

CULTURE BRIDGE

SPRING 2010
SECOND ISSUE



BERLIN
BRANDENBURG

ISTANBUL
THE BOSPHORUS



ROMA
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Zehra Güleniş

How nice to see that our project has really achieved its aims. We altogether managed to create an endless friendship and a great tie among us.

At the very beginning of the project one of my aims was to broaden my students' points of view to the other cultures.

Now I easily see that our project has done much more than this.





RADEGUNDIS B. BARRIOS

Mobility in Duisburg

"Schnell, schnell, schnell!" (Hurry up, please), these German words were the ones that every participant of the second mobility could pronounce very well after having run through the three-day-programme in our area at high speed. Of course we had been very ambitious to present as many sights as possible of our country which meant to be in a constant rush throughout the three days.

Although the visitors arrived in our autumn holidays, there were quite some students who came along to Düsseldorf Airport to receive the guests, especially those who had already established some vivid communication with the Italian and Turkish students via internet. They escorted the two groups to the school hall, where we had prepared some refreshment, typical German Christmas biscuits and cake.

"Schnell, schnell, schnell," everybody quickly learnt these words and maybe even took the corresponding attitude of velocity as a typical German characteristic. However, far from it! Our partners, especially those from Morciano were the ones who had set the pace, who had organized such a wonderful convention in Italy, full of activities, and - of course - we wanted to keep up.

We were a little astonished, though, when our proposed programme to see Cologne Cathedral, Berlin, the former industrial area of Duisburg, "Landschaftspark" the reception in the town hall - all this in three days - was approved of.

The Italian group even added more activities: they wanted to see the historic centre of Düsseldorf and audit a normal class at school.

So we accepted the challenge and tried to organize the convention as well as we could, although deep in our hearts we felt a little uncomfortable. We thought it might turn out to be a tourist tour, where only some superficial bits and pieces of our country could be perceived: one picture of the group in front of Cologne Cathedral, another one in front of the Brandenburg Gate, a quick glance at Berlin's and Germany's history at one of the museums.

But fortunately there was enough time, for example on the train to Berlin, for informal talks which might be at least as important as the impressions that our guests could gather during the sight-seeing tour. The students who participated in the programme exchanged ideas all the time in order to find out differences and similarities of what it means to be young in Italy, in Turkey and in Germany.

After the journey the Turkish and Italian students sent us their immediate impressions about the journey and so we found out, that their perceptions were by no means superficial ones. In the following we are going to quote from what the students wrote on their way home.

Hi friends,

We are ready for this second issue of our magazine. Browsing through the first one, it's nice to find friendly faces and groups of friends. Working on the various activities of our project has bound us more closely together because we have shared opinions, feelings, doubts and experiences.

Our constant e-mails, the snapshots and articles in our magazine and the two mobilities have strengthened our desire to know each other and now we are looking forward to seeing again.

It had been exciting meeting for the first time in Italy and after that the days spent in Germany confirmed our friendly cooperation.

With the warm hospitality and care of the host partner, we have done things together, from going to places to working at school, and behind the different cultural approach to things we have very often discovered the same mood, regardless of nationality.

But it's not time of assessments yet. We still have a lot to learn about each other and this magazine will serve our purpose. It will lead us to the discovery of attitudes, ways of life and curiosities that sometimes surprise us but are often very close to ours.

The photos will remind us of the time spent together while now we are waiting for the third mobility to Turkey, the farthest of the three countries.

From the articles of the magazine we have learnt something about Turkey, its customs and some of its legends but now we are eager to experience the Turkish mood and who knows.... maybe throwing the three stones from Karahisar Castle our dreams might come true.



TERASA GIORGI

AFTER THE MOBILITY TO GERMANY

As regards excursions and sightseeing, they were most impressed by the cathedral of Köln, for its majesty and richness: it was probably what they expected to see because they are in some way used to visiting rich churches in Italy but it is undoubtedly one of the most wonderful examples in its genre.

They liked as well the Landschaftspark in Duisburg but for the opposite reason because they aren't used to seeing such original structures thought for everyone because everybody can freely enjoy it and the night tour was really impressive.

And they appreciated the history of Berlin because through the research of answers for their questionnaire they discovered the history of the town by themselves without the usual explanations.

Apart from the excursions, they appreciated very much the teachers' kindness and helpfulness as well as the German students' ones. In some cases they made friends and it fulfills the aims of the project.

Working together at school with German and Turkish students was useful to let them get in touch with different experiences and points of view and open their minds to a diversity which can only enrich them. The lesson they attended at school was important for them to compare different and similar realities.

They liked very much the 5 minute-break between the lessons, because they don't have it in Italy and they are sure it could help them to keep concentrate.

I suppose you have to translate it into German so please underline how all of us appreciated the warm hospitality of your school, headteacher, teachers and students as well as the welcoming at the town hall and we are grateful for the work you have done. Teresa GIORGI



As I see Germany is a perfectly well organized country. People in Germany respect their history and historical values, and they respect each other, which is really great. Merve TUNCA - Turkey

This mobility to Germany gave us a chance of learning a lot about Germany and life there and also expressing our own culture and country. There are so many people from different countries but it seems that German people have managed to live together in a peaceful and respectful way. Sibel Serdaoğlu – Sevim Arıtmaç – Turkey

Being in Germany and especially being in Duisburg has worth everything. Seeing that how they could manage to change an old factory area such an amusing one is great. That is really creative. Şükriye Şen – Elif Turunç _ Turkey

Germany is so still and well-organized that I don't think I can live there ;) There is no problem, no traffic jam, no rubbish around, ... Kevser Çakal – Turkey

Germany is really good at saving the history and renovating the past. Kübra Çetin – Turkey

Seeing Germany and the life there made me feel that we have a lot to do in our country to get the life better. Zehra Güleniş – Turkey

AFTER THE MOBILITY TO TURKEY

I really had a great time in Turkey, it was a great experience and I will never forget it! Turkey is a country of spectacular beauty, I have learned and seen so much. We were greeted enthusiastically, I was charmed by the friendliness of all the Turkish people I met, they were so friendly and lovely! I think this travel wouldn't have been the same without such kindness!

Turkey took my breath away with its beautiful landscape; I really enjoyed my time there, we saw amazing things, ate delicious food and drank Turkish apple tea. It tasted so good!

I left a piece of my heart in this beautiful land and I hope to come back to Turkey again. Meeting the German and Turkish students and knowing each other was a great pleasure. I will miss all the people I met and this experience will be in my memory forever.

Claudia

Much more than a project!

It was my first mobility and it has been the most exciting experience I have ever done. I thought Turkey was a different country with a culture and habits much more far away from mine but I found out that people are so warm to make you feel at home. Sometimes communication in English wasn't easy but this fact created a complicity and understanding which are difficult to achieve even with your friends. This mobility has helped me not only to improve my English but most of all to deal with situations completely different from my daily routine. I will always remember these five days which helped me to grow up and I really hope to see again the boys and girls who shared this fantastic experience with me.

Valentina



I'd like to add only a few words to thank everybody because I know that this mobility (just like the one to Germany) was great only thanks to the work of all the people, students and teachers, involved in the project. You took us around and showed us the several aspects of your country, your ancient past in Istanbul and the more recent one in Ankara, the astonishing "Peri Bacalari" and that diversity of habits and mixture of cultures that make Turkey so fascinating to our eyes. I liked everything, the spring festival at school and the atmosphere and food of the typical dinner in Afyonkarahisar. So, thanks again because your warm hospitality made this experience unforgettable. What else? I think that our students' words show that our project has completely accomplished its purpose, to get to know new friends and find out the ties that all of us have in common, regardless of any cultural difference.

Maria Teresa Giorgi



Our impressions of our mobility to Turkey

"I really liked the trip to Turkey. It was very exciting and interesting to get to know another culture. I also had a lot of fun with the other students. God bless you." (Felix Graham)

"Our trip to Turkey was good. I got to know really friendly and hospitable Turkish people and found new friends. I also learnt a lot about the Turkish lifestyle and about the country." (Robin Vahland)

"I enjoyed this mobility very much. I found new friends and gained insight into the Turkish way of life. I also want to thank the Turkish teachers for accommodating us in a very luxurious hotel which was great, (although we didn't sleep very much :))" (Jan Schmitz)

"I enjoyed our trip to Turkey very much. We had the possibility to see "real life" in Afyon, to make new friends and we had many experiences with a different culture." (Merve Kacar)

"This was my first opportunity to see Turkey, a country with a great landscape and a wonderful climate. I really liked the style and the architecture of various buildings and the hospitality of the people." (Adam)

"The trip to Turkey was great. Even though we could not sleep very much, we had a lot of fun, learnt many new things and got to know new people." (Simon Shabo)

"I loved our trip to Turkey. It was very nice to see the students again that we got to know in Italy and Germany. It was also a great opportunity to show my homecountry, Turkey, to my German teachers and schoolmates.

I am very sad that this was our last mobility, because we always spent some awesome time together. I would like to thank all the teachers that made this project possible and hope that someday we can all meet again. I will miss you all." (Pinar Dagdeviren)

"It was my first visit to Turkey and I was amazed at the simultaneity of religion, tradition and modern lifestyle within the Turkish society which certainly requires a very tolerant attitude by all Turkish people. Furthermore, I admired the manifold aspects of the rich Turkish culture which gave evidence of the long history of the country. I would like to express my heartfelt gratitude to all teachers and students who made this mobility possible." (Radegundis Barrios)



MY TOP FIVE PICTURES FROM ITALY

While looking on my little gallery some old memories came back: The days when the German, Turkish and Italian students met in Italy for the first time.

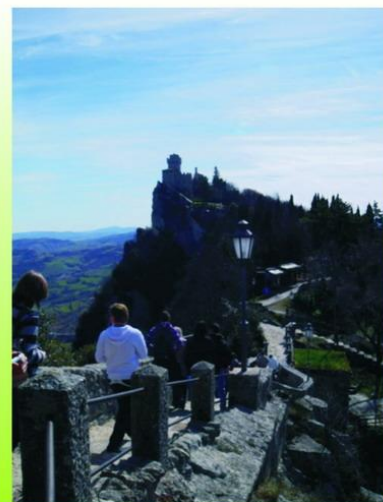


5. Venice! What a city! Where are the cars and the buses? Yes, of course you are right in Venice there are boats and canals. It was an exciting day for all of us. I'll never forget this day. On this picture you can clearly see many of these boats and typical Venetian houses and on the left you can even notice some very small streets which are also very common in that city.



4: Oh well what a nice picture. Here you see many Venetian masks. Some are gold-plated and some have details with silver. This is real precision work. We couldn't resist the awesomeness of these masks so many of us bought one. In Venice the masks are tradition and you see many traders on the streets selling them.

3: Again a nice view from a bridge. This time you see many restaurants. The black gondolas on the right are adorned with flowers and maybe you can see that some parts are gold-coloured. Many people there offer you a trip on the gondolas. It is something special!



2: San Marino! This small republic with only a few inhabitants is really cool. This picture was taken from the city as we walked to this tower on that very small path. In the background you can see a great landscape with wide open fields and cities and other things.

The tower lies to the north so if you turn around you can even see the sea, the beaches... and Rimini!

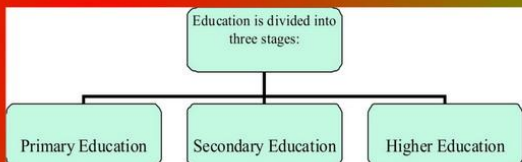


1: In my opinion this is the best photo. Back in Venice again. The man on the gondola is posing perfectly for me to get a snap shot. The seagulls in the background are flying around showing us a perfect picture of the black gondola. Adam Szabo - Germany

THE ITALIAN SCHOOL SYSTEM

In Italy education is compulsory from the age of six to sixteen and it's centralized: the Ministry of Public Education sets the basic criteria and regulations but schools have some didactic and organizational autonomy.

Most students go to public schools but there are private schools too, which belong to various associations and are quite expensive.



Children below school age can go to nursery schools where activities are focused on games and socialisation.

□ Pupils attend primary school for 5 years, from 6 to 11: at this level schooling and textbooks are free. In the first two years children learn to read and write and the basics of arithmetic, then more subjects are added such as history, geography, and science.

□ Secondary Education is divided into lower and upper secondary education.



Lower secondary education lasts three years, from eleven to fourteen, and the curriculum includes religion, Italian, English, a second foreign language, history, geography, science, maths, technology, information technology, art, music and physical education. Students must take and pass an exam before moving up to upper secondary school.

Upper secondary school lasts five years, from fourteen to nineteen. At the age of fourteen, students choose the school they want to attend according to their ambitions and skills; however, during the last year of lower secondary school, they are provided with advice and information in order to help them choose the right school.



A new reform is reorganizing upper secondary school and has reduced the number of specialised courses.

There are 3 main categories of upper secondary school: various types of "licei" which focus on different subjects; they have a more academic training and their curricula are designed to prepare students for university.

Technical schools which offer economic or industrial courses; their curricula prepare for both university studies and for a job.

Vocational schools which train students in a variety of skills; after three years, students get a qualification in their specialist subject, after which they may attend two more years to get their upper secondary school diploma.

At the end of the fifth year, students have to take a school-leaving examination called "Esame di stato" or "Esame di maturità" to get their diploma and then choose whether to work or go to university.

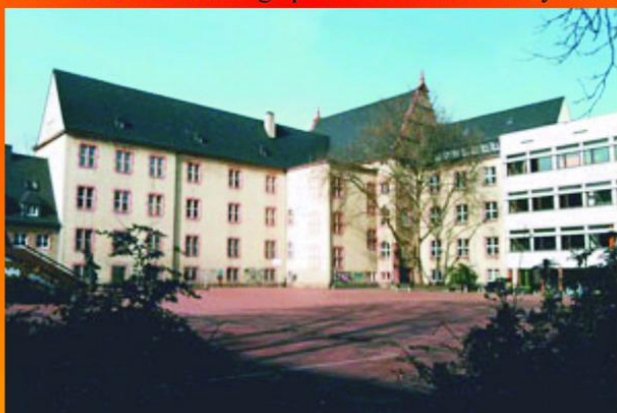


Access to university is possible with a diploma of upper secondary school but today most universities have entry tests so a good school career is often necessary. There are famous universities in Italy such as the University of Bologna, the oldest in the western world, and private universities too, which are selective and expensive.

EDUCATION IN GERMANY

The **German educational system** is primarily handled by the individual states while the federal government only plays a minor role. This means that in Germany the political responsibility lies within the 16 federal states. For us in Duisburg this is North Rhine-Westphalia.

In Germany education begins for the children at the age of 2 or 3 years with the pre-school activities in kindergarten where they are prepared for their school career. After 3 or 4 years in kindergarten, the kids go to a primary school where they learn the basic skills like reading, writing and maths. The diagram below illustrates the following options in the German system.



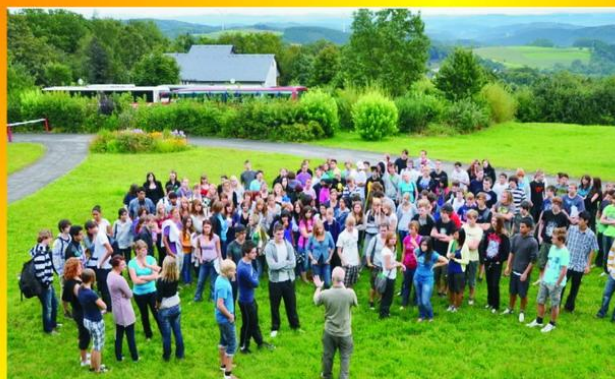
After having attended primary school for 4 years (6 years in Berlin and Brandenburg) the pupils have the choice of attending three different types of schools according to their abilities. The more talented children go to a "Gymnasium", the normally talented ones go to a "Realschule" and the less talented ones go to a "Hauptschule".

A German child has to go to a school for at least ten years. As a pupil can leave any of these three types of schools after 10 years of education, there are schools which you can visit until you are 18 years old; these schools are called Berufskolleg. These schools are vocational schools students attend when they do an apprenticeship.



At a "Gymnasium", the pupils are prepared for attending university, that means for an academic career. You graduate from a "Gymnasium" after grade 13 with the so called "Abitur". Right now we are in a period of change and in the future our pupils are going to graduate from the "Gymnasium" after grade 12 like in most European countries.

At a Realschule you can receive a degree called "Mittlere Reife" after grade 10. If you do well in your final exams, you are allowed to attend a "Gymnasium" for two or three more years and get your Abitur as well..



At a Hauptschule you can do your "Hauptschulabschluss" after grade 9. This degree is a lower qualification than the other two and is the minimum requirement for most jobs. Nevertheless, many firms prefer students with a higher qualification and can afford to do so.

Once again, if you want to start an academic career at a university it is necessary to have your "Abitur". Some qualifications you get in a professional career allow you to study at a "Fachhochschule" (university of applied sciences) and obtain similar degrees like at a university.

by Jan Schmitz
edited by Arno Granzeuer

EDUCATION SYSTEM IN TURKEY

Duration of compulsory education:

Age of entry: 6-7

Age of exit: 14-15

Structure of school system:

Basic

Type of school providing this education: Basic Education School (primary and secondary education schools)

Length of program in years: 8

Age level from: 6 to 14

Certificate/diploma awarded: Basic Education Diploma

Type of school providing this education: General, Vocational and Technical High Schools

Length of program in years: 4

Age level from: 14 to 18

Certificate/diploma awarded: High School Diploma



Primary education:

The age of entry to school is six or seven and the age of exit is eleven or twelve.

This school lasts five years.

In government schools, students are educated without money.

In first class students learn reading and writing.

In this school, science, social knowledge, Turkish, English (in private schools), mathematics, physical education, music, art lessons are taught.

The students finishing this school are given a diploma.

Secondary Education:

The age of entry the school is eleven or twelve and the age of exit is fourteen or fifteen.

This school lasts three years.

In this school science, history, geography, Turkish, English, mathematics, physical education, music, art, technology-project, religion's culture lessons are taught.

In this school, students enter examinations every year.

These examinations average determines the entry of high school.

High School:

The age of entry the school is fourteen or fifteen and age of exit is eighteen or nineteen.

This school lasts four years. There are different high schools: General, Vocational and Technical.

General high schools don't prepare students for a specific profession.

General high schools: high schools with intensive foreign language teaching; Anatolian high schools where a foreign language—English, French or German—is taught; science high schools; teacher training high schools; Anatolian fine art schools; and private high schools.

In general high schools, the average number of weekly periods of teaching in each grade varies from a minimum of 33 to a maximum of 41.

First year, physics, chemistry, biology, revolution's history, geography, Turk literature, language and narration, English, German (in Anatolian high schools' next years), religion's culture, music, physical education lessons are taught.

In their second year, students in high schools where the general programme is applied may choose to attend branches which specialize in the natural sciences, literature and mathematics, the social sciences, foreign languages, art or physical education.

In vocational high schools subjects offered in the first year are the same.

Students obtain the High School Diploma which is necessary for entry to higher education.

Admission to university is centralized and based on the Student Selection Examination (YGS).

According to point of this exam's results, students choose a university.





Higher education:

Higher education is provided by 93 state universities, including higher institutes of technology, and foundations (private universities).

The supreme authority for the regulation of higher education is the Council of Higher Education (YÖK), which is a fully autonomous national board of trustees without any political or government affiliation.



The Interuniversity Council consists of the rectors of all the universities and one member elected by the Senate of each university.

Universities, faculties, institutes and four-year schools are founded by law, while the two-year vocational schools, departments and divisions are established by the Council of Higher Education.

The foundation universities are under the supervision of the Council of Higher Education and their programmes must be regularly accredited.

In the universities, the medium of instruction is Turkish.

Some universities use English, French and German as the language of instruction with one preparatory year. HİLAL DOĞAN

LOVE PADLOCKS

We thought that love padlocks were an Italian custom so we were really surprised to find the same custom in Cologne too.

Nowadays you can find the same ritual in several Italian towns but the most popular place is Ponte Milvio in Rome, one of the oldest bridges of the capital. Do you know why?



The Italian author Federico Moccia wrote the novel "Ho voglia di te" (I want you) in 2006: it's a love story set in Rome and the two main protagonists promise each other eternal love locking a padlock on the central lamp of Ponte Milvio and throwing the key into the Tiber river which flows under the bridge. The book became a cult novel for young people and they released a movie version too. Since the book was released, it has become a very popular practice for lovers in Rome to write their initials or names on the lock, chain it around the streetlight along Ponte Milvio and then toss the key into the Tiber to lock their love forever.



The trend has become so popular that the lamp threatened to collapse because of the weight of all the padlocks. So the local government tried to introduce fines to discourage the romantic transgressors but the measure was very unpopular. Finally, they installed new posts and chains where the couples could hang their padlocks.

So if you go to visit the magnificent cathedral in Cologne, go for a walk behind the Cathedral, walk over the railway bridge and look at the hundreds of padlocks fastened on the long iron fence of the bridge. They bear lovers' messages just like in

Rome (and probably in other towns in the world) because sweethearts' desires are the same everywhere.

WHAT IS EBRU

Ebru has long been the name to given to the authentic Turkish art of paper marbling and to the marbled papers produced by ebru artists.

Classical ebru is performed using aqueous natural pigments mixed with ox-gall and a rectangular trough filled with a mucilaginous mixture, traditionally prepared using gum tragacanth

Colors are sprinkled using brushes made of rose stalks and horsehair on the surface of the mucilaginous solution in the trough. The floating pattern is taken off to paper either as is or after being reshaped and retouched using pins, needles, combs or the like.

'Ebrus' were once admired as calligraphy media as borders for inscriptions and scripts or as endpapers for fine bindings.

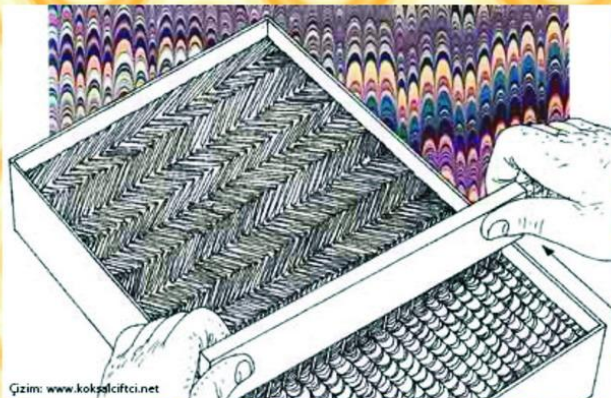


HISTORY

It is almost impossible to trace the history of ebru with exact dates since the ebrus produced in the past were hardly ever put a date on or signed.

Although we find numerous examples as endpapers in fire bindings they are in as they might have been added in latter repairs.

Of the very rare ancient ebrus that had been signed the oldest are those in Arifi's book Guy-i Cevgan (currently in Topkapi Palace Museum) marked 1539 and those carrying a script of Mir Ali of Herath's poetry (in Istanbul University Library) signed in the same year Sheikh Sadik Efendi who gained mastery of the art in the Bukhara where ebru was probably born and his sons Ibrahim Ethem Efendi and Nafiz Efendi revived the art in the 19th Century and their sons carried ebru to the 20th Century.

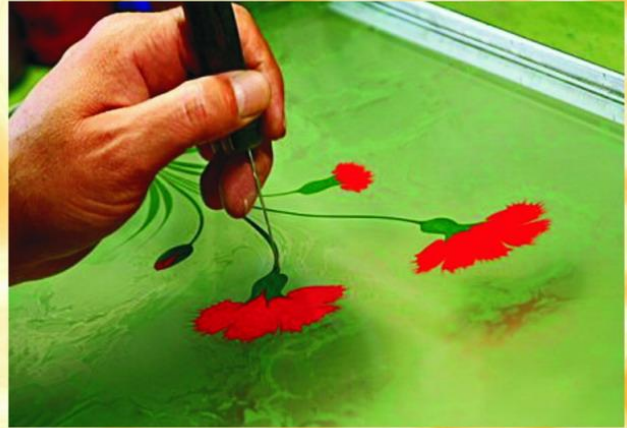


Gizim: www.koksalciftci.net

The foremost ebru artist of the 20th Century was Necmeddin OKYAY who enormously elaborated floral ebru. His nephew Mustafa Esad DUZGUNMAN promoted the art and tutored a generation of artists until his passing away in 1990 to keep the tradition alive. Turkish art of ebru reached its aesthetical and technical peaks in the hands of Mr. Duzgunman

MATERIALS

Mucilaginous Materials, Water, Dyes, Ox-gall, Paper, Gum Arabic, Trough, Brushes, Deste-seng Deste-seng Board, Spatula, Containers, Pins and Needles, Combs, Table, Drying Shelves



HOW TO MAKE:

Use the comb-shaped tool, which you previously made, and move it from the down to the top on the water surface as seen on the figure above. The form, which is finished without using the comb, is Gel-Git Ebru. When you use the comb make sure to start from the edge of the tray, which is on your side.



When you do this procedure the wooden part of the comb has to touch the edge of the tray. Take out the comb-shaped tool, your "Comb Ebru" is ready.

Emine Özer - Turkey
www.culturebridge.akalafyon.com