mehmet the Con-

queror, St. Sava, Tsar Dušan, Prince Lazar, despot Stefan Lazarević, Columbus, Da Vinci, Martin Luther, Peter the Great, Napoleon Bonaparte, rulers of the Obrenović dynasty, Lenin, king Aleksandar Karadjordjević, Nikola Tesla, Hitler, Stalin, Josip Broz Tito, Dragoljub Mihajlović, Yuri Gagarin and others. *Cultural artistic heritage and religion* stands out as a separate unit. It deals with the religious systems, daily life in the past, cultural institutions, museums and libraries. By showing how culture and religion shaped society in the past and how they affect the modern world, it affects the development of a responsible attitude toward their own as well as other people's cultural and artistic heritage. One of the goals of such content is raising awareness regarding religious and national tolerance. One of the novelties, not only when it comes to adult education, but curricula in Serbia in general, is the study of local history. It had never been included in the official program before. Within this theme the environment participants live in is explored, from the earliest changes to contemporary social economic and cultural circumstances (Medić, 2013a, pp. 12–46).

FORMS OF WORK, METHODS, TEACHING MATERIAL

Adult learning is often defined in andragogical literature as the process of transformation of experience to knowledge, skills and attitudes (Alibabić & Popović, 2012, p. 15). The signification of adult learning is the introduction of meaning in a world where an adult thinks and acts. What makes it different from teaching a child is greater autonomy in learning, concentration on performance and application of knowledge, an ambivalent attitude towards mistakes, determination motivated by social roles (Alibabić & Popović, 2012, p. 14).

When learning it is necessary to maintain continuous interaction between teachers and students. A teacher is the organizer and holder of teaching, he/she directs participants how to study, respects and relies on their background knowledge, asks questions that encourage reflective activities and problem solving. Much can be achieved by using appropriate *forms of work*. It is recommended to apply frontal form only when teachers introduce new content and communicate a plan for further work. The most common should be work in pairs and groups, and then individual (Alibabić & Popović, 2012, pp. 88–125). In fact, the entire work with students involves the individualization of the teaching process. It is necessary to recognize different needs of students in order to adapt to their experience and interest. By using different forms of work teachers should insist on understanding rather than memorizing, in order to actively involve students in teaching and learning. Individualization also includes advanced content for students with wider interests by directing them to work individually with historical sources, but also additional classes with students who have difficulties in mastering the material (Medić, 2013b, pp. 36–38).

The application of teaching methods also influences the success of the teaching process. (Koljanin, 2008, p. 80) They should represent a mode of joint work of teachers and students in the teaching process and a way in which participants acquire new knowledge, develop skills, abilities and attitudes. The choice of the appropriate method is affected by the content, the outcome, and participants' previous knowledge and experience. In history teaching this is achieved by using four methods: dialogue, monologue, demonstration and text methods. (Miladinović, 1996, pp. 48–52) They should be such to enable cognitive activity, linking with the experience, observation of the same phenomena from different angles. The obvious means commonly used are maps, illustrative material, charts, pictures, videos, TV, museum exhibits, monuments (Alibabić & Popović, 2012, pp. 71–79).

There are no special textbooks for adult education, at least not in the form in which the school system in Serbia recognizes this literature. In fact, the adult education program is pragmatic, individualized, flexible, open, functional and constantly develops, enhances, complements. Textbooks have a different structure and purpose, primarily to inform students about the subjects. Instead of textbooks, as a basic educational tool, teaching materials for shared and self-learning and self-assessment are used (Medić, 2013b, pp. 20–21). The material for adult education at a much more appropriate way encourages the learning process. Teachers change, supplement and improve the material. The selection, form and content of the material must be determined by characteristics of the participants on one hand, and with subject's objectives, outcomes and standards on the other hand.

Teaching material consists primarily of a manual for teachers which enables more efficient and better organizing, planning, implementing and directing the educational process with the cooperation and participation of students. A manual for students makes it easier for them to acquire knowledge, develop skills, self-assess the achievements, motivate and encourage active learning. In addition, there is a wide range of functionalized resources used such as texts, questions, maps, charts, pictures, crossword puzzles, tests of achievement. (Medić, 2013a) They still do not round off the teaching process and implementation of standards, but are didactic models by which teaching can take place. Additional toolkits are given on CDs, and the use of the Internet is recommended. Motivation of participants is achieved and maintained by daily current affairs (Medić, 2013b, pp. 19–21).

The implementation of comprehensive educational reforms which include adult education is taking place in Serbia. The bases for the reforms are new approaches to education and learning, because rapid changes in all spheres of life have opened up the need for lifelong learning and education. Teaching history through its contents, goals, objectives and outcomes undoubtedly plays an important role when it comes to education for responsible life in a civil and democratic society.

History teaching is important to build a personal, national and European identity. Knowing the past helps us to understand the present better. History

as a social and humanistic science influences the development of skills necessary for integration into social processes and functioning within community. The contents of teaching are functionally adapted. This means that students acquire knowledge and skills they will use in everyday life, those which will help them to understand things said in the media or written in newspapers, to understand their civil rights, identifies propaganda speech or text, mechanisms of crime prevention, violence, prejudice, discrimination. The teaching of history, undoubtedly, greatly empowers students with competencies necessary to meet the diverse and multifunctional needs of the adult population.

REFERENCES

- [1] Alibabić, Š. (2002). *Teorija organizacije obrazovanja odraslih* [The organization theory of adult education]. Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta.
- [2] Alibabić, Š., & Popović, K. (2012). *Naknadno sticanje osnovnog obrazovanja* [Subsequent acquisition of basic education]. Sarajevo: Deutsche Gesellschaft für Internationale Zusammenarbeit.
- [3] Богавац, Т. (1980). *Школство у Србији на путу до реформе: развој школа 1945–1975* [Education in Serbia on its way to reforms: development of schools 1945–1975]. Београд: Институт друштвених наука.
- [4] Филиповић, Д. (1997). *Организација образовања одраслих* [Organization of adult education]. Београд: Култура.
- [5] Граховац, В., Павловић, М., Шуица, М., Марковић, П., & Стојановић Б. (2010). *Образовни стандарди за крај обавезног образовања за наставни предмет историја* [Educational standards for history as a school subject for the end of compulsory education]. Београд: Завод за вредновање квалитета образовања и васпитања.
- [6] Кољанин, Д. (2008). Историја као научна дисциплина и школски предмет [History as a scientific discipline and a school subject]. In: А. Ђуровић (Ed.), *Кључни појмови за крај обавезног образовања: Историја* (pp. 75–84). Београд: Завод за вредновање квалитета образовања и васпитања.
- [7] Кољанин, Д. (2014). *Изграђивање идентитета: историја Југославије у уџбеницима за основне школе у Србији 1929–1952* [Construction of identity: the history of Yugoslavia in textbooks for primary schools in Serbia 1929–1952]. Нови Сад: Филозофски факултет.
- [8] Ковач-Церовић, Т., & Левков, Љ. (2002). *Квалитетно образовање за све – пут ка развијеном друштву* [Quality education for all – the way to developed society]. Београд: Министарство просвете и спорта Републике Србије.
- [9] Медић, С. (2013а). *Како ефикасно предавати и учити историју у основном образовању одраслих: водич за наставнике и полазнике* [How to be efficient when teaching and learning history in basic education of adults: guide for teachers and students]. Београд: Пројекат „Друга шанса“ Развој система функционалног основног образовања одраслих у Србији.
- [10] Медић, С. (2013 б). *Школа, школски тим и наставник: приручник за наставнике* [School, school team and teacher: handbook for teachers]. Београд: Пројекат „Друга шанса“ Развој система функционалног основног образовања одраслих у Србији.
- [11] Medić, S., Popović, K., & Milanović, M. (2009a). *Nacionalni izveštaj o razvoju i stanju obrazovanja i učenja odraslih. Srbija : Confitea VI - Šesta međunarodna konferencija o obrazovanju : zvaničan izveštaj ekspertske grupe Ministarstva prosvete RS podnet 2008. godine UNESCO-u za Confitea VI* [National report on development and state of education and learning of adults. Serbia: Confitea VI – The 6th international conference on education: official expertise of Ministry of education in 2008 submitted for UNESCO]. Beograd: Društvo za obrazovanje odraslih.
- [12] Medić, S., Popović, K., Milanović, M., & Despotović, M. (2009b). *Funkcionalno osnovno obrazovanje odraslih : programski/prosvetni ogled kao aktivna mera* [Functional basic education of adults: programme/educational experiment as an active measure]. Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta.

- [13] Миладиновић, М. (1996). *Проблематика наставе историје* [The issue of history as a school subject]. Београд: Војна штампарија.
- [14] Павловић, М. (2003). Школство у Србији 1945–1950 [Education in Serbia 1945–1950]. In: Р. Петковић, П. Крстић, & Т. Живковић (Eds.), *Образовање Срба кроз векове* (pp. 289–304). Београд: Историјски институт.
- [15] Правилник о програму огледа функционалног основног образовања одраслих [Rulebook on the programme of functional basic education of adults]. Службени гласник РС – Просветни гласник бр. 6/2011.
- [16] Правилник о наставном плану и програму основног образовања одраслих [Rulebook on the curriculum of the programme of basic education of adults]. Службени гласник РС – Просветни гласник бр. 13/2013
- [17] Правилник о општим стандардима постигнућа за основно образовање одраслих [Rulebook on basic standards of acquisition for adult education]. Службени гласник РС бр. 50/2013
- [18] *Процена остварености циљева и исхода Програма огледа функционалног основног образовања одраслих* [Estimation of achievement of aims and outcomes of the programme for functional basic education of adults]. (2013). Београд: Завод за вредновање квалитета образовања и васпитања.
- [19] Рајчевић, П. (2010). *Образовање одраслих у Србији од 1945. до 1992. године* [Education of Adults in Serbia from 1945 until 1992]. Нови Сад: Будућност.
- [20] Samolovčev, V. (1963). *Образовање одраслих у прошлости и данас* [Education of Adults in the past and today]. Zagreb: Znanje.
- [21] Стојановић, Б., Шуица М. (2013). *Општи стандарди постигнућа за основно образовање одраслих* [General standards of achievements for basic education of adults]. Београд: Завод за вредновање квалитета образовања и васпитања.
- [22] Стратегија развоја образовања у Србији до 2020. године [The strategy of development of education in Serbia until 2020]. Службени гласник РС бр. 107/2012.
- [23] Урдзе, Т. (2013). *Приручник за рад у образовању одраслих: за наставнике функционалног основног образовања одраслих* [Handbook for work in adult education: for teachers involved in basic adult education]. Београд: Пројекат „Друга шанса“ Развој система функционалног основног образовања одраслих у Србији.
- [24] Закон о образовању одраслих [Act on adult education]. Службени гласник РС бр. 55/2013.
- [25] Закон о основама система образовања и васпитања [Act on basis of the educational system]. Службени гласник РС, бр. 72/2009, 52/2011, 55/2013, 35/2015.