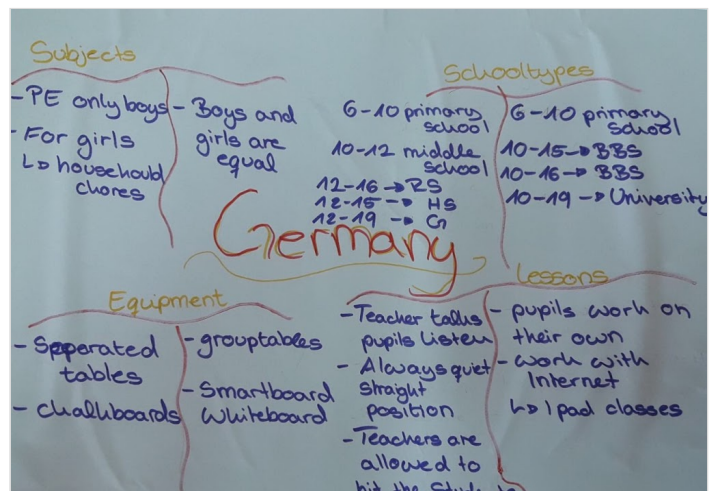
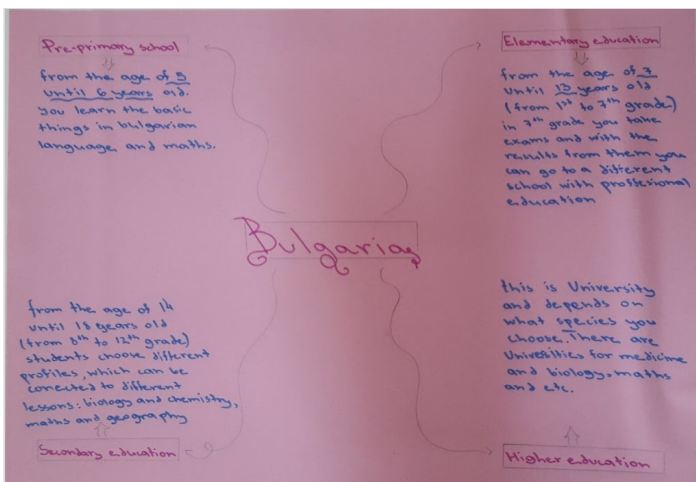
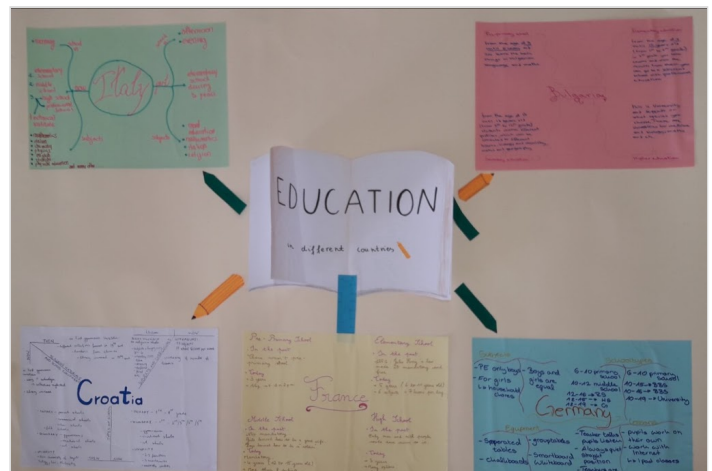
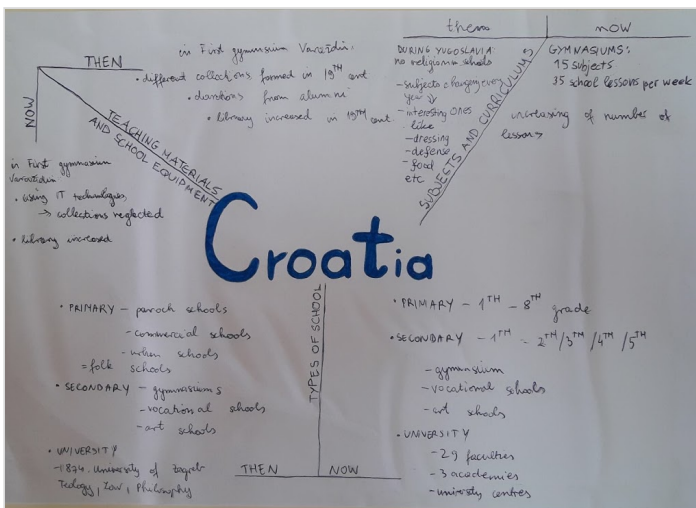
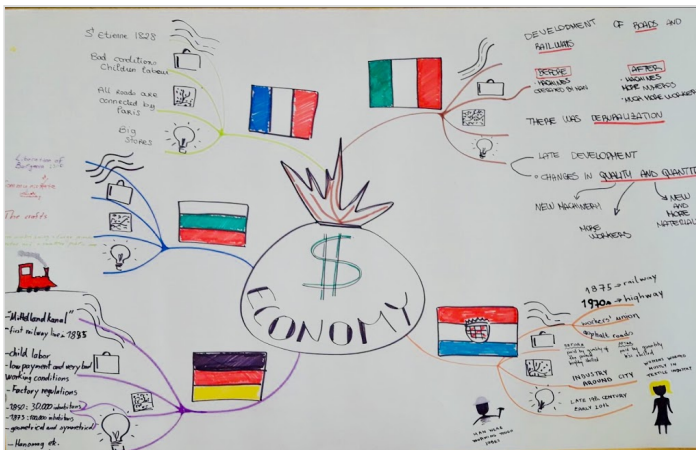


# Job Market 4.0 - Stage I. Industrializations (19th century – second half of the 20th century)

In the first stage of the project the participating schools have analyzed which social, economic and political circumstances led to the fundamental change from a rural and agrarian society to an industrial and urban society. To that end students have found out what European societies were like from the beginning of the industrial revolution onwards.

KRISTINA 03. JUNI 2018, 15:10 UHR





**France**

**Pre-Primary School**

- In the past: There wasn't pre-primary school.
- Today: + 3 years, Nap sat 1 or 2 p.m.

**Middle School**

- In the past: Not mandatory. Girls learned how to be a good wife. Boys learned how to be a soldier.
- Today: Mandatory, 4 years (12 to 15 year old), More than 8 subjects.

**Elementary School**

- In the past: 1881: Jules Ferry's law made it mandatory and free.
- Today: 5 years (6 to 11 year old), 6 subjects, 7 lessons per day.

**High School**

- In the past: Only men and rich people could have access to it.
- Today: 3 years, Many options, 8 subjects.

Types of School – Industrialization in Croatia

Schooling in Croatia in the age of industrialization may be compared, and is up to par, with educational systems of other European countries. Throughout the 19th century, and up to the second half of the 20th century, schooling in Croatia comprised of primary education, secondary education, and experienced the development and expansion of higher education institutions.

Primary and secondary education in Croatia experienced exponential growth in 1874, when the first Croatian Education Act was issued, defining thus certain characteristics and changes in education.



Picture 1: the first Croatian Education Act

Before the Croatian Education Act, primary Croatian schooling was a reflection of the German educational system, since Croatia was part of the Habsburg Monarchy. Post-1874, primary education in Croatia was compulsory for five years (age 7-12), and it was developed through folk schools – both private and

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Testimonial - education in the past in Croatia

FINAL RESULTS OF STAGE I

School education in Croatia

## Curriculum in Croatia from the 1850s to the 1950s

Throughout history, school education as well as its curriculum has changed a great deal, sometimes for the better, sometimes for the worse. In this essay I will give a brief summary of Croatia's curriculums from the 1850s to the 1950s. Furthermore, my grandmother, Anđa Jezdičić agreed to share part of her experience as an elementary school pupil.

From the 1500s to 1918, Croatia was a part of a large country called The Habsburg Monarchy. During most of this period Croatia did not have the right to choose its own school curriculum, however, that will happen at a later date. The usual school curriculum consisted of these subjects: religion, biblical history, reading and writing (in German) and basic mathematics. In 1868 Croatia gained independence in its school system. There was a new subject introduced, National language, alongside history, geography and a foreign language. In the second half of the XIX. century, besides regular classes there were different extracurricular activities possible to take part in like field trips to a local castle. Parallely with all these changes, women were fighting for change as well. Until the end of the XIX. century, school education was obligatory only for male children. Girls were ought to be excellent housewives and good and caring mothers. If a girl did get education, it was most likely in housekeeping and cooking. Only at the end of the XIX. century did women get the right to normal education. After this achievement, a new subject, domestic science was introduced for all the pupils to study.

My grandmother Anđa Jezdičić was born in 1929, in a small town Kupres, today's Bosnia and Herzegovina, but then known as Yugoslavia. Her childhood was extremely difficult and as a result she didn't even finish elementary school. The day she decided to go to school, she said, was a nice sunny day with her guarding the family cows. Her family did not want her to get educated because there was too much work at home for her to be absent and focused on school rather than family cows. That one day, she had had enough with everything and ran away from the cows and enrolled herself in a nearby elementary school. At that time she was already eight or nine, so when she enrolled in the first class, she was the oldest one there by far. I t didn't bother her because all she wanted to do was learn and have fun with new people. Her favourite subject was history but she despised math. Unfortunately, as her parents were very poor, they couldn't afford for her education to continue, despite her begging on her knees for just one extra day at school. She finished her education after the seventh grade, not even finishing elementary school. Reminiscing on the "good" times made

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## SUBJECTS AND NUMBER OF LESSONS IN ELEMENTARY SCHOOLS IN CROATIA FROM 1943. TILL TODAY

Dora Šižgorić Winter

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## Subjects and lessons in elementary schools in Croatia

## Status of women in Croatia

In this day an age, the so-called forth an industrial revolution has taken place all over the world. This means that technology, automation, robotics, and so on will be, and already are the next step in the development of the human kind. Industry 4.0 can be seen from different angles, one of them is the individual in the new technological revolution.

Accordingly to the changes in the industrial environment, the changes are also visible in the area of Croatian education. While fifty years ago, it was enough to be high school educated to get a job with a reasonable salary, this is simply not sufficient anymore. The acceleration of students that seek higher levels of education in the past fifty years or so is not surprising given the rapid globalization and the requirement for specialisation around the globe, as well as in Croatia.

To put it in numbers, in the 1960's 30 902 students were enrolled in higher education universities and in 2014/2015, a colossal 157 827 students continued their education at universities. This tells a great deal about the advancement of our society and about our capability. All of this shows the rise of the standard of an individual in Croatia.

The status of women regarding their education has also changed, luckily, for the better. Approximately 50 years ago, the number of women who had the chance to have a higher education was only ten thousand with the number of men who had the chance was more than double. In the course of the following years, this number has, thankfully, risen and in 2014 almost 90 thousand women had the opportunity to be students of higher universities. This shows that Croatian women are more educated than men (70 thousand with a higher degree), which is correspondent with the statistics that, in general, women are more educated than men.

This is indubitably fantastic news for Croatian women and their future, however, the concerning factor is, while women should have a great impact of the course of the fourth industrial revolution, this is still not happening enough around the globe and equally - it is not in taking place in Croatia either. Even though women are better educated, they still have a

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## Specialisation in different jobs in Croatia

# Specialization in different jobs (Varaždin)

### SPECIALIZATION IN DIFFERENT JOBS.mp4

1:09 Video

PADLET DRIVE

## Social cohesion in Croatia

### THE INDIVIDUAL Social cohesion and support

The term social cohesion refers to the bonds, or "glue," that holds a society together, often through common values, beliefs, and behaviors. Strong bonds indicate a higher level of social cohesion as shown by large percentages of the population following the rules of the society and displaying tolerance for one another. It is also demonstrated by cooperation by different groups within the community, particularly when working towards something that will benefit the society as a whole. In a cohesive society, individuals are apt to see themselves as a part of a greater whole, and to act in a way that upholds the accepted values of the society even if they don't personally agree.

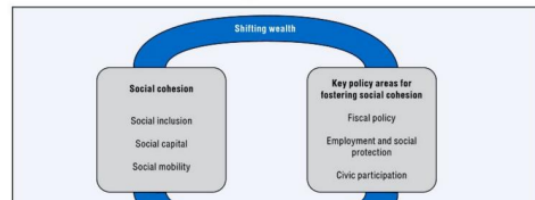
Figure 1. The components of social cohesion



cohesion in Croatia and its companies is lower than it should be. Independent trade unions are trying to change that, but Croatia's government is not listening. One of the problems is that in Croatia inequality is developed from a very small age. The richer children get in to better schools, have better clothes and it all reflects on their behavior. Eventually, when they grow up and have their own companies they treat their employees differently, which brings to differences in coworkers' interpersonal relationships.

Croatia's people agree in a few things such as low wages, inequality, educational system etc., social

Figure 2 Shifting wealth, social cohesion and development: A simple framework



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## School equipment in Croatia



Picture 1.1 Different instruments of the collection of physical instruments

These are pictures of different instruments used during the physics lectures throughout the years. They belong to the collection of physics instruments of the school, which was revised in 2006 and all the faulty instruments were removed. After the reformed gymnasium programme, "Thunove osnove" (Thun's fundamentals), came into effect, the gymnasium started getting lots of different equipment, among which was the collection of physics instruments too. The school library was well off even before, but in 20 years the number of books in it grew from 578 to 2813. The city community was helping to fund the school and was often giving different equipment. Each collection had been being taken care of by either a teacher of a certain subject or by a guardian of a collection. The physics and the history collection was started in 1852/53. In 1970, the physics collection had 112 different instruments, while the biological collection had 2448 different rocks, 460 different plants, and 851 different animals. Most of these were donations. There was also a big collection of various types of coins. At the school's 300<sup>th</sup> anniversary, a water supply system was introduced, which significantly helped in both the hygiene of the students and teachers, and in the carrying out of different experiments. Today, while it was revised, the collection is not used as much as before, but some other tools, such as simulations like PhET, are being used more and more by the day, and are significantly cheaper to acquire. In fact, all you need to use them during lectures is access to the Internet.

**Croatia\_Education2.pdf**

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Prva Gimnazija Varaždin

Lara Hrašćić

Organisation of time, efficiency, competition

**Croatia\_Economy3.pdf**

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## Textile industry in Croatia

## Migration in Croatia: a poem written by Croatian author Petar Preradović in 19th century

Migration is, by definition, movement of people from one place to another. There are two key migration terms: immigration (when someone enters a country) and emigration (when someone leaves a country). Migration can have impact on the place left behind and on the place where migrants settle down. In order to represent migration in Croatia and Varaždin, I will use a literary document which is a poem written by Croatian author Petar Preradović. Poem is written in 1851.

**Ribice, Petar Preradović**

Ribice lude hodite amo,  
Ribice kuda bježite tamo!  
Meka je sladka udica tanka,  
A živjet krasno na zemlji vanka.  
Ribicam ovdje ljuska se snima,  
Bojnog oklopa netreba njima,  
Jer svatko živi s njimi u miru,  
Bogci i bogati stol im prostiru.  
Svatko im gleda pribavit slasti,  
Mjesto u vodi plove u masti.  
Ribice lude kušajte samo  
Kako je ovdje bolje nek tamo.  
Kušajte jednom, tako mi sreće  
Znam da nijedna vratit se neće!

This poem describes political situation in 19<sup>th</sup> century in Croatia. "Ribice" (fishes) are representing people who emigrated from Croatia and immigrated in more developed countries (mostly in United States). Lyrics in this poem are describing Pull factors in states where Croatian people were immigrating.

Today, situation in Croatia isn't really different from situation in 19<sup>th</sup> century. Varaždin isn't part of Croatia from where people are rapidly emigrating, like from Slavonia. People are emigrating from Varaždin because they are searching for better paid jobs and better work conditions. People from Varaždin emigrate in more developed cities like Zagreb and Rijeka, or in more developed Western European countries. Emigration increased in 2013., when Croatia entered European Union. In between 2001. and 2015., from Varaždin county emigrated 40408 people.

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**Living conditions in Croatia**

Statistically looking, living conditions in Croatia have improved greatly since the second half of the 20<sup>th</sup> century. During the 1960s in Croatia only 9,5% households owned a car, while now 64,8% households own a car and 12,5% of them own a second car as well. In the past, 20,2% of the families owned a gramophone, 6,2% owned a telephone and only the families who lived in cities owned telephones and already 31,5% families owned a TV. Today, 37,5% households own a dishwasher, 33,8% own air conditioning and every other household has a flat screen TV. Also, 65% households have an internet connection.

In Croatia today, costs of an average household on a monthly basis for food and beverages are 2.2800.00 HRK and housing costs amount 1.320.00 HRK. Transport costs amount for 760.00 HRK, while clothing and footwear amount for 460.00 HRK. Petrol approximately costs 10,45 HRK (per liter) and electricity costs 0,84 HRK ( per kWh). Food prices vary depending on seasonal changes in supply, point of purchase (market, supermarket or small shop) and special offers.

Here are listed some average food prices in Croatia today. A loaf of bread costs 6-8 HRK, liter of milk is 5-7 HRK, 10 eggs are 10-15 HRK, a kg of potatoes is 3-5 HRK, while a kg of apples is 6-10 HRK, a pizza in pizzeria costs 35-40 HRK and a hamburger is 15-20 HRK.



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## Living conditions in Croatia

## Urban and rural development of Croatia - representation of village life in series Gruntovcani

Stage I: Industrializations (19<sup>th</sup> century – second half of the 20<sup>th</sup> century)

Area of investigation: CROATIA

Aspect: Economy – urban and rural development infrastructure (visual document)

Life in Gruntovec

The year is 1975. Croatia is a part of a socialist state Socialist Federal Republic of Yugoslavia (SFRY). Having the policy of neutrality, Yugoslavia maintains relationships with both Western Europe and USA and developing countries. This nonalignment in Cold War period enables SFRY to develop independently of influences from both side, allowing tourists to come and natives to go when wanted.

Approximately 60% of the entire population of Croatia in 1970-s was living in rural area. Realistic representation of their life in village was shown in serial *Gruntovčani*. Ten episodes managed to combine people's mentality and relations with depiction of infrastructure. Set in village of Gruntovec in Podravina, we follow couple Dudek and Regica (photo 2) in their everyday life. In first episode we can see Gruntovec as developed and modern village, having asphalt roads built by workers' unions (working class above 18 years old building roads and other infrastructure for free) and machinery. In third episode, school closed because no one was attending it. There wasn't any need nor time for education because most children had to watch the cattle and be shepherds and then after they would inherit their parents' fields and continue with agriculture. In *Gruntovčani* there is an occurring theme of dark humor being used to additionally emphasize the situation because in that time, living in village wasn't vacation. It was hard, time consuming and even with all advancements, people were still dependent completely on weather conditions and animals. For example, in second episode deer destroys their offspring and unable to just go to the market and buy food, they are left hungry. Luckily, the community steps in and helps them so this story does have a happy ending. All of this and more caused Dudek to go find a job in Germany. Germany was at that time promised land where everyone could find job. And after WWII, cities rapidly urbanized causing the movement and creation of working sectors (meaning more working opportunities) and overall easier availability of food and shops. In Western society, new fashion of moving to rural area came, but in Croatia it was vice versa.

At the end, even Dudek decides to stay at home, as he is greeted by villagers singing "stay here". Nowadays, it's interesting to see many people moving to rural areas, when 50 years ago it was a place of slow progress and instability.

Stela Radek, 2.D

## Family planning

Before industrialization, families counted about 10 members. If family had 8 members, it would be the smallest in area. It was tradition to have as many as possible kids. The deaths of a child within the family were a part of everyday life. It was difficult for parents to take a care for such a large family. Parents usually worked in the field and children often stayed home alone, sometimes even a whole day. In that case, the oldest kid gradually took over the role of a parent and carried for little siblings when there was no parents at home. Relationships within the family do not really differ from those nowadays. The only difference is that children sometimes have had some sense of awe and their parents and never argued with them. Only difference is that today parents try to be friends with their kids, so kids today don't have that kind of awe for parents. Women got married very young, actually if they were older than 20, people considered them too old to ever get married. Men were usually older than women. With the emergence of industrialization, families massively started moving to town for better living conditions. Women started working in local factories usually as cobblers. Before moving to town, people lived modestly and the financial situations were very difficult. Children often inherited clothes from older kids in family, and even if they had money, they couldn't buy clothes because there was no goods at stores. With moving to town people received regular payments and financial situations improved. People could suddenly afford cars and going to the see. Kids were going to school and they, for the first time, had a chance to go to college. Before industrialization rarely who went on college and those people were considered unlikely for marriage because everyone knew that they won't work in a field what was tradition. In town people were educated and they knew for contraception so families reduced [family members](#). It was unlikely to have more than two kids. Women devoted to their careers, so they spent less time at home, and by that time men started participating in the household and parenting.

Elena Škrapec

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## Family planning in Croatia

## A pedagogical manual written by Milan Kobolj, Croatian teacher

## Stage I. Industrialization (19<sup>th</sup> century – second half of the 20<sup>th</sup> century)

Area of investigation: CROATIA

Aspect: School/Education - course books and teaching materials (literary document)

Milan Kobilj: Zorna obuka u pučkoj školi

"Zorna obuka u pučkoj školi" is a pedagogical manual written by Milan Kobilj and published in 1891 in Zagreb. The title of this book translated to English would sound: "A vivid lesson in public school". Milan Kobilj was a Croatian teacher and a member of Croatian pedagogical literary convocation. In his pedagogical manual he decided to explain the methods of work with children in lower grades of elementary school. Figure 1. shows front page and figure 2. shows pages fourteen and fifteen of the book.

The manual is based on dialogs which teachers should achieve with their students. Starting with an introduction, Kobilj explains the approach to working with children. In his opinion, there are five stages of processing the materials. Firstly, children have to analyse the text that teacher presented to them. Then, using the children's answers, teacher clarifies the text. On the next stage new knowledge is compared with the old one so on stage four, teacher could set definitions, which have to be strictly maintained. Finally, the knowledge should be practised, repeated and applied in everyday life. Every lesson should end with proverbs, puzzles, jokes or rhymes. Nowadays, similar methods are used in Croatia in teaching lower grade students.

Unlike in modern times, Kobilj points out the meaning of a Church and a God in the school and numerous lessons have, even small, relation to religion. He considers simultaneous repetition of the entire class the best way to learn at school. He also emphasizes the importance of field trips, which are still being encouraged today.

One of the biggest differences from the approach to working with children then and now is that lessons were based on a constant communication and questioning. Today, the dialogs that were used in public school in the ninetieth century would be considered banal. For example: "Why can't you eat an apple? Because you don't have it." Also, nowadays, teachers appreciate the explanations with "children's own words" better than strictly maintained definitions.

Although more than hundred years have passed since publishing this book, methods of work in Croatia basically haven't changed, but are modified to modern times.

Dora Kermek, 3.g

References:

Kobilj, M. (1891). Zorna obuka u pučkoj školi. Zagreb. Naklada hrvatskog pedagoškog književnog zbora.

**Croatia\_Education.pdf**

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## Changes of payment in Croatia between 1914 and 2017

In 1914 an industrial worker had 63.6 percent bigger payment than the amount of money needed for normal life. That number has decreased to 57.9 until 1930. In the decade between 1930 and 1939 it has decreased even more to 53.3 percent and the purchasing power on paper was just above the existential minimum, constantly falling. That number is just above the minimum amount of money for having a normal life. Surprisingly, the payment was decreasing more and more, the life standard kept on getting better and better. In 1939 the ratio of the biggest and the smallest payment in Croatia was 10 : 1. The standard was slowly decreasing. In 1979 the life standard has fallen to 34 percent. It remained the same until 1984. From 1984 the payment started falling even more. Life standard and payment collapsed when Yugoslavia has fallen apart in 1990 by the start of the Homeland war.

After separating from Yugoslavia, economic development in Croatia can be divided in 3 periods :

- 1) Transitional shock (1991-1993) – the level of production fell under the 2/3 of the level from the one in 1990. Real payments have fallen for 60% in less than 2 years while unemployment didn't fall as much. The negative influence had the Homeland war alongside the fight for independence.
- 2) Stabilization (1994-1999) – this period was marked with a significant rise of real payments and within 6 years the transitional fall and the fall of real payments got caught up.
- 3) Mature transition (2000-2008) – in 2000 the revival of Croatian economy began. In the beginning of the year, the payments in the public sector were cut down. Between 2000 and 2007 the average real payment was rising 2.7% per year.

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PADLET DRIVE

# Changes of payment in Croatia between 1914 and 2017

# Testimony of a Housemaid during the 19th century, France



### Testimony of a Housemaid during the 19<sup>th</sup> century

Up from 6 in the morning, I would toil until midnight. So many times a day, Madame or the children would send for me, was it only because they had their candles to blow! The baby who could not speak knew how to order : pointing his forefinger, he ordered me to go up and down the stairs. Having clothes to iron and dam, I would never enjoy a quiet moment. My sore muscles made it hurtful to walk up the stairs, yet this physical pain seemed to me more bearable than my enslavement. We would have dinner very late in the evening and the copper cookware needed to be clean thoroughly after I had put the baby to bed. On Sundays, during my couple hours of freedom, I washed my blouses. Then, I mended my stockings.

Translation of *Mémoires d'une bonne* (1908 – 1919), CRETTE-BRETON Yvonne



Source: "The five stories of the Parisian world" cartoon by Bertall, published in *Le Diable à Paris, Paris et les Parisiens, «revue comique»*, ed. Jules Hetzel. 1845.

Here is what a maid's room looked like :



#### Analysis:

The majority of the servants were employed by aristocrats and very rich individuals. They came from the countryside and provincial towns, and came to Paris in the hope of earning more money.

The above testimony tells us the daily routine of a servant. She explains us that to be a good servant one had to be discreet. You had to know how to protect the secrets of the house and learn as little as possible. The servants had to be "invisible" and available at all times. The use of the bell would facilitate this. The working day lasted from 15 to 18 hours. Housemaids had a major role because they were in charge of the maintenance on the house and the kitchen.

Thus the servants were lodged by their masters, in the apartment itself, or in the so-called "*chambres de bonne*" or "maid's rooms" in the attic on the top floor of the buildings, so as to be available at all times.

### *Germinal* by Émile ZOLA. 1885



Émile Zola (1840 – 1902)



Advertisement for the publication of *Germinal* in the magazine *Gil Blas*, November 25<sup>e</sup>, 1884

#### The writer

Émile Zola was a French novelist, playwright and journalist. He is the most famous writer of naturalism. Furthermore, he was a political activist. Indeed, he supported miner's strikes in the North of France in Anzin. Zola was nominated for the first and second Nobel Prizes in Literature in 1901 and 1902. Considered as one of the fathers of realism and for having marked his time with his writing, he is buried in the Pantheon.

#### The novel

*Germinal* is the novel of collective action, class struggle and social misery. To talk about the theme of the individual during the industrial revolution of the nineteenth century, I chose an excerpt from this work because it criticizes society and men realize that they have rights, that their life is unfair, that they deserve better. They fight for survival.

The author suggests that wage labor is a form of slavery, he reports the social movement and working conditions in mines. To describe the world of the mine in the most realistic way, Émile Zola documented himself when a large strike of miners began in Anzin (a city in the North of France). For eight days he traveled the city and he interviewed miners, portions and engineers about their daily lives. Afterward, he continued to follow the events related by the press.

*Germinal* does not only tell the story of a strike but so much more... First, the novel draws a psychosociological portrait of miners and their families at the time, namely poverty, precariousness, children's work. Zola also depicts the leisure activities in the working world such as meeting in cafés, having drinks, going dancing at balls... Furthermore, Zola paints a picture of the hypocrisy of the bourgeoisie (the upper-middle class). In fact, the directors of the mines become rich and receive large salaries, contrary to their workers who toiled in the mines.

*Germinal* is therefore a true portrait of the individual at this time since it is inspired by real facts and reports testimonies. It describes the dilapidated houses in which families pile up.

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### France\_Individual5.pdf

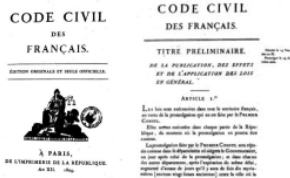
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## Germinal by Émile ZOLA. 1885, France

## Women's rights in the Napoleonic Code (1804), France

## Women's rights in the Napoleonic Code (1804)



Cover sheet and first page of the Code Civil established in 1804 under Napoléon I

**The Napoleonic Code confines women inside their homes: considered as minors, they are submitted to their fathers or husbands until 1970. Thus, the Civil Code establishes the total legal incapacity of the married woman who is considered as an eternal minor (only major for her fault).**

**Women are denied access to high school and university.  
 Women are forbidden to sign a contract or manage property.  
 Women are entirely excluded from any political rights.  
 Women are prohibited from working without their husbands' permission.  
 Women are not allowed to get their own wage.  
 Husbands control correspondence and relationships.  
 Women are forbidden to travel abroad without authorization.  
 Women convicted of adultery were severely punished.  
 Unmarried mothers and illegitimate children have no rights.  
 Married women automatically take their husbands' nationality.**

### Analysis:

During the French Revolution women died bravely, killed by the same enemies, with men on their side to defend their convictions, for example Olympe de Gouges (1748-1793). She was a politician and protofeminist. In 1791, she wrote the *Déclaration des droits de la femme et de la citoyenne*, she fought for equality between women and men. However, twenty-three years later, lawmakers denied women the same rights as men.

During a long time women were under the control of their fathers and later their husbands when they got married. It was still the case in 1804 and in many other countries in Europe. Therefore, these laws upset people who adhered to first forms of feminism.

These laws help us a lot to understand the European job market which has been deeply unequal for more than two centuries and it has left traces on the current job market. For example when we think about wages, women are paid twenty per cent less than men whereas they do the exact same jobs and it's written in the laws that they have to get the same wages.

France\_Individual3.pdf

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## Individual and collective aspects of the 19<sup>th</sup>-century "industrial revolution". 2. ACADEMIC DOCUMENT

### Rural exodus

Illustration no.1

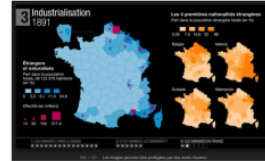
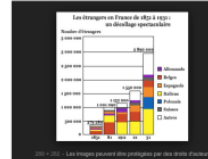


Illustration no.2



Source:

### Analysis:

Rural exodus refers to the sustainable displacement of people leaving rural areas to settle in urban areas, because of several reasons like war, economic or social crisis. This form of migration has been observed throughout human history and is still taking place on a global scale with different degrees of intensity and modalities. For example, France is one of the main urban countries where we can see an important number of immigrants.

As shown in illustration no. 1 we can see that in 1891 France had up to 317.6 thousand migrants. Most of them settled in the South East and North East because, these areas are close to the border. As we can see, Germans, Swiss and Belgians settled in the North East of France while Italians mainly settled in the South East. There is also a small portion of Spanish and Portuguese in the South West. These four nationalities represent the majority of immigrants in 1891. And among the top four countries, Belgians were the most numerous immigrants in France, the Italians came second.

In the 20th century the number of migrants increased and new foreign countries migrated to France. In illustration No. 2 we can see that Italian migrants were the most numerous, followed by the Spanish. Polish migrants didn't represent an important number of migrants and in the 20th century they were about 500 thousand. The number of German and Swiss migrants were in constant growth during the 20th century.

From the 19th to 20th century the growth of migration was multiplied by 2. This phenomenon makes France a multi-cultural country.

France\_Individual2.pdf

PDF-Dokument

PADLET DRIVE

## Rural exodus, France

## Renoir: Bal du moulin de la Galette, France

## Individual and collective aspects of the 19<sup>th</sup>-century "industrial revolution".

### 1. VISUAL DOCUMENT



RENOIR Pierre-Auguste, *Bal du moulin de la Galette*. 1876. Oil on canvas (131 cm × 175 cm). Musée d'Orsay, Paris.

#### Analysis:

Renoir was a French impressionist painter and this painting is a perfect example of his style. Impressionism is the representation of fugitive impressions so it is a difficult work.

This ball is set in Montmartre, in Paris. We can see people eating, drinking and dancing. There are also benches, street lamps and one building in the background. These innovations represent the development and the industrialization of the cities thanks to the industrial revolution, that's what Renoir wanted to put forward.

*Bal du moulin de la Galette* is one of Renoir's most famous paintings. In this masterpiece, he perfectly painted the joy and the cheerfulness of these people with bright colors. Almost all the faces show a smile, which displays Renoir's determination to illustrate their joy. This painting represents the beautiful side of the industrialization of the cities, for example the *Guinguettes* that were popular cafes where people could eat and dance. *Guinguettes* were mostly outside.

However, in the 19<sup>th</sup> century, new social classes emerged: the bourgeoisie or upper-middle class, the working-class and the middle-class. Most people were gathered in the city, their lifestyle became more urban and that's why a lot of entertainment places were set up. In autumn and winter, private balls were reserved for high society. The main function of these private balls was to establish marital relations. On the opposite, *Guinguettes* were open to everyone who could afford the entrance. They became a real institution, a place of egalitarian and democratic sociability where everyone could fulfill their desire to dance.

Today, some of these "guinguettes" have been renovated and are still open. A few things have changed compared to the 19<sup>th</sup> century, except modernity. Furthermore, these places are dedicated to the discovery of ballroom dancing for the youngest and for having fun. The split of social classes are as present as before. People are still segregated according to their social background (for example: the poorest classes tend to live in ghettos in the suburbs, while upper classes live in expensive places located in town centers). Finally, Montmartre is still a place of entertainment and has become one of the most touristic places in Paris.

France\_Individual.pdf

PDF-Dokument

PADLET DRIVE

## Education and society during the 19<sup>th</sup>-century "industrial revolution".

### 5. OFFICIAL DOCUMENT

#### Charter of Amiens – October 1906

The Confederation's congress of Amiens confirms Article 2 as foundational of the CGT. [1] Outside of all political schools, the CGT groups together all workers conscious of the fight to be carried out for the disappearance of the salaried and of employers.

The Congress regards this declaration as a recognition of the class struggle which, on the economic plain, sets the workers in revolt in opposition to all forms of exploitation and oppression — material as well as moral — put in place by the capitalist class against the working class.

The congress clarifies — by the following points — this theoretical assertion.

In daily protest work the union pursues the coordination of working class efforts, and the growth of the well being of workers, through the carrying out of immediate improvements, such as the diminution in work hours, the increase in salaries, etc. But this task is only one side of the work of syndicalism: it prepares complete emancipation, which can only be fulfilled by expropriation of the capitalists; it advocates as a method of action the general strike; and it considers that the union, today a resistance group will be, in the future, a group for production and redistribution, the basis of social reorganization.

The Congress declares that this double task, daily and in the future, flows from the situation which weighs on the working class, and which renders obligatory for all workers — whatever their opinions or their political or philosophical leanings — membership in that essential group that is the union.

In consequence, as far as it concerns individuals, the Congress asserts the complete freedom for union member to participate — outside of his corporate grouping — in those forms of struggle that correspond to his philosophical or political concepts, limiting itself to asking him in exchange to not introduce into the union the opinions he professes outside it.

As far as it concerns organizations, the Congress declares that in order for syndicalism to achieve its maximum effect, economic action must be carried out directly against the bosses, the confederated organizations not having to involve themselves, as a union group, with parties and sects that can, outside and alongside, pursue social transformation in complete freedom.

This motion was signed by:

Marie Francois, typographer; Cousteau M., gardener; Ménaud Ludovic, tileworker; Chazeaud Jules, boilermaker; Bruon C, building worker; Ferrer Louis, locksmith; David Eugene, plasterer- painter; Latupic Jean, metalworker; Merheim Alphonse, metalworker; Dedevalle Paul, metalworker in precision instruments; Bled Jules, gardener; Pouget Emile, coachman; Tabard Etienne, deliveryman; Bouquet Amédée, baker; Monclard, baker; Mazard Jacques, coachman; Bruan Joseph, mechanic; Garnery Auguste, jeweler; Laquet Alexandre, hairdresser; Dret Henri, cobbler; Merzet Etienne, miner; Lévy Albert, employee; Thil G., lithographer; Ador Paul, agricultural worker; Yvetot Georges, typographer; Delzant Charles, glassmaker; Galantini Henri, tinsmith; Tarpin H., driver; J. Samary; Robert Charles, tanner; Bonnet Jules, lumberjack; Hevier Pierre; Dhaoge Charles, weaver; Richer Maurice, shoe worker; Laurent L. Bourse du Travail; Devliar, courier; Bastien, textile; Morel Léon, commercial employee; Sauvage, metal molder; Gauthier Henri, boilermaker

Source: Charter of Amiens. Translated by Mitch Abidor. In <https://www.marxists.org>. (March 2018)

#### Analysis:

The Charter of Amiens is a text defining theoretically the different goals of French unionism. Today it is still relevant. French unionism is totally different from the British or the German ones. This document is particularly relevant because it talks about the period when all the French trade unions joined around a single motion.

This motion firmly asserts the independence of trade unions from oppressive state intervention and abusive employers, and also from any political party. The charter strongly proclaims the ultimate goal of unionism, that is, fighting against current oppressors and regulating deal against the actuals oppressors of their period, and to regulate workers' lives.

France\_Education6.pdf

PDF-Dokument

PADLET DRIVE

## The Charter of Amiens, France

## A text written by a child worker and corrected by his foreman, during the 19th century - France

Education and society during the 19<sup>th</sup>-century "industrial revolution".  
4. TESTIMONIAL DOCUMENT

Testimony of a child worker

The sectors which mainly exploited child labor were the textile industry, clothing and tobacco. The textile and clothing factories used 8-to-9-year-old children because they were small and could easily sneak under machines. Cigar factories also resorted to cheap child labor and made children roll cigars – a perfect job for small hands and not too difficult physically. However, working hours were long (10 to 12 hours a day, 6 days a week!), physical safety was nonexistent, and «foremen» did not hesitate to beat the children when productivity was not enough. The education of these young children remained precarious, and even nonexistent in the families of workers, the necessity they already had at their age to bring some money to their family prevented them from going to the school. We then found ourselves in a vicious circle of illiterate people who could find no other work but harsh labour in factories. It was a form of economic slavery...

Source : a child worker, corrected by his foreman, 19<sup>th</sup> century.

Analysis:

This document is a text written by a child worker and corrected by his foreman, during the 19<sup>th</sup> century. I think this document is really relevant because the child denounces and explains the exploitation of children in factories during the industrial revolution. He qualifies it as «economic slavery» by describing their working conditions.

Like all testimonial documents, this written record is unique. This text is particularly interesting because it was written by a child. Besides, it deals with the French job market that used children workers in different factories because they were more "profitable". At that time, there were a lot of testimonial documents which speak about the working conditions of employees in factories. These records also show that kids were badly treated and were always considered as inferior. As it is revealed in this testimony, they were less paid than adult workers even though, just like them, children worked very hard for long hours. Therefore, child labour was a source of profit for factories and for the French market too.

Finally, this document helps understand the European job market and in particular the French market because it shows progress in society with the end of child labour in factories and of children's illiteracy thanks to the laws of Jules Ferry (Minister of Public Education) establishing free, mandatory and secular education during the 1880s and the Duruy Law dealing with education for girls. Thanks to these laws, the number of kids attending school increased tremendously (from 2 million pupils in 1830 to 6 million pupils in 1880). Like this, children could study at school and learn the three Rs (reading, writing and arithmetic) and then climbed up the social ladder by having a better-paid job thanks to education. A better-educated society also develops the job market and in the end, is beneficial for the European market in general.

France\_Education5.pdf

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PADLET DRIVE

Education and society during the 19<sup>th</sup>-century "industrial revolution".

3. LITERARY DOCUMENT

Paris Spleen by Charles BAUDELAIRE. 1869

"Plaything of the Poor"

(Original title : "Le Joujou du pauvre" in *Le Spleen de Paris*)

I will give you an idea for innocent entertainment. There are so few amusements that are without guilt!

When you leave in the morning with the intention to stroll through the large streets, fill your pockets with small inventions, — those paper puppets moved by a single thread, the anvil-beating blacksmiths, the rider and his horse whose tail is a whistle — and along the cabarets at the foot of the trees, give the toys in homage to the unknown children and poor that you encounter. You will be able to see their eyes widen immeasurably. At first, they will refuse to take it; they doubt their good luck. Then their hands will grip strongly at the gift, and they will flee from you like cats that take the morsels you have given them and eat far away, having learned to distrust man.

The whiteness of a lovely sun-beaten house appears from behind the gate of a large garden on a road. There, there is a beautiful and well-kempt child, dressed in coquettish country styled clothing. The luxury, recklessness, and the habitual spectacle of wealth, makes these children appear so lovely that one would think them crafted from something different than the children of mediocrity or poverty.

Lying on the grass beside him is a splendid plaything, looking as fresh as its master: varnished, gilded, and costumed in a purple dress covered in feathers and glass beads. But the child does not occupy himself with his preferred toy. Instead, here is what he watches :

On the other side of the gate, on the road between the nettles and the woods, there is another child. An impartial eye would discover beauty in this dirty, spindly, and sooty child — using the eyes of a connoisseur to discover the ideal paints beneath the veneer of an outcast, and applying the repugnant patina of misery on their canvas.

The two worlds of the large street and the mansion are separated between a symbolic barrier. The poor child gives the rich one his favorite toy, who avidly examines it like a rare and unknown object. However, this toy, that the slovenly child had irritated and agitated through shaking in its gated box, is a live rat. Undoubtedly, his parents thriflily captured the plaything themselves.

And the two children laugh beside one another as brothers, with teeth of an equal whiteness.

Plaything of the Poor. Translated by Kristen Theresa Kelly. In <https://kristentheresakelly.wordpress.com/>. February 24, 2014

Analysis:

"Plaything of the poor" is an apologue which is full of antitheses. The text highlights contrasts and oppositions inherent in 19<sup>th</sup>-century France (the bourgeoisie and the working-class ; wealth and poverty). Thus, the well-to-do child comes from a bourgeois family as we can read : "rich child" or "the habitual spectacle of wealth", as opposed to the "other child", "the poor child" who probably comes from a working-class family. The wealthy child lives in a luxurious mansion, behind the gate of a "lovely sunbeaten house". He is locked up in a protected and secluded place, safe from any danger. On the opposite, the poor child is on "the other side of the gate, on the road". His house is not described because of its mediocrity. So we can say that the gate symbolises the barrier which separates these two opposite environments : "The two worlds of the large street and the mansion are separated between a symbolic barrier". Inside the gate the "fresh" child enjoys a wealthy and easy life, while outside the gate the "dirty, spindly, and sooty child" lives in precariousness, destitution and indigence.

France\_Education4.pdf

PDF-Dokument

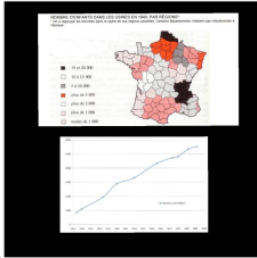
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"Plaything of the Poor" by Baudelaire, France

Child work and education in France in the 19th century

Education and society during the 19<sup>th</sup>-century "industrial revolution".  
2. ACADEMIC DOCUMENT

Child work and education in France in the 19<sup>th</sup> century



Source doc n°1 : Revue des Deux Mondes : "Le travail des enfants à Paris" ("Child work in Paris"), Léon Faucher, November 1844.  
Source doc n°2 : "Augmentation des effectifs scolaires au cours du XIX siècle (en milliers)". ("Rise of the number of children attending school throughout the 19<sup>th</sup> century (in thousands)". In <http://www.crdp-strasbourg.fr>, Nicolas Schneck, 2012 (March 2018)

**Analysis:**

This document is a map and a graph representing the number of children in factories in 1840 and the evolution of pupils in France from 1815 to 1890. This document is the most relevant for me because we can see that the number of kids in school is uneven and depends on the number of children in factories in the different regions of France. The map shows that kids, being more «profitable», were used in a lot of factories, especially in the North of France and in the Alps. At the time, coal mines were mostly located in the North and the largest factories in the metal industry were in the South-east. Because of factory work, French children from the working-class couldn't go to school, contrary to some regions in France or countries in Europe. A lot of maps and statistics from the 19<sup>th</sup> century show the evolution of the number of children attending school and in factories. Also, children were not only used in France but also in some countries where families were poor. Children had to work to help their parents so they could not go to school. The children who lived in rural areas generally helped their parents, who were farmers, with the farm.

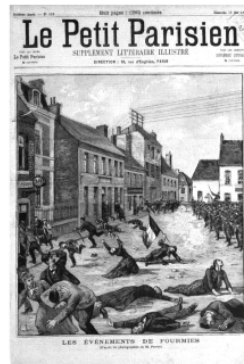
Finally, this document helps us understand the European market and especially the French market because we can see that since 1815 the number of pupils in France has grown dramatically, especially since the early 1880s, thanks to the laws of Jules Ferry (Minister of Public Education) in 1881 and 1882, which established free, mandatory and secular education. After this reform, children left factories to get an education, changed their social class and thus developed the French job market by having different jobs as jobs where we needed to know how to read (secretary, teacher or lawyer).

France\_Education3.pdf

PDF-Dokument

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Education and society during the 19<sup>th</sup>-century "industrial revolution".  
1. VISUAL DOCUMENT



Le Petit Parisien, May 17<sup>th</sup>, 1891

**Analysis:**

This document is the cover of a famous French newspaper "Le Petit Parisien", which was published on 17th May, 1891. It is a graphic representation of a photo. This document shows the important event which took place on 1st May, 1891 when a group of pacific demonstrators were attacked by the French troops in Fourmies – an industrial city in Northern France.

During the industrial revolution the working day was very long. Workers would work 12 to 15 hours a day and six days a week. On May 1<sup>st</sup>, 1891 (first celebration in France of the International Workers' Day), workers in Fourmies peacefully demonstrated to ask for the eight-hour day. French troops were sent and shot with real bullets, which killed nine demonstrators and wounded thirty-five of them within 45 seconds. This tragic event generated much emotion throughout the country and was largely covered by the press. Afterwards songs and books were written about the dead to show the injustice of the situation.

This document helps us to understand the European market because it shows how labour laws have improved over time and the importance they can have on our lives. It also shows that demonstrations can be meaningful for an entire country and have a big impact on people's minds.

France\_Education2.pdf

PDF-Dokument

PADLET DRIVE

**French newspaper "Le Petit Parisien"**

**Extract from an article written by Professor Alain Faure, about the working and living conditions of bricklayers in Paris**

## Education and society during the 19<sup>th</sup>-century "industrial revolution".

### 4. TESTIMONIAL DOCUMENT

In 1843, I went to Paris. Paris : a mason's paradise. And God knows it is true. What a change with Morvan! What a change with Bourgoigne!

It was under the reign of Louis-Philippe, in the times of fortifications, on which I worked for two years. We earned three francs a day, we had fatty soup and a piece of beef in the morning, fatty soup in the evening, some good bread [...]. Five or six of us slept in a single room, but what a room! and what a bed! For example, we spent little, one franc a day, at the most (...). We were tired before we could do anything(...).

And we worked on Sundays, and we are not made of iron and we need some rest, it upset all the ideas of my youth. Also, I was struck when some misfortune happened and was very much like God's punishment and a lesson for others. That was more than fifty years ago, yet I can still see these four unhappy comrades who were crushed at once, under a block of white stone, on beautiful Easter Day. It was necessary to submit though, or be fired.

[In 1846] I went away with my father, who urged me to turn to cement.

The cementer does not do much more than repair. In Paris it is in the sewers, and as this work is very painful and unpleasant, he earns much more than the ordinary bricklayer. I did this job twenty-three or twenty-four years.

Have you heard about the sewers? It is a second Paris, this one underground.

About every street has its sewer[...]. In all these filthy rivers runs rank, dirty and foul water, which carries along all kinds of nameless stuff, the mud of the streets, blood and remains from slaughterhouses, garbage from latrine pits, kitchen waste, etc, etc, [...]. That's where I lived for more than twenty years, in this poisoned atmosphere, in the middle of these deleterious gases[...]. Our breasts resisted better than iron, for these gases oxidized the coins we had, so much oxidized that I often saw the wine merchant refuse a twenty-cent coin, black as it was.

You, bricklayers of Creuse who dream of Paris, believe me: rather stay in the provinces and the countryside if you can. It is better not to earn so much and not to suffer so much, and not shorten your lifetime.

And you, factory and mill workers, you undoubtedly breathe poor air and you are not happy. Yet, can this atmosphere in which you live compare to that of Paris sewers[...]?

Translation of: "Souvenirs d'un maçon de la Creuse, par le Solitaire", FAURE Alain. In Recherches contemporaines, n° 3, 1995-1996, p. 161-191.

#### Analysis:

This document is an extract from an article written by Professor Alain Faure who wrote about the working and living conditions of bricklayers in Paris in the 19<sup>th</sup> century. This text is an original testimony of a bricklayer who left his village in the countryside and worked in Paris for more than twenty years. There were also many immigrants in town because of the industrial revolution, these workers were paid by the day and very badly. They were constantly exposed to work accidents, they worked everyday even on Sunday, under the total authority of employers.

In the 19<sup>th</sup> century, urban planning and urbanization developed, such as with the construction of sewers. For these bricklayers, Paris was the city of success and money. The difference between what they thought and reality was huge, because working and living conditions were very difficult in Paris. But in this testimony, the bricklayer is successful, he succeeds in that life, even if he is not his own employer.

France\_Education.pdf

PDF-Dokument

PADLET DRIVE

## The Joint Stock Companies Act – July 17th 1856



The "Corps législatif" (*Legislative Body*) was the lower house of the French legislature established by the Constitution of 1852. The 1852 constitution became the basis for the creation of the French Second Empire.



Pierre-Célestin Latour-Dumoulin (deputy from 1853 to 1870)

#### Analysis:

The Joint Stock Companies Act passed on July 17th 1856 (*Loi sur les sociétés en commandite*) was essential in the 19th Century. This law dealt with joint-stock companies<sup>1</sup>.

The Industrial Revolution permitted the development of many companies. These companies needed stable dividend income and legal private investment to make profits in the long term. Yet, some companies lied and made illegal investment. Thus, in order to avoid fictitious dividends and illegal investment, the government had no choice but to pass a law and resort to criminal sanctions.

This law on joint-stock companies was passed thanks to MP Pierre-Célestin Latour-Dumoulin. Indeed, he was a lawyer and journalist before being elected *député* (Member of Parliament). A lot of people knew and trusted him and he had a lot of influence over other deputies. Therefore, he could encourage other deputies to vote the law.

I really think that this law represents an important issue of the Industrial Revolution and its economic aspect. Many big factories and also little companies were built in this time so laws had to be implemented to maintain those new companies and factories legal. Obviously, a lot of laws were passed and implemented, not just this one. Today, the law of July 17th 1856 has been amended but it's always really important in a factory.

1. A joint-stock company is a company whose stock is owned jointly by the shareholders (*Oxford Dictionary*)

France\_Economy4.pdf

PDF-Dokument

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## Joint Stock Companies Act, France

## The Ladies' Paradise by Zola - the birth of Parisian department stores in France

## Economic aspects of the 19<sup>th</sup>-century "industrial revolution".

### 3. LITERARY DOCUMENT

*The Ladies' Paradise* by Émile ZOLA. 1883  
Extract from chapter 9.  
(Original title : *Au Bonheur Des Dames*)

"Mouret's unique passion was to conquer woman. He wished her to be queen in his house, and he had built this temple to get her completely at his mercy. His sole aim was to intoxicate her with gallant attentions, and traffic on her desires, work on her fever. Night and day he racked his brain to invent fresh attractions. He had already introduced two lifts lined with velvet for the upper storeys, in order to spare delicate ladies the trouble of mounting the stairs. Then he had just opened a bar where the customers could find, gratis, some light refreshment, syrups and biscuits, and a reading-room, a monumental gallery, decorated with excessive luxury, in which he had even ventured on an exhibition of pictures. But his most profound idea was to conquer the mother through the child, when unable to do so through her coquetry; he neglected no means, speculated on every sentiment, created departments for little boys and girls, arresting the passing mothers by distributing pictures and airballs to the children. A stroke of genius this idea of distributing to each buyer a red air-ball made of fine gutta-percha, bearing in large letters the name of the shop, and which, held by a string, floated in the air, parading in the streets a living advertisement.

But the greatest power of all was the advertising. Mouret spent three hundred thousand francs a year in catalogues, advertisements, and bills. For his summer sale he had launched forth two hundred thousand catalogues, of which fifty thousand went abroad, translated into every language. He now had them illustrated with engravings, even accompanying them with samples, gummed between the leaves. It was an overflowing display; *The Ladies' Paradise* became a household word all over the world, invading the walls, the newspapers, and even the curtains at the theatres. He declared that woman was powerless against advertising, that she was bound to follow the crowd. Not only that, he laid still more seductive traps for her, analysing her like a great moralist. Thus he had discovered that she could not resist a bargain, that she bought without necessity when she thought she saw a cheap line, and on this observation he based his system of reductions in price, progressively lowering the price of unsold articles, preferring to sell them at a loss, faithful to his principle of the continual renewal of the goods. He had penetrated still further into the heart of woman, and had just thought of the "retours," a masterpiece of Jesuitical seduction. "Take whatever you like, madame; you can return the article if you don't like it." And the woman who hesitated was provided with the last excuse, the possibility of repairing an extravagant folly; she took the article with an easy conscience. The returns and the reduction of prices now formed part of the classical working of the new style of business."

*Delphi Complete Works of Emile Zola*. Delphi Classics; 2<sup>nd</sup> edition. December 4, 2013

#### Analysis:

In *The Ladies' Paradise*, we see the birth of Parisian department stores which took up an important economic place. Indeed, these stores introduced a new way of buying and selling for people. The novel presents the birth, development, financing, organization, and sales processes of a fine Parisian department store called "Au bonheur des Dames" – largely inspired by "Le Bon Marché", the first ever modern department store, remodeled by Boucicault in 1852. In Zola's novel, we can also see the appearance of large scales and low prices. Moreover, mail order was a new way to consume.

In the nineteenth century, great works were done in Paris, creating big Boulevards and open spaces. At the same time, department stores were being built. On very large surfaces and on several floors, these modern stores offered a large variety of products and new services (such as reading-rooms, bars, exhibitions...). They stores met the demand of the growing bourgeois population and offered fixed-price goods, created in industrial quantities. A trade policy implemented with the help of advertising pushed women to buy.

## France\_Economy3.pdf

PDF-Dokument

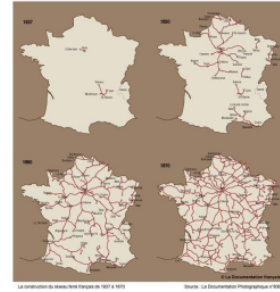
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## Railroads in France

## Economic aspects of the 19<sup>th</sup>-century "industrial revolution".

### 2. ACADEMIC DOCUMENT

Rail expansion in France from 1837 to 1870



Source : Documentation photographique n°8061 : La première industrialisation (1750-1880). In <http://www.ladocumentationfrancaise.fr>. Nadège Sougy, Patrick Verley, 05/05/2008 (03/2018)

#### Analysis:

This document draws our attention to the expansion of railroads in France in the 19th century. At this time, it was the industrial revolution and the working class appeared. Assembly-line work was implemented.

Railroads were created in England, and in France they appeared in 1828 in Saint-Etienne. Thanks to the railway, products that were manufactured in factories could be transported faster and in larger numbers. Railroads made the transport of people and goods easier. The document shows that they were not much developed before 1840. The railway connected all the major cities in 1870. Six big companies shared the market. Of course, coal was needed to run all these trains. Coal played a major role in industrialization. Indeed, burning coal made the steam engines work. As a result, the regions where coal was available became big industrial centers (such as the Northern region and Lorraine in the north-eastern France).

The 19<sup>th</sup> century witnessed the birth and rise of labor unions throughout Europe. At this time working conditions were very painful and to increase production many children were sent to work from a very young age. In France, since the revolution, all the professional associations had been forbidden. Therefore, workers and craftsmen could not defend themselves, and workers' upheavals were numerous and very violent. Many unions espoused socialism and unions were allowed in 1884 under the Third Republic.

## France\_Economy2.pdf

PDF-Dokument

PADLET DRIVE

## Van Gogh: Factories, France

Economic aspects of the 19<sup>th</sup>-century "industrial revolution".  
1. VISUAL DOCUMENT



VAN GOGH Vincent. *Factories at Asnières seen from the Quai de Clichy*. 1887. Oil on canvas. Saint Louis Art Museum, Saint Louis, Missouri, USA.

Analysis:

Van Gogh (1853-1890) was born in the Netherlands but settled in France as a painter. Unknown at his death, he is now considered as one of the greatest artists of all times. He belonged to the impressionist artistic movement. At the beginning, this movement was mostly despised. Yet, it quickly became one of the most influential movements in 19<sup>th</sup>-century painting, not only in France.

Since his youth, Vincent Van Gogh had an interest in art and he had the chance to see the industrialization of Paris which greatly inspired him. Indeed, he described the process in many of his paintings, such as *Factories at Asnières seen from the Quai de Clichy*.

In this painting we can see a contrast between the factories in the background which represent innovation and the fields in the foreground which symbolize the rural world. This opposition conveys a vision of the 19<sup>th</sup>-century Industrial Revolution and the way it changed how people worked. Indeed, before industrialization, people bought what they needed from craftsmen.

The development of factories and machines permitted to make a lot of products in little time, and therefore cheaper products. From then on, people started to buy manufactured products. Consequently, a lot of craftsmen had no choice but to work in factories and to leave their talent aside. That's how the way to work changed in this time. Moreover, even the pollution created by factories can be seen in this painting. It gives us a realistic representation of the poor side of industrialization, without mentioning the development of trains which also led to a lot of pollution.

**France\_Economy.pdf**

PDF-Dokument

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**Italy\_economy\_3.mp4**

von Kristina Orsic Manojlovic

GOOGLE DRIVE



**Changes of the work in the past - Italy**

IN THIS PRESENTATION I WILL TALK ABOUT THE CHANGES OF THE WORK IN THOSE YEARS.



**Italy\_Economy4.pdf**

PDF-Dokument

PADLET DRIVE

**Poetry on coal - Italy**

**History of education in Italy**

**Italy\_Education (1).pptx**

von Kristina Orsic Manojlovic

GOOGLE DRIVE

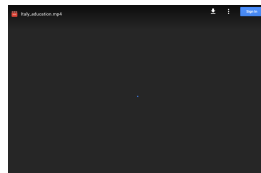


**Interview about education in the past in Italy**

**Italy\_education.mp4**

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**Italian economy**



## Poesia sul carbone

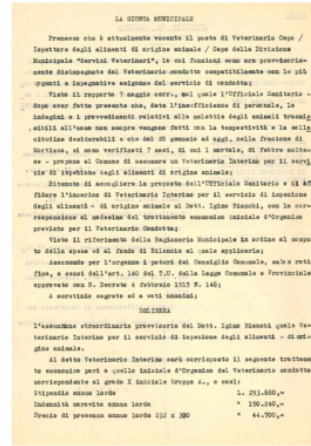
Un lavoratore fornisce abbondantemente agli altri ciò di cui necessitano ed essi gli procurano ampiamente ciò di cui necessita, e una generale abbondanza si diffonde attraverso tutti gli strati della società. Osserva la sistemazione del più comune artigiano o lavoratore giornaliero in un paese civile e fiorente, e ti accorgerai che del numero di persone della sua industria una parte, sebbene una piccola parte, che è stata impiegata per procurargli questa sistemazione, eccede ogni calcolo. Il capotto di lana, per esempio, che copre i lavoratori giornalieri, grossolano e grezzo come può apparire, è il lavoro congiunto di una gran moltitudine di lavoratori. Il pastore, lo sceglitore, il pettinatore di lana o il cardatore, il tintore, il filatore, il tessitore, il lavatore, il sarto, con molti altri, devono tutti unire i loro differenti mestieri al fine di completare anche questo prodotto casalingo. Quanti mercanti e trasportatori, inoltre, devono essere impiegati nel trasportare i materiali da alcuni di questi lavoratori ad altri che spesso vivono in parti molto distanti del paese. Quanto commercio e quanta navigazione in particolare, quanti costruttori di navi, marinai, fabbricanti di vele e di funi devono essere stati impiegati al fine di mettere insieme le diverse sostanze usate dal tintore che spesso vengono dagli angoli più remoti del mondo! Che varietà di lavoro è anche necessario per produrre gli utensili del più umile di quei lavoratori! Per non parlare di quelle macchine complicate come la nave del marinaio, la fabbrica del follatore, o perfino il telaio del tessitore, consideriamo solo quale varietà di lavoro è richiesta per costruire quella semplicissima macchina, le cesoie con le quali il pastore tosa la lana. Il minatore, il costruttore delle fornaci per la fusione del minerale, il tagliaboschi, il bruciatore di carbone per far funzionare le fornaci, il produttore di mattoni, il dispostore di mattoni, i lavoratori che supervisionano la fornace, il riparatore di mulini, l'operaio della cucina, il fabbro devono tutti mettere insieme i loro differenti mestieri al fine di produrre questi. Dobbiamo esaminare allo stesso modo tutte le diverse parti del suo abito la mobilia di casa, la ruvida canottiera che indossa sulla pelle, le scarpe che coprono i suoi piedi, il letto in cui dorme, e tutte le diverse parti che lo compongono, la grata di cucina su cui prepara i suoi viveri, il carbone di cui fa uso per questo scopo, scavato dalle viscere della terra e portatogli forse attraverso un lungo trasporto per mare e per terra, tutti gli altri utensili della sua cucina, tutta l'apparecchiatura del suo tavolo, i coltelli, le forchette, i piatti di coccio o di peltro sopra i quali egli serve e divide i suoi cibi, le differenti mani impiegate nel preparare il suo pane e la sua birra, le finestre di vetro che lasciano penetrare il caldo e al luce, e isolano dal vento e dalla pioggia con tutte le conoscenze e i requisiti del mestiere per preparare quella bellissima e felice invenzione senza cui queste parti nordiche del mondo avrebbero potuto scarsamente procurare un habitat confortevole, insieme con gli utensili di tutti i diversi lavoratori impiegati nel produrre queste diverse comodità; se noi esaminiamo, io dico, tutte queste cose, e consideriamo quale varietà di lavoro è utilizzato per ciascuna di esse, saremo coscienti che senza

Italy\_Economy3.pdf

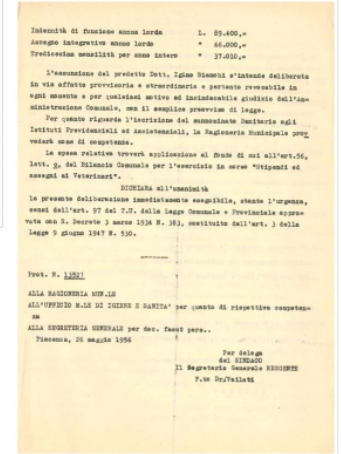
PDF-Dokument

PADLET DRIVE

## Erasmus



This is a document about the provisional assignment of a job as a chief veterinarian in a slaughterhouse. The document concerns annual tasks and salary.



Italy\_Economy1.pdf

PDF-Dokument

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## Job ads in the past - Italy

## Education and social control in Italy

The massive illiteracy in Italy constituted a general situation of profound economic and social backwardness. Meanwhile, the hegemony of the groups of liberalism moderated in the 20s for the schools of mutual teaching (we used the boys, advanced to help those who needed) and kindergartens by Aporti.

Opportunity for mass literacy for the purposes of social control grew against the fight against illiteracy. The need to unify linguistically and culturally the whole peninsula was given 2 models:

The first provided for social control through ignorance.  
The second provided for social control through education.  
Of the two only the second appeared functional.

#### A SYSTEM OF FREEDOM.

The choice of a system of medium freedom had to guarantee a flat and absolute freedom. In 1859 the right to vote was granted to citizens of at least 25 years who could read and write and who paid £ 10 per year of taxes and a municipal and provincial law with which the mayors were elected.

Around 1848 Carlo Boncompagni together with Minister Cibrario saw the school as a "basic school" and not as a preparatory level for subsequent studies as the Casati law later affirmed. In this period the precarious condition in which basic education was maintained and teacher training is very important. As a measure to this situation, the Mamiani regulation was issued in 1860, which provided for healthy schools, with lots of light, quiet and decent places.

CASATI LAW. It was based on some principles, such as compulsory, free, the uniqueness of the elementary grade, but despite everything in Italy continued to reign the illiteracy that was more widespread in the southern regions (Sicily and Sardinia). The Casati law is given by 5 titles:

1. ADMINISTRATION was given to the minister of public education who governed teaching in all branches.
2. UNIVERSITY, has the task of introducing young people into public and private careers.
3. SECONDARY EDUCATION wants to teach young people in literary and philosophical studies. It is divided into gymnasiums (5 years) and high schools (3 years). The gymnasiums were charged to the municipalities, the high schools charged to the state.
4. TECHNICAL EDUCATION is aimed at the public service (industry, trade ..). It is also 2 degrees: free three-year technical schools (to be borne by the municipalities) and three-year technical schools that are not free of charge to the provinces.

### Italy\_Economy.pdf

PDF-Dokument

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## Interview with the business owner - Italy

### Filmato.wmv

von Kristina Orsic Manojlovic

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## Education in Italy in the past

### Italy\_education2.MOV

von Kristina Orsic Manojlovic

GOOGLE DRIVE



## Italian literature about jobs

## JOB INSIDE THE ITALIAN LITERATURE

Italy in the second half of the nineteenth century from the economic point of view is divided into two parts: While the north there were Industrial Revolution, the South still remains a agricultural country. New issues such as the uprisings of peasants and workers and the consequent repressions arise.

#### LITERATURE:

The literature is interested in the theme of the work intended as a form of exploitation and slavery (G. Verga, Rosso Malpelo).

We find the peasants represented in a land, the workers with their gruelling shifts and the life turned from the factory



### Italy\_Education (2).pptx

PowerPoint-Präsentation

PADLET DRIVE

## Infrastructure of Hannover

#### Visual documents

1854



Important buildings

### Visual documents.pdf

PDF-Dokument

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## Testimonial - working conditions in Germany

### Testimonial documents

#### **A report of working conditions**

My father was spinmeister. He was 48 years old and he worked 14 to 16 hours every day, 14 hours, from 5 a.m. to 7 p.m.; 16 hours, from 4 a.m. to 8 p.m. He worked without a break even without a lunch break. My sister or me bought him lunch, which he ate in the production hall next to the machines. He ate really really fast, gave us the empty pot back, then he carried on working. The hall was very cramped. The air was thick and full of fine dust. When I went into the hall I get dry cough. The hall was grey, filled with fog. The floor, the walls, the machines and the workers had the same colour. I saw how my father's health was deteriorating.

**Testimonial documents Germany.pdf**

PDF-Dokument

PADLET DRIVE

### **On my school the digitalization isn't the best. Our computers are way older than ten years and impossible things are expected from us. But what can we do against it?**

I am 14 years old and I am visiting school for nine and a half years now. I grew up with technology because for my parents it's very important that I know how to work with technology. But it was difficult in kindergarten and school. In kindergarten we didn't worked with technology at all and in primary school we just had an extra subject in which we just drew something with paint. In middle school we finally had a smart board but unfortunately it didn't help at all because teachers didn't know how to work with it. In 7<sup>th</sup> grade we had an IT class for a semester in which we learned basics about word and excel.

#### **Missing knowledge and high expectations**

No one ever taught me how to make a PowerPoint presentation or how to transfer a document to a pen drive. They just expect us to know and if we don't know how to work with these programs they just tell us that we have to learn it and how important it is for our exams. They say that digital presentations will also be very important in our jobs. But can it be taken for granted if no one ever taught us how to work with digital programs?

No! Most of our teachers don't even know how to work with technology. But many of our students don't know it as well. The computers in our computer room are ten years old and students can't work properly on these computers. It's like working with old school books in which are missing many pages. You can't read the pages so you can't learn anything. The only difference is that schoolbooks are replaced and computers aren't.

Students don't know how to convert their presentation into a PDF file but if they don't do it teachers will rant because they can't open it. But if we are honest the only reason the student doesn't know how to do it is because the teacher never taught it. Teachers expect things from students which they take for granted.

Of course there are teachers who know how to work with technology and teach us in their lessons how to work with digital programs. Our head boys/girls are also fighting for more digital devices in our school. What can we do to improve the situation?

#### **Improving the situation- But how?**

**Testimonial document.pdf**

PDF-Dokument

PADLET DRIVE

## **Education in Germany today**

## **Schools during the industrial revolution in Germany**



#### Official document

#### Schools during the industrial revolution in Germany

During the industrial revolution in Germany more and more people had to work with machines. Schools had to teach children how to work with these machines so they established commercial schools and technical schools in Munich and Aachen. Children should attend school when being 6 or 7 years old. Later on they could attend a professional school. Education was free until the 8<sup>th</sup> grade so that more children had the chance to attend school. After the 8<sup>th</sup> grade parents had to pay for their children's education. Children were now required to attend school but because of the poverty during that time children were just cheap workers and many of the families sent their kids to work instead of attending school. And after the 8<sup>th</sup> grade most of the children had to work because their parents hadn't enough money to pay for the further education. But even for those kids who had the chance life wasn't easy. Before going to school they had to help their parents at home and e.g. feed animals. Besides that they had a really long way to school. So they had to wake up really early. Teachers were very strict and the pupils had to be quiet during class and sit very straight. Their hands had to be folded on the table. Working on their posture was one of the most important things in school. For some young kids it was hard to sit up straight the whole day but if they didn't follow the rules teachers had the right to beat them. It was normal that pupils were hit by teachers if they talked during class, failed a test or didn't sit right.

Often schools were so small that they had to fit several classes in just one small school room. With so many children in one room learning isn't easy. Their school material was a small blackboard and chalk because most parents couldn't afford a pen and paper. The subjects also changed a bit during the industrial revolution. The children now had to learn a second language like French or English and they now had chemistry, biology and physics. In Maths they just learned basic arithmetic operations and in German they just had to learn spelling/grammar and calligraphy. German lessons mostly consisted of the teacher writing something on the board and the

#### **Testimonial document#.pdf**

PDF-Dokument

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1910: the pupils weren't allowed to talk with their neighbours and when they did, they got a penalty. They had to sit straight and calm.  
Furthermore the classes consisted of 80-100 pupils in one room, in different ages and different levels, so the teacher had to teach on many different levels.  
Most of the pupils had to go to school because there was no school bus or something like this, some of them had to walk for two hours to school.  
Compulsory education – 8 years  
Afterschool they had to help their parents in the household or the harvest.  
School was from 8 p.m. to 17 a.m. – like an all-day-school.  
Subjects in school – timetable is different from boy to girl. The main subjects were religion, reading, writing, singing and arithmetic, PE was just for the boys to prepare them for the war.  
Girls had subjects like craft or cooking.  
There was not really a complex curriculum for the students as we know it from today

If you act or say something wrong, the teacher hit the pupils with a cane or a lineal, for my grandma who was born in 1934 it was normal to get hit in school but for my mum who was born in 1963 the teachers weren't allowed anymore to hit the students. It was a job just for men, just a side job without study and you didn't get much money. Today you need to study for this job, most teachers are female and you are well paid.- social recognition

Most of these things changed and now there are several different kinds to learn new things in school.

Today the teachers want the students to think by themselves, to be creative and to prepare own ideas and critical ability. There is a huge variety to make lessons more varied. For example: working in groups, learning games and digital programs.  
You can choose between many different subjects and voluntary „Ags“ where you can learn a new sport or any other new skill at school.

It doesn't matter if you are a boy or a girl, everybody is equal and can do what he/she wants the so called: „inclusion“ wants to integrate physical or physical impaired students to participate in normal school lessons.

The certificates have a very important role today, they decide about your individual and social chances. Some politicians, teachers and educators discuss about to change this kind of Assessment and to develop a more individual assessment possibility.

The school is paid by the state, so you don't need to pay for your education, the schooltime is varied so you have still enough time for friends and hobbies, is written on some websites.

The way to learn has changed because of many different external influences; like the Internet, the developing of school forms to give the pupils moderate to work appropriately to their individual efficiency. Furthermore the educational goals have changed as well, everything is much more individual and adapted to the individual person.

In school there are much more different subjects and topics so you have the possibility to learn/work (as) whatever you want – there are so many offers.

Before 50 years you had as a woman not really the possibility to learn something like craft, it was normal that women work in the kindergarten or just stay at home. But now it gets more and more normal that women learn „man's jobs“

And now there is a new thing, too. The digital advances... today it's necessary to get a kind of digital education especially in school. There are so called iPad classes who are only learning on iPads in the internet and on special programs. Without books

#### **Testimonial document1.pdf**

PDF-Dokument

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## **Testimonial about education in Germany**

## **Factory regulation from Germany**

## Official documents

### Factory regulation

There was a Factory regulation arranging a usual working day. The Factory regulation of "Mechanischen Baumwollspinnerei J.H. Staub & Söhne" is a good example for the strict regulation in Germany in the 19<sup>th</sup> century.

#### § 6

The worker must take care of the factory's object he uses. If someone asks him for these objects and he can't show them, the worker will have to buy new ones.

#### § 7

If there is a damaged object in a room meanwhile the working hours and nobody wants to confess his guilt, all people in the room are liable.

#### § 8

The worker has to behave peacefully. Who get into an argument or an abuse gets a punishment, which is decided by the factory supervisor.

#### § 9

Further the worker gets a punishment for:

- (1) A disrespectful behaviour against the supervisor
- (2) Secrecy of unfaithfulness
- (3) High-handed change in the machines, the lighting, heating and tools.
- (4) Disturbances of other workers
- (5) Delay and absence
- (6) Carelessness with fire and light
- (7) Smoking
- (8) Making a noise

#### § 14

The wages are determined by the factory owner on the first payday of the worker. Later the owner can raise or degrade the wages, but the owner has to show it him before.

#### § 17

If a worker wants to quit his work, he has to inform the supervisor or factory owner six weeks before. If kids want to quit, the supervisor or the factory owner needs a cancelling from the parents or the legal guardian.

#### § 22

The factory owner can dismiss or not pay a worker because of:

- (1) Robbery or unfaithfulness
- (2) A fight or drunkenness
- (3) Rebellion against the factory regulation
- (4) Abuses of the supervisor
- (5) High-handed leaving work

## Literacy documents

This is a selfmade podcast by Students of mr. Czichys bilingual history class last year (2016-17):

## Official documents.pdf

PDF-Dokument

PADLET DRIVE

## Literacy documents.pdf

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## Podcast about inventions - Germany

## Living and working in Germany

**Laura Schirok – Erasmusprojekt – Living and Working**

Visual document:



**Laura Schirok – Living and Working zusammengefasst.pdf**

PDF-Dokument

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## **Industrialisation and its consequences on a social level**

(Literary Report)

Author: Pascal Reineke (German Team)

### **How it all began:**

Actually, Great Britain was the first country to experience that massive increase of productivity that we today refer to as the "Industrialisation", but since we are representatives of the german team, our focus obviously lies on what we call the "second industrial revolution". (The point where it started in the german empire at around 1850, therefore circa 100 years later).

For a big revolution there are a few requirements to be fulfilled:

- The populations growth has to be ensured
- There need to be lots of resources that (in this case germany) has direct access to (e. g. in form of mineral resources)
- and most importantly: Smart people that come up with new inventions that have the potential to cause such an event.

When the german empire got rid of aspects that interfered into that kind of progress, for Example the concept of servitudes (where peasants were dependant on landlords) and the new possibility of starting a business on your own for everyone (commercial freedom), the economy grew rapidly. That increase is based on the abundance of coal and iron in the german grounds. The fact, that the steam-engine was already invented by that time, made it a lot easier to in-and export goods via railways. Not to mention the multiplication in efficiency that came with the usage of machines instead of workers. Large factory complexes were built, that drew enormous profit with the new techniques.

As an result, the businessmen who owned these, got extremely rich. Capitalism was established, and thats where the society started to change.

### **The changes on a social level**

There was a growth from 41 Million to 67 million people in "germany" between the years 1870 and 1913. At the start of that period of time most people lived in rural areas, only about 5% in total were already settled down in the city. That changed when the citys expanded and offered more workplaces. People got attracted by the opportunity to leave their old-fashioned life for a modern

**Industrialisation and its.pdf**

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**Industrialisation and its consequences on a social level in Germany**

**Industrialisation in Germany**

- The industrialization in Germany began 100 years later than in Great Britain. The new technical inventions were unsuccessful because of various reasons. Due to the splintering of Germany in 1806 there wasn't a united German economic area.
  - Numerous customs borders
  - Numerous monetary systems
  - Numerous systems of measurement
  - Different trade policies
  - Different financial policies
- In 1815 the number of territories fell, but they couldn't form a unity.
- In 1834 Germany made the first step to an economic unity because of the foundation of the **German Customs Union**. Bit by bit most of the German states were members of this economic community. The German Customs Union reduced the customs barriers and developed a monetary union.
- The **textile production** was important as well. But work at home and handiwork were usual until the middle of the 19<sup>th</sup> century. The spinneries were mechanized earlier than the weaving mills. In the middle of the 19<sup>th</sup> century half the cotton threads were made by mechanical factories. But less than 10% of the weaving mills were mechanized. Cotton products had a great demand and the cotton mills were low-tech and a high investment capital wasn't needed. So the mechanization of the cotton mills was rapid. In 1850 Germany produced more than 30.000 tons of cotton material, but it was only a tenth of the material Great Britain produced. A lot of workers worked here, but the textile production couldn't become a leading sector like in Great Britain.
- Leading sectors were the **coal mining, the iron production and the machine production**. The locomotive had a big importance here. The locomotive was a condition for the breakthrough of the industrialization. The coal and steel industry grew moderately until the 1830s. Waterpower, wood and ore were important for these industries. Since the 1840s the blast furnaces were the basis for the pig iron production and the development of German industrial area like the Ruhr, the Saar and Upper Silesia. In 1840 the most railway trails were made abroad (especially in Belgium), but in 1860 more than 80% of the rails were made in Germany.
- In the 1850s and the 1860s Germany had the final changes to be an **industrial country**. At the world exhibition in 1871 Germany wasn't well present, but at the world exhibition in 1867 in Paris Germany showed more than 2.200 products.

**general information.pdf**

PDF-Dokument

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Organisation of work, time, efficiency, competition

Dobri Zhelyazkov and the first textile factory in Bulgaria and on the Balkan peninsula (by Aleksander Zhev)

Dobri Zhelyazkov Fotisov - Factory maker (1800 - 1865) is a Bulgarian entrepreneur who founded the first textile production in Sliven and the Balkans in the 1830s.

**Organisation of Time, Work ,Efficiency and Competition in Bulgaria(5).pdf**

PDF-Dokument

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**Organisation of work and time in Bulgaria**

**Specialisation in different jobs in Bulgaria**

## Specialisation in different jobs

The way people specialise for different jobs has changed a lot. In the past, most of the people graduated from high schools with professions. That was enough for the people because most of them didn't have money to pay for their education in university. The goal was to have any profession because there were enough places for everyone to work. After the USSR fall, many factories went down and at the end of the 90s was the big unemployment moment. A lot of people couldn't find jobs because their professions were specialised in the secondary sector of the economy which by the time was going down. Through the years, the rapid development of the tertiary sector of the economy in Bulgaria made people change their plans for career. Nowadays most of Bulgarians work in the "service" sector. The people don't think the other two sectors have future to specialise in them.

Birsen Molaahmed

### **Specialisation in Different Jobs in Bulgaria.pdf**

PDF-Dokument

PADLET DRIVE

In Bulgaria the social status doesn't matter that much. Of course there are group divisions but people aren't impressed by that. Although there are some people who are jealous to those with bigger rank. The examples are not that much. Most of the people now, don't have time to think about that- they are focused on their education or their career giving the best of them for their children's better future.

Unfortunately nowadays, there is one big division between the people with different sexuality, thanks to the older ones and their conservative way of thinking. Because of the many opinions people have, you can't really understand if there are any tries to make the situation better.

Between the women and men, there were some differences but most of them were about the education problem. The bigger difference is between the education the women have now and then. In the past (before the 21<sup>st</sup> century), everyone didn't think a woman need education- that wouldn't help her to take care for the family. So if she doesn't need it, then she won't have it. Three of four women went to school until 7<sup>th</sup> grade. My grandmother is one of these three women. After that you enter in high school to get profession. People didn't think she need a profession and that maybe she want to learn more because there come the risk that she might want to make a career. It wasn't something good because she wouldn't have time to care for the family. Thankfully the things changed. Now it's strange if you don't graduate from high school. The adults encourage you to go to university because most of them didn't have that chance.

My grandmother Mladenka was one of these three women who went to school until 7<sup>th</sup> grade. She had one brother and her parents

### **Social Status in Bulgaria.pdf**

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## **Social status in Bulgaria and Education**

## **Social cohesion and support in Bulgaria**



## Social cohesion and support

Some time ago there were famous revolutionaries. Those brave men were the so called heroes of our nation. Because of these heroes the people in Bulgaria were working as one during revolutions and when problems were arising, everyone has been working together to sort the problems. Unfortunately enough most of the revolutions and wars were not successful due to the lack of finances. Fighting as one is still better than what the situation is today. Nowadays people are not as close as they used to be, no matter whether it is some kind of political activities or national problems. The situations as presented has really changed a lot throughout the times , and sadly no one is trying to do anything about the situation.

Gabriela Vodenova

### Social Cohesion and Support in Bulgaria(1).pdf

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liberation.

#### Bessarabian Bulgarians

The modern population of Bessarabian Bulgarians settled in the region of southern Bessarabia at the end of the 18th and beginning of the 19th centuries, at the time of feudal sedition in the Ottoman Empire, and after the Russo-Turkish Wars of the period. Particularly strong waves of emigration emerged after the Russo-Turkish Wars of 1806–1812 and 1828-1829. The settlers came primarily from what is now eastern Bulgaria, but many were also descendants from the western areas of the Bulgarian homelands.



#### Banat Bulgarians

The Bulgarian Roman Catholic community in the north-western ore-mining town of Chiprovtsi and surrounding villages was possibly established in the Middle Ages by "Saxon" miners, who later migrated elsewhere or were assimilated. In 1688, the members of the community organized the unsuccessful Chiprovtsi Uprising against the Ottoman rule of Bulgaria. The uprising was suppressed due to organizational flaws and the halting of the Austrian offensive against the Ottomans. Around 300 families of the surviving Catholics fled north of the Danube to Oltenia, initially settling in Craiova, Râmnicu Vâlcea, and other cities, where their existing rights were confirmed.



These Bulgarians are some of the examples of how no matter where you live, you can keep and save your traditions. Unfortunately the migration doesn't end with them. After the falling of USSR and entering EU, it is easier to travel and move in other countries. Because of our financial and political problems, the decision to move in other country is easier to get. The young people are feeling invaluable and some of them, after finishing their degree in the university or after the high- school, move in another country. For some emigrants this decision have negative impacts, too. Most of them have to leave their families and relatives and coming back only for the holidays.

### Migration in Bulgaria.pdf

PDF-Dokument

PADLET DRIVE

## Migration in Bulgaria

## Living conditions in Bulgaria

## Living conditions

Due to the fast development of the industry new opportunities have had appeared. During the period between 1880 and 1914 a lot of the people living in the small villages have moved in the big cities where more job opportunities were presented at that time. However, as normal as it may seem, that wasn't so good for the individuals due to the poor living conditions created by this sudden and enormous change in the balance. In order for everyone to have roof over their heads, around a dozen people had to share an apartment and maybe even more. Those conditions also lead to people giving beds for rent, which nowadays seems unbelievable. That continues up to a point when even children and women were used to work, because it is well known that in the past before the industrialization, women and children were not allowed to work. The conditions, we can say, were unbearable. Even today some people struggle, and live just to end meets, which is really unfortunate. However, fortunately enough, it is expected for the country to make some slight progress, which hopefully would lead to a better living conditions.

Gabriela Vodenova

### Living Conditions in Bulgaria.pdf

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## Internships and career planning

The internships in Bulgaria depending on the region is dependable on the climate. Prime example is by the sea. During the summer Bulgaria recruits foreigners to work for the hotels in some of the seaside cities, because the foreigners are more likely to accept a low paid job, instead of the Bulgarians. Even though that sounds perfectly fine, it is not. As mentioned above, because it is on the seaside where people enjoy their holidays during the summer, that means that no one is going to visit the sea during the winter for example. That leads to no internships in that region, which leads to poor conditions in the travel industry. The internships in the capital however, are always there and good to go. They also have not really changed that much during the years. The internships in the universities are also a good way to probably start a career in the future, however it is not a 100% sure that it will happen. It used to be. But in the past, when internships were everywhere and right after university you were able to start an internship and then a career. That was somewhere around the socialism, but after that the economy got worse and the internships almost completely vanished. So to sum up everything, the internships in the Bulgaria are not so developed as in other countries, but the still exist and give you the chance to start a career. And as far as career goes, it used to be easier to have a change in your career easier before, like changing jobs, than it is nowadays, as it is better to keep your position.

Birsen Molaahmed

### Internships and Career Planning in Bulgaria.pdf

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## Internships and Career planning in Bulgaria

## Family planning in Bulgaria

## Family planning

The family planning in Bulgaria has changed a lot through the centuries. Before the 21<sup>st</sup> century, the people were getting married at young age- between 14 and 17 and the members of the family were at least 10. Most women didn't have education or the lucky ones went to school until 4<sup>th</sup> grade (enough for them to learn how to write, read and calculate). The important thing was to learn how to take care for a family. They worked on field from sunrise to sunset and most of the time, the children had to take care for themselves. As the years go by nothing has changed until 1990 when USSR fell down. Everything in the country started to change and people too. More and more people started to focus on their education. With that the families started to get smaller. Another very important factor was the political situation in the country. The number of the working places started to decrease and that's one of the reasons the people were going to university- hoping they would find a better job and didn't think of that how many members the family will have as long as the family is having enough resources to live calmly. Nowadays, most of the families are with 4 members but it can be difficult to take care for 2 children. Some people find it hard to care even for one child because most of the parents these years have only high- school education (31 586 people by 2017). A very bad trend is happening with the young people who have been to university. After they finish their education they emigrate, find job in another country and even create families there. Most of these families don't come back to Bulgaria. The only hope we can have is that the parents, in and out our country, will continue to tell the stories about their grandparents lifestyle so we don't just "delete" our history.

Borislava Borisova

### **Family Panning in Bulgaria.pdf**

PDF-Dokument

PADLET DRIVE

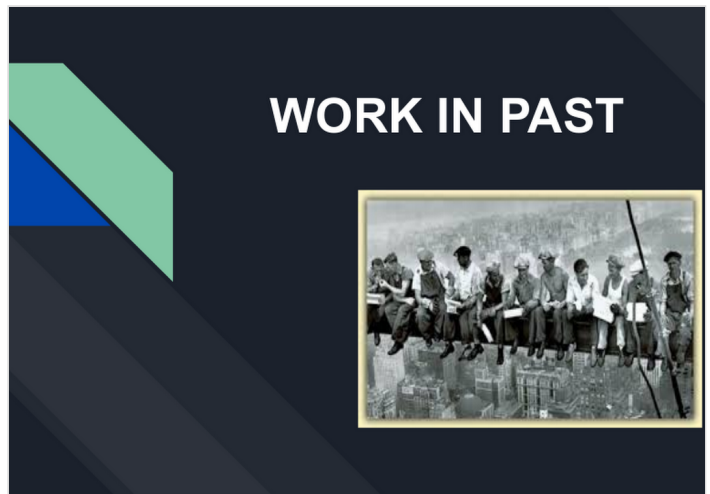


### **Parma 1 - Piccola.mov**

1:54 Video

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## **Work in Italy in the past**



### **GENERAL WORK.pptx**

PowerPoint-Präsentation

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## **ECONOMY**

## **INDIVIDUAL**

## **EDUCATION**

## **Life in Parma, Italy in the past**

## **Life in Bulgaria during communism**



### Visual Document about Bulgaria.mp4

2:50 Video

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## Education in Bulgaria

### School / Education

#### How did school prepare the individual for work?

The curriculum of Bulgarian Educational system focuses on eight main subjects : Bulgarian language and literature, foreign languages, Mathematics, Information Technologies, Social Sciences and Civics, Natural Sciences and Ecology, Music and Art, Physical Education and Sports. And the number of lessons allocated to the subjects were around 700.

Some of the first course books in Bulgaria were the ones for the kids in first grade that are used for learning the Bulgarian alphabet. And for every subject there are teaching material that help teachers during the lessons like maps for Geography, posters with English words for English lessons and etc.



Over the centuries there have been only two types of school : males and girls schools that divide the students by sex and mixed schools. But nowadays there are vocational schools that provide education related to the profession.

In Bulgaria the system of vocational education and training is preparing the citizens for realisation in the economy and the other spheres of public life by creating conditions for acquiring professional qualification and for its continuous improvement.

### Education in Bulgaria.pdf

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