Research Article

Investigation of Extremism Behaviors of Young People in Turkey and Member Countries of European Union

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Abstract

The young people are not only in the most efficient position at the countries but also the assurance of the future of the countries. It is very important to grow up young people whose personalities are balanced in today's world where everything is changing quickly. Young people are facing with a lot of problems due to be in puberty stage or development properties. They can also have tendency to the extremism at this stage. In this research, it's been aimed to investigate the extremism behaviors of young people in Turkey and member countries of European Union (EU). The sample of the research consists of the young people from Turkey and 9 EU member countries. According to the results of this study; the young people think that people from different nations are as good as people in their own country, they check the source and the credibility of the videos they watch on the Internet and social networks and, they break their relationships with their friends who are in a violent tendency. Additionally they have no tolerance if someone mocks their values and if European culture threatens some religions, both inside and outside of Europe.

Keywords

European Union • Extremism • Puberty • School education • Young people • Religion

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According to the Turkish Language Institution (TDK, 2017), extremisms is defined as the state of being adopted as the most extreme form of opinion or attitude. The reasons for extremism are emotion densities. The problem caused by the extremism is the uncontrolled activities. Bigotry of every idea brings out the angry, hatred, anger and the lovelessness unloved.

There is an increase in extremism behavior among young people today. We need to show the greatest importance in the growth of young people. The more we ignore the young people, who will make our future, the more we will condemn our future to such a darkness. It means that we leave young people under the influence of radical elements, dependencies and extremes in various situations. Today, piety among young people is decreasing. Secularization among young people is growing rapidly. Conservatism is becoming an ideology that young people regard it as suitable for their parents. The stamina of young people against negative, difficult and bad situations are quite low whereas the intolerance of them against these situations are quite much (Fox, 2005; Ögel, Tarı & Eke, 2006; Zenginoglu, 2016).

Media and social networks are among the factors that affect extremism in young people. Now the world has become a big global space. Young people can easily access the information they want to reach. Thus, they can easily have knowledge about people, religions and political opinions indifferent countries (Borum, 2011; Briggs & Feve, 2013; Cortright, Lopez, Millar, & Stellingwerf, 2008).

Youth extremism is one of the topics that are being widely discussed in the scientific and pedagogical community. The fact that there are fewer adolescent skinheads in the schools and on the streets does not allay anyone's worries (Davydov, 2015). The rising nationalist movements in today's Europe are accompanied by a tendency towards extremism. The attitudes and behaviors of young people living in Europe to different religions and immigrants are increasing in favor of extremism. The conflict of young people is not seen as ideological conflict. If young people are in solidarity and reveal their energies then a coherent, flexible and non-extremist societies together with sustainable peace will emerge (Kedikli, 2003; Vermeulen & Bovenkerk, 2012).

Violent extremism and radicalization are against democracy and human rights. Unfortunately, extremism in Europe is growing among young people. One of the basic reasons are the identity seek and gaining a meaningful place in the society by young people. Social exclusion and not taking part among the friends increase the desire of young people to act in extremist way and sometimes to adhere to violent groups (Dönmez, 2004; Gambetta & Hertog, 2017).

An understanding of the causes of young people's extremist behavior would make it possible to conduct preventive efforts in an educational organization in a more purposeful and effective way (Davydov, 2015). The aim of this study is to investigate the reasons of extremist behavior of young people in the member countries of the European Union and Turkey. The aim of SAVE project is to identify the types of extremism or trends that teachers may have in their students and to make them have adequate knowledge to tackle related extremism issues or trends. In addition, SAVE aimed to form volunteer student teams who will have media literacy trainings. These teams will develop and disseminate counter-propaganda tools over internet and social media.

Material and Method

Method

The general survey method was used in the study. Survey models are the research approaches that aim to describe the past or present situation as it exists (Karasar, 2007). The first aim of this study is to get the views of the students in member countries of the European Union and Turkey about extremism.

Study Sample

Study sample consists of 930 young people from Turkey and 9 EU member countries (Germany, Hungary, Italy, Lithuanian, Poland, Romania, Slovenia, Spain and Sweden). In the selection of sample young people in countries within the scope of Strategic Partnerships were taken into consideration within the scope of Erasmus + School Education Program Cooperation for Innovation and Good Practice Change (KA2) project. Distribution of teachers by country; Germany (17), Hungary (101), Italy (118), Lithuanian (35), Poland (199), Romania (31), Slovenia (85), Spain (36), Sweden (108) and Turkey (200) have been detected.

Data Collecting Tools

As data collecting tool, the scale titled "Extremism Behaviors of Young People (EBYP)" that consists of 21 questions developed by researchers was used. 3 demographic questionnaires and 18 triple likert type (1-No, 2-Maybe & 3-yes) questionnaires scale were used in the data collection tool. EBYP was developed by the researchers in December, 2017. First of all, 328 students who were not included in the project were asked to answer the scale and validity and reliability studies of the scale were conducted. As a result of the exploratory factor analysis (EFA), it was found that the structure explained 59.67% of the total variance. The reliability coefficient of scale obtained by the test half method was found to be 0,879. EBYP can be used as a valid and reliable measurement tool to get students' behaviors about extremism.

Data Collection and Evaluation

The research was conducted between 01 February and 28 February of 2018. Percentage and frequency were used in the analysis of the data. The opinions of the students and teachers in each country about the extremism were listed and interpreted. 930 students participated in the research. The data was collected, received and transferred to the excel table by using internet. Then the frequency and percentage of statistical studies were applied for the scale. Data were collected from other countries by project web site (http://www.saveproject.eu/survey.html). The scale language is Turkish (in Turkey) and the other countries are in their languages and English.

Findings

The distribution of students participating to the scale by country and gender is shown in Table 1. 17 students (1,83%) from Germany, 101 students (10,86%) from Hungary, 118 students (12,69%) from Italy, 35 students (3,76%) from Lithuania, 199 students (21,40%) from Poland, 31 students (3,33%) from Romania, 85 students (9,14%) from Slovenia, 36 students (3,87%) from Spain, 108 students (11,61%) from Sweden and 200 students (21,56) from Turkey.

The gender of students are; 4 female (23,53%) and 13 male (76,47%) from Germany; 64 female (63,37%) and 37 male (36,63%) from Hungary; 107 female (90,68%) and 11 male (9,32%) from Italy; 18 female (51,43%)

and 17 male (48,57%) from Lithuania; 112 female (56,28%) and 87 male (43,72%) from Poland; 16 female (51,61%) and 15 male (48,39%) from Romania; 61 female (71,76%) and 24 male (28,24%) from Slovenia; 16 female (44,44%) and 20 male (55,56%) from Spain; 62 female (57,41%) and 46 male (42,59%) from Sweden; 153 female (76,50%) and 47 male (23,50%) from Turkey. At the total 613 student (65,91%) are female and 317 student (34,09%) are male.

Table 1

Distribution of Students by Country and Gender

Country	Female	Male	Total
	4	13	17
Germany	23,53%	76,47%	1,83%
	64	37	101
Hungary	63,37%	36,63%	10,86%
	107	11	118
Italy	90,68%	9,32%	12,69%
	18	17	35
Lithuania	51,43%	48,57%	3,76%
	112	87	199
Poland	56,28%	43,72%	21,40%
	16	15	31
Romania	51,61%	48,39%	3,33%
	61	24	85
Slovenia	71,76%	28,24%	9,14%
	16	20	36
Spain	44,44%	55,56%	3,87
	62	46	108
Sweden	57,41%	42,59%	11,61%
	153	47	200
Turkey	76,50%	23,50%	21,51%
	613	317	930
Total	65,91%	34,09%	

The distribution of students participating to the scale by country and age is shown in Table 2. The age ranges of the students from Germany were 10-15 age (17 student 100%). The age ranges of the teachers from Hungary were 10-15 age (21 student, 20,79%), 16-19 age (79 student, 78,22%) and 19+ age (1 student, 0,99%). The age ranges of the teachers from Italy were 10-15 age (31 student, 26,27%), 16-19 age (81 student, 68,64%) and 19+ age (6 student, 5,08%). The age ranges of the teachers from Lithuania were 10-15 age (5 student, 14,29%) and 16-19 age (30 student, 85,71%). The age ranges of the teachers from Poland were 10-15 age (35 student, 17,59%), 16-19 age (155 student, 77,89%) and 19+ age (9 student, 4,52%). The age ranges of the teachers from Romania were 16-19 age (31 student, 100%). The age ranges of the teachers from Slovenia were 10-15 age (61 student, 71,76%), 16-19 age (23 student, 27,06%) and 19+ age (1 student, 1,18). The age ranges of the teachers from Spain were 10-15 age (24 student, 66,67%), 16-19 age (9 student, 25,00%) and 19+ age (3 student, 8,33%). The age ranges of the teachers from Sweden were 10-15 age (2 student, 1,85%), 16-19 age (98 student, 90,74%) and 19+ age (8 student, 7,41%). The age ranges of the teachers from Turkey were 10-15 age (92 student, 46,00%) and 16-19 age (108 student, 54,00%).

Table 2

Distribution of Teachers by Country and Age

Country	10-15	16-19	19+	Total
Germany	17	0	0	17
	100%	0,00%	0,00%	1,83%
Hungary	21	79	1	101
	20,79%	78,22%	0,99%	10,86%
Italy	31	81	6	118
	26,27%	68,64%	5,08%	12,69%
Lithuania	5	30	0	35
	14,29%	85,71%	0,00%	3,76%
Poland	35	155	9	199
	17,59%	77,89%	4,52%	21,40%
Romania	0	31	0	31
	0,00%	100%	0,00%	3,33%
Slovenia	61	23	1	85
	71,76%	27,06%	1,18%	9,14%
Spain	24	9	3	36
	66,67%	25,00%	8,33%	3,87%
Sweden	2	98	8	108
	1,85%	90,74%	7,41%	11,61%
Turkey	92	108	0	200
	46,00%	54,00%	0,00%	21,51%
Total	288	614	28	930
	30,97%	66,02%	3,01%	

The answers of the students to the scale questions are given in Table 3 and Table 4. When these tables are examined;

The students from Germany;

They think that; people in different countries are as good as people in their own country (Yes, f:13, %76; No, f:0, %0; Maybe, f:4, %24), they will stop at the expense of harm if a student mocks their values (Yes, f:11, %65; No, f:5, %29; Maybe, f:1, %6), narcissism is influential in the formation of extreme behavior (Yes, f:11, %65; No, f:0, %0; Maybe, f:6, %35), the alienation/otherization sign and symbols threaten common cultures (Yes, f:11, %65; No, f:2, %12; Maybe, f:4, %24).

They are hesitant or indecisive about the issues of; protests must be made to draw attention to important issues (Yes, f:6, %35; No, f:2, %12; Maybe, f:9, %53), the alienation/otherization of politics threatens cultures (Yes, f:7, %41; No, f:2, %12; Maybe, f:8, %47), encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:8, %47; No, f:1, %6; Maybe, f:8, %47).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:1, %6; No, f:11, %65; Maybe, f:5, %29); checking the credibility of the videos they watch on the Internet and social networks (Yes, f:5, %29; No, f:9, %53; Maybe, f:3, %18), sexuality threatens cultural values (Yes, f:1, %6; No, f:14, %82; Maybe, f:2, %12).

Table 3

Distribution of Answers of Students to the Scale by Country-1

Q		Germany				Hungary				Italy				Lithuania				Poland			
		Y	N	M	T	Y	N	M	T	Y	N	M	T	Y	N	M	T	Y	N	M	T
1	f	13	0	4	17	83	5	13	101	72	6	40	118	26	1	8	35	171	12	16	199
	%	0,76	0	0,24		0,82	0,05	0,13		0,61	0,05	0,34		0,74	0,03	0,23		0,86	0,06	0,08	
2	f	10	3	4	17	77	5	19	101	60	18	40	118	18	6	11	35	121	39	39	199
	%	0,59	0,18	0,24		0,76	0,05	0,19		0,51	0,15	0,34		0,51	0,17	0,31		0,61	0,2	0,2	
3	f	11	5	1	17	12	54	35	101	19	84	15	118	15	15	5	35	23	134	42	199
	%	0,65	0,29	0,06		0,12	0,53	0,35		0,16	0,71	0,13		0,43	0,43	0,14		0,12	0,67	0,21	
4	f	6	2	9	17	33	15	53	101	94	3	21	118	25	3	7	35	72	41	86	199
	%	0,35	0,12	0,53		0,33	0,15	0,52		0,8	0,03	0,18		0,71	0,09	0,2		0,36	0,21	0,43	
5	f	1	11	5	17	11	73	17	101	10	90	18	118	4	21	10	35	25	140	34	199
	%	0,06	0,65	0,29		0,11	0,72	0,17		0,08	0,76	0,15		0,11	0,6	0,29		0,13	0,7	0,17	
6	f	5	6	6	17	49	6	46	101	23	50	45	118	11	15	9	35	99	39	61	199
	%	0,29	0,35	0,35		0,49	0,06	0,46		0,19	0,42	0,38		0,31	0,43	0,26		0,5	0,2	0,31	
7	f	9	1	7	17	48	17	36	101	46	29	43	118	9	11	15	35	114	31	54	199
	%	0,53	0,06	0,41		0,48	0,17	0,36		0,39	0,25	0,36		0,26	0,31	0,43		0,57	0,16	0,27	
8	f	1	9	7	17	12	54	35	101	20	57	41	118	10	15	10	35	19	134	46	199
	%	0,06	0,53	0,41		0,12	0,53	0,35		0,17	0,48	0,35		0,29	0,43	0,29		0,1	0,67	0,23	
9	f	5	9	3	17	42	34	25	101	53	38	27	118	14	17	4	35	92	64	43	199
	%	0,29	0,53	0,18		0,42	0,34	0,25		0,45	0,32	0,23		0,4	0,49	0,11		0,46	0,32	0,22	
10	f	8	4	5	17	55	27	19	101	51	41	26	118	18	13	4	35	127	39	33	199
	%	0,47	0,24	0,29		0,54	0,27	0,19		0,43	0,35	0,22		0,51	0,37	0,11		0,64	0,2	0,17	
11	f	4	9	4	17	33	25	43	101	60	24	34	118	15	14	6	35	70	78	51	199
	%	0,24	0,53	0,24		0,33	0,25	0,43		0,51	0,2	0,29		0,43	0,4	0,17		0,35	0,39	0,26	
12	f	1	14	2	17	14	58	29	101	15	85	18	118	11	17	7	35	28	117	54	199
	%	0,06	0,82	0,12		0,14	0,57	0,29		0,13	0,72	0,15		0,31	0,49	0,2		0,14	0,59	0,27	
13	f	10	4	3	17	43	13	45	101	31	26	61	118	4	6	25	35	42	40	117	199
	%	0,59	0,24	0,18		0,43	0,13	0,45		0,26	0,22	0,52		0,11	0,17	0,71		0,21	0,2	0,59	
14	f	11	0	6	17	65	11	25	101	61	19	38	118	6	10	19	35	84	31	84	199
	%	0,65	0	0,35		0,64	0,11	0,25		0,52	0,16	0,32		0,17	0,29	0,54		0,42	0,16	0,42	
15	f	7	2	8	17	28	20	53	101	51	10	57	118	9	9	17	35	53	71	75	199
	%	0,41	0,12	0,47		0,28	0,2	0,52		0,43	0,08	0,48		0,26	0,26	0,49		0,27	0,36	0,38	
16	f	8	1	8	17	35	36	30	101	77	10	31	118	10	17	8	35	119	34	46	199
	%	0,47	0,06	0,47		0,35	0,36	0,3		0,65	0,08	0,26		0,29	0,49	0,23		0,6	0,17	0,23	
17	f	10	6	1	17	63	4	34	101	103	2	13	118	16	9	10	35	92	34	73	199
	%	0,59	0,35	0,06		0,62	0,04	0,34		0,87	0,02	0,11		0,46	0,26	0,29		0,46	0,17	0,37	
18	f	11	2	4	17	40	11	50	101	34	10	74	118	10	7	18	35	50	77	72	199
	%	0,65	0,12	0,24		0,4	0,11	0,5		0,29	0,08	0,63		0,29	0,2	0,51		0,25	0,39	0,36	

Q:The order of scale item; Y: Yes; N: No; M: Maybe, T: Total

The students from Hungary;

They think that; people in different countries are as good as people in their own country (Yes, f:83, %82; No, f:5, %5; Maybe, f:13, %13), different religions are as good as their own religion (Yes, f:77, %76; No, f:5, %5; Maybe, f:19, %19), narcissism is influential in the formation of extreme behavior (Yes, f:65, %64; No, f:11, %11; Maybe, f:25, %25).

They are hesitant or indecisive about the issues of; protests must be made to draw attention to important issues (Yes, f:33, %33; No, f:15, %15; Maybe, f:52, %52), the alienation/otherization of politics threatens cultures (Yes, f:28, %28; No, f:20, %20; Maybe, f:53, %52), the alienation/otherization sign and symbols threaten common cultures (Yes, f:40, %40; No, f:11, %11; Maybe, f:50, %50).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:11, %11; No, f:73, %72; Maybe, f:17, %17), sexuality threatens cultural values (Yes, f:14, %14; No, f:58, %57; Maybe, f:29, %29), they will stop at the expense of harm if a student mocks their values (Yes, f:12, %12; No, f:54, %53; Maybe, f:35, %35), European culture threatens some religions, both inside and outside Europe (Yes, f:12, %12; No, f:53, %11; Maybe, f:35, %35).

The students from Italy;

They think that; cultures should prioritize the universal values (Yes, f:103, %87; No, f:2, %2; Maybe, f:13, %11), encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:77, %65; No, f:10, %8; Maybe, f:31, %26), protests must be made to draw attention to important issues (Yes, f:94, %80; No, f:3, %3; Maybe, f:21, %18).

They are hesitant or indecisive about the issues of; protests must be made to draw attention to important issues (Yes, f:94, %80; No, f:3, %3; Maybe, f:21, %18), the alienation/otherization of politics threatens cultures (Yes, f:51, %43; No, f:10, %8; Maybe, f:57, %48), consumption culture contributes to the development of extremism (Yes, f:31, %26; No, f:26, %22; Maybe, f:61, %52).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:10, %8; No, f:90, %76; Maybe, f:18, %15), they will stop at the expense of harm if a student mocks their values (Yes, f:16, %12; No, f:84, %71; Maybe, f:15, %13), sexuality threatens cultural values (Yes, f:15, %13; No, f:85, %72; Maybe, f:18, %15).

The students from Lithuania;

They think that; people in different countries are as good as people in their own country (Yes, f:26, %74; No, f:1, %3; Maybe, f:8, %23), protests must be made to draw attention to important issues (Yes, f:25, %71; No, f:3, %9; Maybe, f:7, %20), different religions are as good as their own religion (Yes, f:18, %51; No, f:6, %17; Maybe, f:11, %31), they check the source that prepares it before they share a video (Yes, f:18, %51; No, f:13, %37; Maybe, f:4, %11).

They are hesitant or indecisive about the issues of; the alienation/otherization sign and symbols threaten common cultures (Yes, f:10, %29; No, f:7, %20; Maybe, f:18, %51), narcissism is influential in the formation of extreme behavior (Yes, f:6, %17; No, f:10, %29; Maybe, f:19, %54), consumption culture contributes to the development of extremism (Yes, f:4, %11; No, f:6, %17; Maybe, f:25, %71), the alienation/otherization of politics threatens cultures (Yes, f:9, %26; No, f:9, %26; Maybe, f:17, %49).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:4, %11; No, f:21, %60; Maybe, f:10, %29), encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:10, %29; No, f:17, %49; Maybe, f:8, %23), sexuality threatens cultural values (Yes, f:11, %31; No, f:17, %49;

Maybe, f:7, %20), checking the credibility of the videos they watch on the Internet and social networks (Yes, f:14, %40; No, f:17, %49 Maybe, f:4, %11).

The students from Poland;

They think that; people in different countries are as good as people in their own country (Yes, f:171, %86; No, f:12, %6; Maybe, f:8, %15), checking the credibility of the videos they watch on the Internet and social networks (Yes, f:92, %46; No, f:64, %32; Maybe, f:43, %22), different religions are as good as their own religion (Yes, f:121, %61; No, f:39, %20; Maybe, f:39, %20).

They are hesitant or indecisive about the issues of; protests must be made to draw attention to important issues (Yes, f:72, %36; No, f:41, %21; Maybe, f:86, %43), narcissism is influential in the formation of extreme behavior (Yes, f:84, %42; No, f:31, %16; Maybe, f:84, %42), consumption culture contributes to the development of extremism (Yes, f:42, %21; No, f:40, %20; Maybe, f:117, %59).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:25, %13; No, f:140, %70; Maybe, f:34, %17), they will stop at the expense of harm if a student mocks their values (Yes, f:23, %12; No, f:134, %67; Maybe, f:42, %21), European culture threatens some religions, both inside and outside Europe (Yes, f:19, %10; No, f:134, %67; Maybe, f:46, %23).

The students from Romania;

They think that; they check the source that prepares it before they share a video (Yes, f:28, %90; No, f:1, %3; Maybe, f:2, %6), encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:23, %74; No, f:4, %13; Maybe, f:4, %13), they break their relationships with their friends who are in a violent tendency (Yes, f:23, %74; No, f:3, %10; Maybe, f:5, %16).

They are hesitant or indecisive about the issues of; protests must be made to draw attention to important issues (Yes, f:6, %19; No, f:13, %42; Maybe, f:12, %39), the alienation/otherization of politics threatens cultures (Yes, f:14, %45; No, f:1, %3; Maybe, f:16, %52), different religions are as good as their own religion (Yes, f:4, %13; No, f:10, %32; Maybe, f:17, %55), European culture threatens some religions, both inside and outside Europe (Yes, f:1, %3; No, f:15 %48; Maybe, f:15, %48).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:8, %26; No, f:14, %45; Maybe, f:9, %29), they will stop at the expense of harm if a student mocks their values (Yes, f:2, %6; No, f:22, %71; Maybe, f:7, %23), consumption culture contributes to the development of extremism (Yes, f:2, %6; No, f:17, %55; Maybe, f:12, %39).

The students from Slovenia;

They think that; people in different countries are as good as people in their own country (Yes, f:65, %76; No, f:2, %2; Maybe, f:18, %21), encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:71, %84; No, f:9, %11; Maybe, f:5, %6), the alienation/otherization sign and symbols threaten common cultures (Yes, f:70, %82; No, f:2, %2; Maybe, f:13, %15).

They are hesitant or indecisive about the issues of; narcissism is influential in the formation of extreme behavior (Yes, f:39, %46; No, f:10, %12; Maybe, f:36, %42), protests must be made to draw attention to

important issues (Yes, f:23, %27; No, f:19, %22; Maybe, f:43, %51), cultures should prioritize the universal values (Yes, f:51, %60; No, f:5, %6; Maybe, f:29, %34).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:15, %18; No, f:57, %67; Maybe, f:13, %15), checking the credibility of the videos they watch on the Internet and social networks (Yes, f:8, %9; No, f:73, %86; Maybe, f:4, %5), they check the source that prepares it before they share a video (Yes, f:7, %8; No, f:50, %59 Maybe, f:28, %33), they break their relationships with their friends who are in a violent tendency (Yes, f:11, %13; No, f:50, %59; Maybe, f:24, %28).

Table 4

Distribution of Answers of Students to the Scale by Country-2

Q		Romania				Slovenia				Spain				Sweden				Turkey			
		Y	N	M	T	Y	N	M	T	Y	N	M	T	Y	N	M	T	Y	N	M	T
1	f	19	7	5	31	65	2	18	85	34	0	2	36	81	5	22	108	83	16	101	200
	%	0,61	0,23	0,16		0,76	0,02	0,21		0,94	0,00	0,06		0,75	0,05	0,20		0,42	0,08	0,51	
2	f	4	10	17	31	42	35	8	85	29	1	6	36	60	24	24	108	38	98	64	200
	%	0,13	0,32	0,55		0,49	0,41	0,09		0,81	0,03	0,17		0,56	0,22	0,22		0,19	0,49	0,32	
3	f	2	22	7	31	36	30	19	85	8	19	9	36	17	69	22	108	69	72	59	200
	%	0,06	0,71	0,23		0,42	0,35	0,22		0,22	0,53	0,25		0,16	0,64	0,20		0,35	0,36	0,30	
4	f	6	13	12	31	23	19	43	85	22	2	12	36	19	40	49	108	113	28	59	200
	%	0,19	0,42	0,39		0,27	0,22	0,51		0,61	0,06	0,33		0,18	0,37	0,45		0,57	0,14	0,30	
5	f	8	14	9	31	15	57	13	85	0	29	7	36	4	79	25	108	12	160	28	200
	%	0,26	0,45	0,29		0,18	0,67	0,15		0,00	0,81	0,19		0,04	0,73	0,23		0,06	0,80	0,14	
6	f	14	5	12	31	38	28	19	85	2	25	9	36	18	59	31	108	48	90	62	200
	%	0,45	0,16	0,39		0,45	0,33	0,22		0,06	0,69	0,25		0,17	0,55	0,29		0,24	0,45	0,31	
7	f	16	6	9	31	63	4	18	85	11	17	8	36	26	51	31	108	26	108	66	200
	%	0,52	0,19	0,29		0,74	0,05	0,21		0,31	0,47	0,22		0,24	0,47	0,29		0,13	0,54	0,33	
8	f	1	15	15	31	16	47	22	85	7	16	13	36	10	62	36	108	108	30	62	200
	%	0,03	0,48	0,48		0,19	0,55	0,26		0,19	0,44	0,36		0,09	0,57	0,33		0,54	0,15	0,31	
9	f	14	6	11	31	8	73	4	85	14	10	12	36	79	5	24	108	114	52	34	200
	%	0,45	0,19	0,35		0,09	0,86	0,05		0,39	0,28	0,33		0,73	0,05	0,22		0,57	0,26	0,17	
10	f	28	1	2	31	7	50	28	85	14	14	8	36	38	35	35	108	124	45	31	200
	%	0,90	0,03	0,06		0,08	0,59	0,33		0,39	0,39	0,22		0,35	0,32	0,32		0,62	0,23	0,16	
11	f	23	3	5	31	11	50	24	85	12	4	20	36	36	22	50	108	74	48	78	200
	%	0,74	0,10	0,16		0,13	0,59	0,28		0,33	0,11	0,56		0,33	0,20	0,46		0,37	0,24	0,39	
12	f	15	7	9	31	49	27	9	85	4	26	6	36	8	79	21	108	90	49	61	200
	%	0,48	0,23	0,29		0,58	0,32	0,11		0,11	0,72	0,17		0,07	0,73	0,19		0,45	0,25	0,31	
13	f	2	17	12	31	58	7	20	85	8	5	23	36	9	42	57	108	113	17	70	200
	%	0,06	0,55	0,39		0,68	0,08	0,24		0,22	0,14	0,64		0,08	0,39	0,53		0,57	0,09	0,35	
14	f	18	6	7	31	39	10	36	85	21	2	13	36	30	16	62	108	116	11	73	200
	%	0,58	0,19	0,23		0,46	0,12	0,42		0,58	0,06	0,36		0,28	0,15	0,57		0,58	0,06	0,37	
15	f	14	1	16	31	50	21	14	85	13	2	21	36	29	23	56	108	115	28	57	200
	%	0,45	0,03	0,52		0,59	0,25	0,16		0,36	0,06	0,58		0,27	0,21	0,52		0,58	0,14	0,29	
16	f	23	4	4	31	71	9	5	85	17	9	10	36	45	29	34	108	133	23	44	200
	%	0,74	0,13	0,13		0,84	0,11	0,06		0,47	0,25	0,28		0,42	0,27	0,31		0,67	0,12	0,22	
17	f	10	13	8	31	51	5	29	85	32	1	3	36	71	8	29	108	135	25	40	200
	%	0,32	0,42	0,26		0,60	0,06	0,34		0,89	0,03	0,08		0,66	0,07	0,27		0,68	0,13	0,20	
18	f	10	9	12	31	70	2	13	85	9	7	20	36	30	37	41	108	108	28	64	200
	%	0,32	0,29	0,39		0,82	0,02	0,15		0,25	0,19	0,56		0,28	0,34	0,38		0,54	0,14	0,32	

Q: The order of scale item; Y: Yes; N: No; M: Maybe, T: Total

The students from Spain;

They think that; people in different countries are as good as people in their own country (Yes, f:34, %94; No, f:0, %0; Maybe, f:2, %6), cultures should prioritize the universal values (Yes, f:32, %89; No, f:1, %3; Maybe, f:3, %8), different religions are as good as their own religion (Yes, f:29, %81; No, f:1, %3; Maybe, f:6, %17).

They are hesitant or indecisive about the issues of; the alienation/otherization sign and symbols threaten common cultures (Yes, f:9, %25; No, f:7, %19; Maybe, f:20, %56), consumption culture contributes to the development of extremism (Yes, f:8, %22; No, f:5, %14; Maybe, f:23, %64), the alienation/otherization of politics threatens cultures (Yes, f:13, %36; No, f:2, %6; Maybe, f:21, %58), they break their relationships with their friends who are in a violent tendency (Yes, f:12, %33; No, f:4, %11; Maybe, f:20, %56).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:0, %0; No, f:29, %81; Maybe, f:7, %19), sexuality threatens cultural values (Yes, f:4, %11; No, f:26, %72; Maybe, f:6, %17), immigrants threaten our local cultural values (Yes, f:2, %6; No, f:25, %69; Maybe, f:9, %25).

The students from Sweden;

They think that; people in different countries are as good as people in their own country (Yes, f:81, %75; No, f:5, %5; Maybe, f:22, %20), cultures should prioritize the universal values (Yes, f:71, %66; No, f:8, %7; Maybe, f:29, %27), checking the credibility of the videos they watch on the Internet and social networks (Yes, f:79, %73; No, f:5, %5; Maybe, f:24, %22).

They are hesitant or indecisive about the issues of; narcissism is influential in the formation of extreme behavior (Yes, f:30, %28; No, f:16, %15; Maybe, f:62, %57), consumption culture contributes to the development of extremism (Yes, f:9, %8; No, f:42, %39; Maybe, f:57, %53), the alienation/otherization of politics threatens cultures (Yes, f:29, %27; No, f:23, %21; Maybe, f:56, %52).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:4, %4; No, f:79, %73; Maybe, f:25, %23), sexuality threatens cultural values, they will stop at the expense of harm if a student mocks their values (Yes, f:17, %16; No, f:69, %64; Maybe, f:22, %20).

The students from Turkey;

They think that; encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism (Yes, f:133, %67; No, f:23, %12; Maybe, f:44, %22), cultures should prioritize the universal values (Yes, f:135, %68; No, f:25, %13; Maybe, f:40, %20), they check the source that prepares it before they share a video (Yes, f:124, %62; No, f:45, %23; Maybe, f:31, %16).

They are hesitant or indecisive about the issues of; people in different countries are as good as people in their own country (Yes, f:83, %42; No, f:16, %8; Maybe, f:101, %51), they break their relationships with their friends who are in a violent tendency (Yes, f:74, %37; No, f:48, %24; Maybe, f:78, %39), narcissism is influential in the formation of extreme behavior (Yes, f:116, %58; No, f:11, %6; Maybe, f:73, %37).

They expressed negative opinion about the issues of; if necessary, violence can also be resorted to in order to achieve political change (Yes, f:12, %6; No, f:160, %80; Maybe, f:28, %14), different religions are as good as

their own religion (Yes, f:38, %19; No, f:98, %49; Maybe, f:64, %32), some religions threaten European cultures (Yes, f:26, %13; No, f:108, %54; Maybe, f:66, %33).

Results and Suggestions

As the results of this study in which we have investigated extremism in youth from Turkey and 9 EU member countries followings are obtained: The youth thinks that; the people in different countries are as good as people in their own countries, different religions are as good as their own religion, encouraging to keep and to carry the cutting and hurting tools are effective in forming the extremism cultures should prioritize the universal values. Pargament (2002) determines some have argued that religion is not a distinctive phenomenon, whereas others claim that religion is unique in its reference to the sacred and in providing ultimate meaningfulness. Lith and Savage (2013) determines, cultural differences between Muslims and Westerners (for example, between a collective culture. and individualistic culture) become easier to understand, and thus bridge, from a vantage point of value pluralism. Hofstede, Hofstede and Minkov (2005), explains in the globe sense, cultures differ from nations and religions.

The youth are hesitant or indecisive about the issues of; the alienation/otherization sign and symbols threaten common cultures, consumption culture contributes to the development of extremism, the alienation/otherization of politics threatens cultures, immigrants threaten local cultural values. Dei, Karumanchery, and Karumanchery-Luik (2004) explains they must take care of reflect understandings of racism in the moment as a dialectic between symbolic and material violence. Stephan, Renfro, Esses, Stephan, and Martin (2005) founds their research, Neither the symbolic threat nor the realistic threat by themselves caused more negative attitudes than the control condition. A cause of the wide prevalence of extremist attitudes among school students consists of the problems related to the search for identity (Davydov, 2015).

The youth doesn't think that; European culture threatens some religions, both inside and outside Europe, if necessary, violence can also be resorted to in order to achieve political change, sexuality threatens cultural values they will stop at the expense of harm if a student mocks their values. A cause of extremist behavior is rooted in the society's dominant culture (Davydov, 2015). Supposing that a majority of teachers believed that pre-marital sex was wrong (Straughan, 2012). Relationships between gender, extremism and education relate to fundamentalist views of education itself (Davies, 2008).

When all these findings are evaluated trainings must be provided for young people all over Europe to support diminishing extremism. Sources of violence are largely school-based. With the education provided in the school, sources of violence can be prevented and students' attitudes towards violence can be improved (Sulak, 2016). The topics of the trainings should be media literacy for not being affected by extremism propaganda over internet, histories of religions, policy science, sexuality, emotion control, the reasons for violence tendency, immigration and immigrants, consumption culture and common culture heritage. By this way tolerance against other nations, regions, cultures and political views can be increased among young people.

The research is limited to teachers in the countries reached and EBYP scale. It is accepted that students express their opinions sincerely. This scale can be applied to different groups of samples.

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ATTACHMENT: (http://www.saveproject.eu/survey.html)

SAVE PROJECT STUDENT SCALE

Dear Participant,

This scale has been prepared to learn more about teachers' attitudes towards extremism. The data that will be received from this scale will be used for an Erasmus+ Project Thank you very much for your time and cooperation.

Regards.

Your Gender: 1. Female   2.Male

Your age: 1. 10-15 y.o. 2. 16-19 y.o. 3. Over 19 y.o.

Your Country:

Q	SCALE ITEM	Yes	Maybe	No
1	People from different nations are as good as people from mine.			
2	Different religions are as good as my religion.			
3	If a student mocks my values, stop him at the expense of harm.			
4	Protests must be made to draw attention to important issues			
5	If necessary, violence can also be resorted to in order to achieve political change.			
6	Immigrants threaten our local cultural values.			
7	Some religions threaten European cultures.			
8	European culture threatens some religions, both inside and outside Europe.			
9	I check the credibility of the videos I watch on the Internet and social networks.			
10	I check the source that prepares it before I share a video.			
11	I break my relationship with my friends who are in a violent tendency.			
12	Sexuality threatens cultural values.			
13	Consumption culture contributes to the development of extremism.			
14	Narcissism is influential in the formation of extreme behavior.			
15	The alienation/otherization of politics threatens cultures.			
16	Encouraging to keep and to carry the cutting and hurting tools such as knife, sharp objects and etc. are effective in forming the extremism.			
17	Cultures should prioritize the universal values.			
18	The alienation/otherization sign and symbols threaten common cultures.			