Views on EU Union Values and Media Literacy among Teachers and Students in Türkiye: A Field Study under the Jean Monnet EU4ALL Project

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Abstract

This research is based on a field study conducted throughout Konya within the scope of the Jean Monnet "EU4ALL – EU for All" Project. The aim of the research is to determine the knowledge levels, attitudes and educational needs of teachers and students on European Union (EU) values, media literacy, digital awareness, sustainability and cultural diversity. In the study, a quantitative research method was adopted and survey forms with a 5-point Likert-type scale were used. As of 2025, there is a total of 36,439 teachers and 543,379 students in Konya province, and data were collected with 535 teachers and 1,322 students selected from this population using the simple random sampling method. The survey data were collected in a digital environment and analyzed with frequency and percentage distributions. The research findings show that the vast majority of teachers have positive attitudes towards the EU's democratic principles, human rights, environmental policies and the Erasmus+ program. However, it is understood that the need for materials and competence in media literacy and digital pedagogical practices continues. It was determined that the level of knowledge about the EU is relatively low and media literacy awareness is more developed in terms of students. In particular, there is a serious lack of knowledge among students about EU institutions and the membership process. The research results indicate that teacher training, curriculum-based content and interactive materials for students should be developed for the integration of EU values, digital literacy and sustainability themes into the education system. In this respect, the study draws attention to the role of education in Turkey's EU harmonization process and offers guiding suggestions to policy makers.

Keywords: European Union Values, Media Literacy, Digital Awareness, Teacher and Student Views, Jean Monnet Project

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Introduction

In today's digital age, access to information has become fast and unlimited, making it easier for individuals to actively participate in democratic participation processes; however, it also brings with it threats such as disinformation, misinformation and hate speech. According to the European Commission, these threats weaken the digital citizenship skills of young individuals in particular and negatively affect trust in information and participation in democratic processes (European Commission, 2018). Therefore, it is seen as a fundamental responsibility for contemporary democratic societies for education systems to equip individuals with media literacy, critical thinking and information verification skills.

The European Union has set the development of digital skills at all levels of education and the integration of media literacy into education as a priority goal with the strategic document titled "Digital Education Action Plan 2021–2027" (European Commission, 2020) in order to respond to this need. Similarly, in the policy statement titled "Tackling Disinformation", it is emphasized that the competence of teachers in teaching media literacy should be increased, and it is stated that education is one of the main tools in the fight against disinformation. (European Commission, 2018). In this context, the Jean Monnet "EU4ALL – EU for All" Project aims to support the internalization of European Union (EU) values, media literacy, digital awareness and democratic participation in Türkiye through education. Within the scope of this project, which was carried out under the coordination of the Konya Provincial Directorate of National Education, large-scale field research was conducted for teachers and students throughout Konya.

The survey forms used in the study focus on thematic areas such as EU values, media literacy, environmental sustainability and cultural diversity and are structured using a 5-point Likert-type scale. Survey questions were developed in line with the opinions of field experts, and validity and comprehensibility tests were conducted with pilot applications. Content validity was supported by expert opinion; Cronbach's Alpha coefficient of the survey items was calculated as α=0.87 for the teacher form and α=0.83 for the student form. These results show that the scales have a high level of internal consistency (Tabachnick & Fidell, 2013)(Tabachnick & Fidell, 2013).

The research population consists of a total of 36,439 teachers working in Konya province and 543,379 students studying there as of 2025. 535 teachers and 1,322 students determined from

this population by proportional sampling method participated in the study voluntarily. Considering the demographic diversity of the participants, a balanced distribution was achieved between different school types, age groups and genders.

According to the research findings, 59.5% of teachers find teaching EU values useful, 65.7% consider human rights to be addressed in the classroom, and 65.4% consider it necessary to integrate democratic values into education (EU4ALL Öğretmen Anketi , 2025). However, 23.4% undecided and 17% negative opinions indicate a lack of knowledge and application skills on these issues. As stated by the European Education and Culture Executive Agency (EACEA), developing teachers' competence in teaching democratic values is one of the main goals of education policies in the EU membership process (EACEA – European Education and Culture Executive Agency, 2023).

The graph below summarises teachers' attitudes towards EU values in percentages:

Figure 1

Teachers' Attitudes Towards EU Values
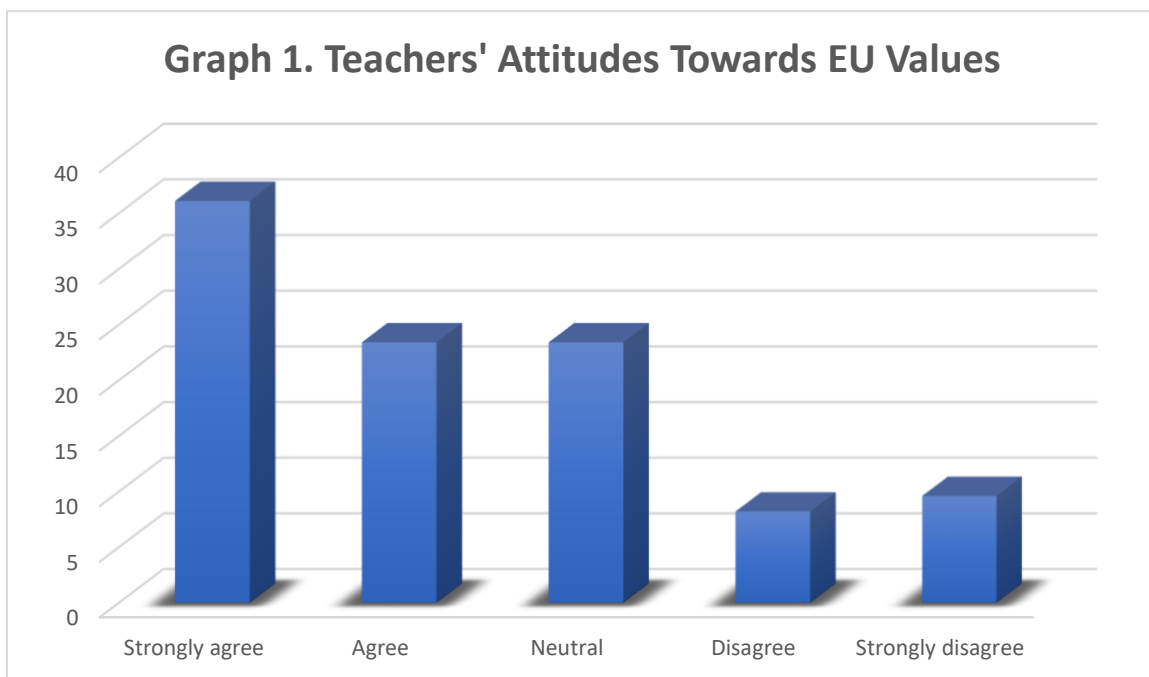
On the other hand, although 80.3% of teachers acknowledge the importance of media literacy in combating fake news, only 48.2% feel competent enough to guide students in this regard. 76.3% stated that they need more materials on digital media literacy. These findings suggest that teacher training should focus not only on theoretical knowledge but also on practical

application and effective use of digital tools. (European Commission, 2018; European Commission, 2020a). (European Commssion, 2020) (European Commission, 2018).

Student survey results show that the level of knowledge and perceptions towards the EU are lower. While 44.4% of the participants think that Türkiye's EU membership would be beneficial, 29.4% are undecided. Only 21.5% stated that they know the main institutions of the EU, and 47.2% stated that they do not have information about the historical process of Türkiye-EU relations (EU4ALL Öğrenci Anketi, 2025). As stated in the European Commission's "Strengthening the Rule of Law" declaration, education-based awareness studies need to be increased in order to ensure that young people adopt EU values (Euopean Commission, 2019).

However, students seem to have a higher awareness of media literacy. 85% of the participants stated that they check information before sharing it, and 67.7% stated that they can recognize fake news. However, the presence of over 20% of the group expressing an undecided opinion indicates that more effort is needed to impart these skills to all students (EACEA – European Education and Culture Executive Agency, 2023).

Figure 2

Students' Attitudes Towards EU Knowledge and Media Literacy

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Türkiye's EU membership is beneficial	22,3	22,1	29,4	9,0	17,2
I know the EU institutions	10,0	11,5	23,4	18,3	36,8
I can recognize fake news	40,7	27,0	20,1	6,2	6,0
I check the accuracy of information before sharing it	70,7	14,3	8,8	2,6	3,6

According to this data, the need for comprehensive educational content on media literacy, cultural diversity and democratic values for both teachers and students is clear. As stated in

the European Commission's "Digital Education Action Plan" report, the digital and cultural competencies of teachers and students need to be systematically increased in order for education systems to adapt to the requirements of the digital age (European Commssion, 2020). The results of the survey on students reveal a more complex picture regarding Türkiye's EU membership. 44.4% of the participants stated that they believed that Türkiye's EU membership would be beneficial, while 29.4% were undecided. In addition, only 21.5% of the students stated that they knew the main institutions of the EU. This situation shows that students' structural and historical knowledge deficits regarding the EU are significant (EU4ALL Öğrenci Anketi, 2025).

Similarly, 62.3% of students stated that they tend to confirm the information they encounter on digital media. However, the 18.4% undecided group and the 10% negative group indicate that the need for educational support in media literacy continues. These results reveal that educational content should be made more widespread, especially in order to reduce the impact of information pollution from social media on young people (EACEA – European Education and Culture Executive Agency, 2023).

The main purpose of this research is to determine the knowledge levels, attitudes and educational needs of teachers and students on European Union values, media literacy and skills to combat fake news. In this context, the following research questions were developed:

RQ1: What are the knowledge levels and attitudes of teachers and students towards the values of the European Union?

RQ2: What is their level of media literacy and awareness of fake news?

RQ3: To what extent do teachers and students use digital media tools effectively in educational processes?

RQ4: In line with the findings, what are the educational contents and policy recommendations to be integrated into the education system?

Methodology

The main purpose of this research is to comprehensively determine the knowledge levels, perceptions and educational needs of teachers working in Türkiye and students on issues such as European Union (EU) values, media literacy, digital competencies and cultural diversity.

The research was carried out within the scope of Jean Monnet "EU4ALL" project under the coordination of Konya Provincial Directorate of National Education in 2025. The study population of the study consists of 36,439 teachers working and 543,379 students studying in Konya province as of 2025. The sample was determined by simple random sampling method and is limited to a total of 535 teachers from different school types and 1322 students who vary according to age groups. This number provides a significant sample size compared to the general universe and provides sufficient representation for the analysis.

56.3% of the teachers are female and 43.7% are male. In terms of the types of schools they serve, 38.2% work in primary school, 33.6% in secondary school and 28.2% in high school. 56.9% of the student participants are female and 43.1% are male; their distribution by age groups is 20.5% between 7-10 years old, 38.2% between 11-15 years old and 39.7% between 16-20 years old. This distribution is in line with the European Commission's target audience-oriented education policies at ISCED levels 1–3.

Data were collected using 5-point Likert-type (Strongly Disagree – Strongly Agree) scale survey forms developed by the researchers and structured separately for teachers and students. The statements in the surveys were created based on literature review; expert opinions in the fields of educational sciences, EU policies and media literacy were obtained in order to ensure content validity. The surveys were first applied to a pilot group of 30 people; and accordingly, necessary language, scope and measurement level adjustments were made in line with the feedback obtained.

In line with the validity and reliability analyses, Cronbach's Alpha coefficient was calculated as 0.86 in the teacher survey and 0.83 in the student survey. These values indicate that the scales have a high degree of internal consistency (Fraenkel & Wallen, 2009). Data were collected digitally via Google Forms. Participants were reached through the Konya Provincial Directorate of National Education and school administrations, and the link links were shared. Participation in the survey was voluntary, no personal information was collected, and the entire process was carried out in accordance with ethical principles.

Data Analysis

The collected data was coded in Microsoft Excel and analyzed using descriptive statistical methods. Although advanced analysis software such as SPSS was not used, the following methods were used as a basis:
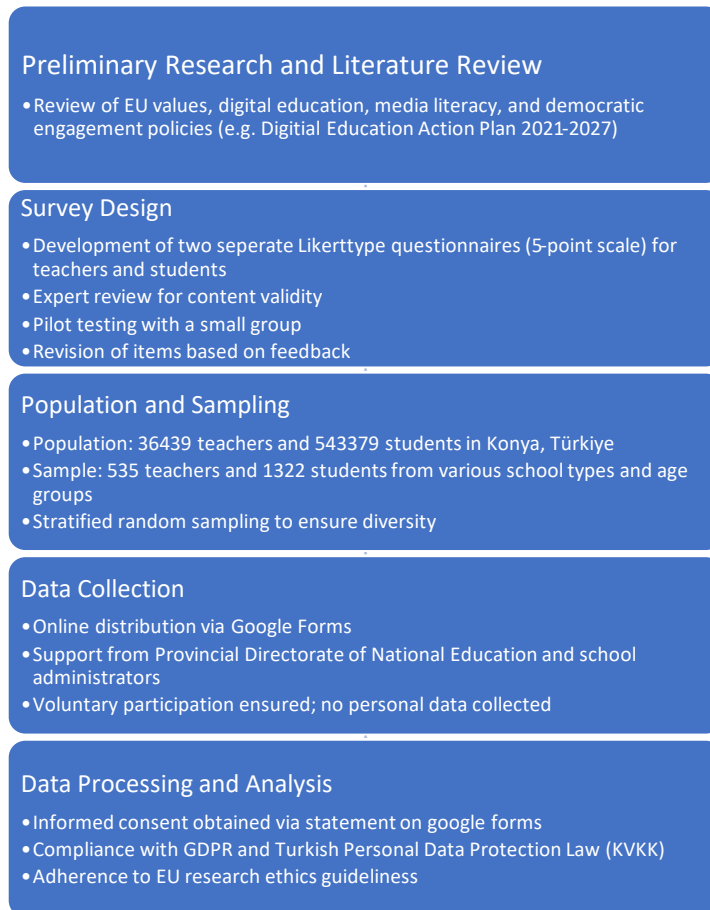
Frequency (n) and percentage (%) calculations,

Visualization of data in graphic and table formats,

Separate interpretation of teacher and student data according to thematic headings (EU Values, Media Literacy, Social Interaction, etc.).

Figure 3

The Diagram for the Data Collection Process

Preliminary Research and Literature Review
- Review of EU values, digital education, media literacy, and democratic engagement policies (e.g. Digitial Education Action Plan 2021-2027)

Survey Design
- Development of two seperate Likerttype questionnaires (5-point scale) for teachers and students
- Expert review for content validity
- Pilot testing with a small group
- Revision of items based on feedback

Population and Sampling
- Population: 36439 teachers and 543379 students in Konya, Türkiye
- Sample: 535 teachers and 1322 students from various school types and age groups
- Stratified random sampling to ensure diversity

Data Collection
- Online distribution via Google Forms
- Support from Provincial Directorate of National Education and school administrators
- Voluntary participation ensured; no personal data collected

Data Processing and Analysis
- Informed consent obtained via statement on google forms
- Compliance with GDPR and Turkish Personal Data Protection Law (KVKK)
- Adherence to EU research ethics guideliness

The entire research process was carried out on the basis of confidentiality and voluntariness. Explicit consent was obtained from the participants, KVKK and EU data protection principles (GDPR) were taken into account. No personal data was requested in the surveys, and the

results were used only in analyses of project outputs. The European Commission's Ethics and Data Protection in Research guidelines were followed. (European Commission, 2025).

Findings and Discussion

EU values and education

One of the main focuses of the study is the attitudes of teachers and students towards European Union (EU) values, which is of critical importance in terms of assessing the current perception of the integration of these values into the education system in Türkiye. The teacher survey findings reveal that there is general support for the inclusion of EU values in the classroom. In particular, the rate of teachers who support the integration of human rights (65.7%) and democratic principles (65.4%) into the education process is quite high. In addition, the rate of teachers who believe that teaching EU values directly will benefit students was determined as 59.5%. These results show that teachers have adopted an approach that is compatible with the European Commission's "European Education Area" vision (European Commission, 2025).

Figure 4

EU Values Teacher Attitudes

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Teaching EU values are useful.	29.8	29.7	23.4	10.1	7.0
Democratic values need to be integrated into education.	35.6	29.8	21.3	7.0	6.3
It is important that human rights are taught in the classroom.	36.7	29.0	21.1	6.5	6.7
The EU rule of law should be guided by principles.	28.9	30.0	23.7	9.8	7.6
It is important to teach EU values.	33.5	28.3	20.9	9.3	8.0

This table shows that approximately two-thirds of teachers support integrating EU values into the educational environment. However, approximately one-quarter are undecided or negative, indicating a lack of knowledge, difficulties in implementation or pedagogical concerns on this issue. Although the student survey findings do not portray their views as positive as the teachers, they do reflect promising trends on certain issues. 44.4% of the participants agree that Türkiye's EU membership would be beneficial. However, this positive trend is weakened by the size of the undecided group of 29.4%. Only 21.5% of the students stated that they were familiar with the main institutions of the EU, indicating that the level of knowledge of the students regarding the EU is quite limited.

Figure 5

Students' views on EU values and understanding of education

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Turkey's EU membership is beneficial.	22.3	22.1	29.4	9.0	17.2
I know the historical background of EU relations.	10.0	11.5	27.2	17.5	29.7
I am aware of the difficulties in the EU process.	19.1	21.5	24.3	14.6	20.6
I know the main institutions of the EU.	6.5	15.0	23.4	18.3	36.8
I know EU member and candidate countries.	12.2	17.6	23.0	17.0	30.1

The statement "Türkiye's EU membership is beneficial" received a positive opinion (Agree/Strongly Agree) of 44.4%. This shows that students have a generally positive tendency towards EU membership. The questions "I know the main institutions of the EU" and "I know the EU member and candidate countries" were answered "Strongly Disagree" by 36.8% and 30.1%, respectively. This situation shows that students have serious lack of

knowledge about EU structures and members. The undecided rate in all questions ranges between 23–29%. This reveals that in addition to lack of knowledge, students have not developed a clear stance on these issues and that awareness studies are needed. In particular, the 36.8% "Strongly Disagree" response to the statement "I know the main institutions of the EU" indicates a serious lack of knowledge. The fact that undecided responses in all questions ranged between 23–29% shows that students have not developed a clear view on the European Union and that the issue requires further educational intervention.

These findings are consistent with the European Commission's 2018 declarations reflecting the priorities of young people to be aware of European identity and EU values (European Commission, 2018). Shaping the perceptions of students in Türkiye about the EU should be considered not only as a political but also as a pedagogical responsibility. The findings show that there is a strong acceptance of EU values among teachers, but the level of knowledge and awareness on the part of students is relatively low. In this context, learning content that introduces students to EU institutions, the membership process and EU education policies, and that is age-appropriate and supported by visual materials should be developed. In addition, it is recommended that in-service training be expanded so that teachers can effectively convey these contents.

Media literacy and the need for education

Media literacy stands out as one of the educational priorities of the digital age. Research findings show that both teachers and students have a certain level of awareness on how to properly evaluate media content and combat disinformation; However, there are some gaps in terms of competence.

Figure 6

Teachers' views on media literacy

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I need media literacy training to combat fake news.	45.0	35.3	11.1	5.1	3.5
I am competent enough to guide my students in digital media literacy.	43.7	32.6	16.7	4.3	2.7
I am competent enough to guide	20.6	27.6	27.8	12.1	11.9

my students in media literacy.					
I think that questioning the accuracy of information disseminated in the media should be included in education.	47.3	34.0	12.6	3.9	2.2
I find it important to use digital media tools effectively in education.	43.3	33.4	15.7	4.3	3.3

80.3% of teachers who participated in the survey stated that media literacy education is necessary to combat fake news. This high rate indicates a strong awareness of the educational implications of fake news and digital disinformation. However, only 48.2% of the same group of teachers stated that they were competent enough to guide students on this issue. This indicates that teachers need to be supported in terms of pedagogical digital equipment.

In addition, 76.3% of teachers stated that they needed more materials for media literacy education. As stated in the European Commission's report titled "Tackling Disinformation" (2018), continuous support for educators in this regard in the digital age is one of the cornerstones of the EU's vision of digital transformation in education (European Commission, 2018). This data shows that teachers' attitudes towards media literacy are generally positive, but they need to be supported in terms of competence and equipment.

Student findings indicate a relatively strong awareness of media literacy. The table below summarizes the distribution of student responses to various questions on media literacy.

Figure 7

Students' views on media literacy and digital awareness

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I check media information for accuracy	39,0	23,3	30,2	4,3	3,2
I do not immediately believe every information I see on social media	61,6	15,7	11,3	4,3	7,1
I believe I can recognize fake news	40,7	27,0	20,1	6,2	6,0
I check the accuracy of information before sharing it	70,7	14,3	8,8	2,6	3,6
I prefer reliable sources when accessing digital content	66,6	18,2	9,8	2,4	3,0

85% of the students stated that they check the accuracy of information before sharing it (Total "Strongly Agree" + "Agree"). 84.8% stated that they prefer reliable sources when accessing digital content. This data shows that digital responsibility awareness has become quite widespread among students. While 67.7% stated that they can recognize fake news, 20.1% remained undecided. This undecided group is the group most in need of support in media literacy. Although the rate of negative opinions is low with 12.2% (Disagree + Strongly Disagree), it is noteworthy. The statement "I do not immediately believe every piece of information I see on social media" received a positive response rate of 77.3%. However, a group of 11.4% of students stated that they tend to trust social media information without question. This situation reveals that students' ability to evaluate social media content more critically should be developed. Undecided groups ranging from 8.8% to 30.2% were noteworthy in all questions. These rates indicate that students need to be strengthened with education on media literacy, especially their awareness of information verification techniques in digital media is limited.

It is observed that students have stronger media literacy behaviors than teachers. While this difference can be explained by the natural digital reflexes of individuals growing up in the digital world, it is also understood that teachers have difficulty in adapting these skills to pedagogical processes. As stated in the European Commission's "Media Literacy for All"

project, the ability to critically evaluate digital content strengthens young people's democratic participation and plays an important role in combating information pollution (European Commission, 2018).

These data show that there is a positive foundation for media literacy; however, advanced skills such as critical thinking, verification habits and selecting reliable sources need to be developed through more systematic and practical methods. Targeted educational content should be developed especially for student groups with ambivalent and negative attitudes. Teachers' access to material support and digital pedagogical skills training should be increased to enable them to effectively teach media literacy in the classroom.

EU's role in education and perception of Erasmus+

The European Union does not limit its education policies to the transfer of knowledge; it sets multidimensional goals such as lifelong learning, intercultural interaction, innovative teaching methods and student-teacher mobility. This approach becomes tangible especially through the Erasmus+ program. According to the "Erasmus+ Impact Study" report published by the European Commission, the Erasmus+ program significantly increases young people's employability, social awareness and intercultural communication skills (Directorate-General for Education, Youth, Sport and Culture (European Commission) , ICF, 2017).

The results of the teacher survey conducted within the EU4ALL Project show that teachers in Türkiye have generally positive attitudes towards these programs and the EU's overall vision for education.

Figure 8

Teachers' views on EU Education policies and Erasmus+ program

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
EU education programs such as Erasmus+ students for useful is I am thinking	44.3	17.8	19.4	7.1	11.5
EU standards in Türkiye appropriate educational materials	40.6	19.7	21.3	7.0	11.4

access ensuring important is I am thinking					
EU education standards in Türkiye approaching to an educational model need is I am thinking	42.1	17.5	22.9	6.4	11.1
EU curriculum to class integrated to do students for useful will be I believe	41.5	18.8	20.4	7.9	11.4
The EU's the educational opportunities offered youth for positive effects will create I am thinking	45.0	16.4	20.6	6.5	11.5

62.1% of teachers believe that EU supported programs such as Erasmus+ are beneficial for students. This result reveals that EU mobility programs in education are largely supported by teachers. However, the undecided group of 19.4% and the negative opinion of 18.6% may indicate difficulties with the accessibility of such programs, lack of information or difficulties with the application process. 60.3% stated that it is important to have access to materials that meet EU standards in Türkiye. This finding suggests that teachers demand more up-to-date and internationally relevant materials in terms of pedagogical content. In the European Commission's report "Supporting teacher educators for better learning outcomes", material support is listed among the factors that improve teacher quality (European Commission, 2014). 59.6% of the teachers surveyed think that Türkiye should have an education system approaching the EU. The presence of 22.9% undecided group shows that there is uncertainty about how the transformation of the education system will be structured. 60.3% of teachers believe that teaching the EU curriculum in classrooms will contribute to students. This finding reflects support for the idea that the EU approach can be integrated into the Turkish education system, especially in themes such as values education, citizenship awareness, sustainability and digital competencies. 61.4% of teachers stated that the education and employment opportunities offered by the EU would have positive effects for young people. This support shows that teachers recognize and value the EU's free movement, university collaborations and internship opportunities.

The majority of teachers positively evaluate the EU's education policies, opportunities such as Erasmus+ and adapting the EU curriculum to the classroom level. However, the proportion of

teachers with undecided and negative opinions is also remarkable. This points to the need for increased systematic information, implementation guidance and material support. These findings are in line with the European Commission's "Supporting Teacher Educators" report. This report emphasizes that material support close to EU standards increases success in teacher education (European Commission, 2013).

Figure 9

Students' views on EU education policies and Erasmus+ program

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
EU education programs (Erasmus+ etc.) for young people for It is useful	44.3	17.8	19.4	7.1	11.5
EU standards receive proper training It is important	39.9	20.7	21.3	7.0	11.1
The EU's education system for youth more opportunity presents	40.6	19.7	21.7	6.5	11.5
EU standards in Türkiye appropriate education system should be established	42.1	17.5	22.9	6.4	11.1
Studying/ working in EU countries opportunities to evaluate I would like	45.0	16.4	20.6	6.5	11.5

The undecided group of 19.4% indicates that more information should be provided on the scope and content of Erasmus+ programs. 18.6% negative opinions (Disagree + Strongly Disagree) point to perception problems regarding the accessibility, adequacy or the way the programs are announced. 60.6% of respondents stated that it is important to receive an education in line with EU standards. However, the 21.3% undecided rate indicates that there is a significant mass of students who do not have sufficient knowledge about the EU education system. Guidance activities, comparative education examples and success stories can positively affect student perception. 59.6% support an education model in Türkiye in line with EU standards. This shows both the expectation for quality and the demand for a system compatible with Europe. However, the 22.9% undecided group indicates a lack of knowledge about the applicability of the system, its content and its effects on students. 61.4% of the

students stated that they would like to take advantage of opportunities to study or work in EU countries. However, 20.6% were undecided and 18.0% expressed negative opinions. This may be related to inhibiting factors such as language proficiency, economic concerns or cultural differences. These findings show that students have a generally positive attitude towards European Union educational opportunities and the Erasmus+ program. However, there is also a significant group of undecided and negative opinions. It is recommended to provide support for this group through informative studies, student exchange experiences and practical content. The European Commission's "Erasmus+ Impact Study" (2017) similarly states that Erasmus+ programs have a positive impact on young people's personal development, employability and intercultural competences (Directorate-General for Education, Youth, Sport and Culture (European Commission) , ICF, 2017).

Positive attitudes towards EU education programs are high in both groups. This suggests that EU programs should be promoted more widely, and local access should be facilitated (European Commission, 2019). For both teachers and students, there is a general positive perception of EU education policies and the Erasmus+ program. However, the rate of indecision among students remains high due to lack of information. Teachers seem to be quite willing and aware of the EU curriculum and material harmonization. Both groups continue to need support in terms of access, guidance and application processes. Therefore, the impact and reach of these programs can be increased through hands-on promotions, exemplary success stories, mentoring systems and digital information tools.

Environment, Sustainability and green consensus awareness

Within the framework of the "European Green Deal" policy, which includes the goal of becoming a climate-neutral continent by 2050, the European Union has made it a strategic priority to transfer environmental awareness and sustainability awareness to society, especially through education (European Commission, 2019).

In this context, the questionnaire surveys asked teachers within the framework of the EU4ALL Project provided important findings on how environmental policies and the Green Deal are addressed in educational settings.

Figure 10

Teachers' views on EU environmental policies and sustainability issues

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I believe that the EU's climate change policies need to be addressed in the classroom	44,7	33,3	15,1	4,6	2,3
It is valuable for students to cover the EU's green consensus policies in the classroom	38,3	36,4	17,2	5,1	3,0
I plan to provide more information to students on environmental and sustainability issues	42,3	36,0	14,6	4,5	2,6
I find it important to convey the EU's sustainable development policies to students	40,5	34,8	16,4	5,2	3,1
I think the inclusion of environmental issues in education is in line with EU policies	41,7	33,0	17,5	4,4	3,4

78% of the teachers advocate that the EU's climate policies should be addressed in the classroom. This shows a strong acceptance of raising public awareness of climate change through education. However, the undecided group of 15.1% indicates that guidance is needed on how to integrate these policies into classroom practice. 74.7% of teachers believe that teaching about the EU's Green Deal initiative would be valuable for students. This percentage is in line with the recommendations in EU policy documents. In particular, the "Education for Climate Coalition" initiative supports teachers' role in raising climate awareness in education (Szkola, 2023). 78.3% stated that they plan to inform students more about environmental and sustainability issues. This shows that teachers' personal motivation is high. 75.3% of teachers find it important to convey the EU's vision of sustainable development to students. This rate reveals that teachers are ready to contribute to the awareness of global responsibility.

According to the "Sustainable Development Goals (SDGs) in Education" guide, teachers are recommended to take pedagogical leadership in this process (UNESCO. Director-General, 2017- (Azoulay, A.) [4566], 2020). 74.7% stated that the inclusion of environmental themes in education is compatible with EU policies. This shows that Türkiye's education policies in the process of harmonization with the EU should develop in this direction. The undecided opinion of 17.5% shows the need for a clear and applicable model, especially in integrating local education policies with EU standards. This part of the study shows that teachers have a high awareness of the environment, sustainability and the Green Deal, but some groups need guidance and content support on implementation processes.

78% and 74.7% respectively find it useful to address the EU's climate change and Green Deal policies in education. This area was not measured in the student survey, but teachers' positive approach to integrating environmental sustainability into education is noteworthy. Although environment and sustainability were not directly addressed in the student survey, indirect statements about cultural interaction and the usefulness of European policies indicate the level of perception on this issue.

Figure 11

Students' attitudes towards environment and sustainability themed indicators (indirect)

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I believe that getting to know European cultures will contribute to my personal development	34,2	20,9	24,0	9,2	11,7
I believe that the education and job opportunities offered by the EU will contribute to Türkiye	36,8	21,6	22,8	7,4	11,4
I think EU policies supporting cultural diversity are beneficial for young people	25,0	17,9	29,5	10,5	17,1

The rate of those who think that European cultures contribute to personal development is 55.1%. This shows that cultural awareness and, indirectly, environmental values resonate with students. However, 24% undecided and 20.9% negative opinions (Disagree + Strongly

Disagree) indicate that students' knowledge about sustainability and environmental issues in Europe is limited. 58.4% of the students believe that education and job opportunities offered in EU countries would be beneficial for Türkiye. This contribution is not only economic but also includes indirect effects such as environmental awareness and learning sustainable practices. However, 22.8% undecided and 18.8% negative opinions show that concepts such as sustainable development are not sufficiently internalized at the student level. 42.9% stated that the EU's policies supporting cultural diversity and inclusion contribute to young people. These contributions include environmental policies, sustainable lifestyles and combating climate change, and it is thought that students have developed indirect awareness in these areas. However, an undecided group of 29.5% is also noteworthy. Although students were not directly asked about issues such as "Green Deal" or "climate change", indirect indicators show that students have a generally positive disposition towards environmental awareness, sustainability and the contribution of environmental policies in Europe.

Teachers seem to be ready for the integration of sustainability and environmental policies into the education system. However, it is suggested that this area should be studied more on the student side (European Commission, 2020). The European Commission's report "The European Green Deal" (2019) clearly emphasizes the role of education in transmitting sustainable development goals to younger generations (European Commission, 2019).

Cultural Diversity and Shared Values

Cultural diversity, inclusion and tolerance, which are among the fundamental principles of the European Union, play an important role in the democratization of education and the social development of individuals. In the European Commission's "Council Conclusions on Inclusion in Diversity", it is emphasized that these values should be particularly active in education systems (European Commission , 2017). In the research conducted within the scope of the Jean Monnet EU4ALL Project, it is seen that the majority of teachers have positive attitudes towards these values.

Figure 12

Teachers' views on cultural diversity and common values

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I apply the EU approach to promote cultural diversity in education in the classroom	29,2	28,4	25,6	10,3	6,5
I believe that respect for different cultures should be taught in the classroom	62,8	25,0	9,0	1,7	1,5
I think inclusion and tolerance are core values of the EU	37,6	21,7	21,9	6,2	12,7
I find it useful to implement the EU's inclusive education policies in Türkiye	38,9	29,9	17,4	5,0	8,8
I think that cultural diversity and tolerance in education contribute to the social development of students	55,7	28,8	10,8	2,6	2,1

57.6% of the teachers stated that they apply the EU's approach supporting cultural diversity in their classrooms. However, the 25.6% undecided group suggests that some of the teachers do not know how to apply this concept or that they are not sufficiently supported in this area. The percentage of teachers who think that respect for different cultures should be taught in the classroom is quite high at 87.8%. The percentage of teachers who think that respect for different cultures should be taught in the classroom is quite high at 87.8%. This value shows that teachers embrace social diversity and intercultural learning. According to the European Parliament's "Intercultural Dialogue in Education" report, such attitudes are of great importance for students' empathy, reduction of prejudices and adaptation to multiculturalism (Euopean Parliement, 2018). 59.3% stated that inclusiveness and tolerance are among the core values of the EU. However, 21.9% undecided and 18.9% with negative opinions show that there is a lack of awareness of these values. This result reveals that teachers' knowledge of core EU values needs to be increased. 68.8% believe that the EU's inclusive education policies will be beneficial in Türkiye. This finding shows that teachers are optimistic about the implementation and that such policies can be localized and adopted. 84.5% of teachers think that cultural diversity and tolerance-based education contributes to the social development of students. This high rate supports the need for more inclusion of these themes

in education, especially in terms of social emotional learning, empathy and the development of intercultural competencies.

This situation results to a lack of practical examples and guidance materials in teacher training. The EU4ALL survey results show that teachers show a high level of commitment to European values such as cultural diversity, inclusion and tolerance, but that there are some who are ambivalent about their implementation. 87.8% support teaching respect for different cultures and 84.5% accept the contribution of cultural diversity to social development. 55.1% think that European cultures contribute to personal development; 39.1% state that EU citizenship has positive values. It focused on the EU's understanding of cultural pluralism, tolerance, perception of identity and its impact on young people. Participants' responses reveal the level of internalization of EU values and the way they perceive cultural differences.

Figure 13

Students' attitudes towards cultural diversity and shared values of the EU

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
EU citizenship means positive values for me	22,2	16,9	31,0	12,6	17,2
The cultural diversity of EU countries promotes a culture of tolerance in Türkiye	22,5	17,2	31,5	11,5	17,2
Türkiye's EU membership would negatively affect our cultural identity	19,1	12,2	28,4	19,7	20,6
EU sees Türkiye as part of Europe	11,3	7,9	26,9	16,7	37,2
EU policies supporting cultural diversity are beneficial for young people	25,0	17,9	29,5	10,5	17,1

39.7% of the students think that the EU's cultural diversity can support a culture of tolerance in Türkiye. The undecided group of 31.5% and the negative opinion group of 28.7% show that the awareness among students on this issue is quite fragmented. This suggests that the inclusive cultural structure of the EU has not been sufficiently explained to students and that there may be a lack of information based on media and curricula. Only 39.1% of students associate EU citizenship with positive values. The 31% undecided group reveals that the level

of identification with the EU identity is low. 29.8% of teachers expressed negative opinions indicate the existence of prejudices or lack of knowledge about the EU. The rate of students who think that Türkiye's EU membership may negatively affect cultural identity is 31.3%. Only 19.2% believe that the EU sees Türkiye as a part of Europe. 42.9% believe that the EU's policies based on cultural diversity are beneficial for young people.

%29.5% of the undecided group points to the need for more concrete examples and educational materials in this area. Students' attitudes towards the cultural values of the European Union are shaped on the axis of ambivalence and lack of knowledge. The fact that a large number of students remain neutral indicates that the issues of EU cultural policies and diversity are not sufficiently conveyed to students. While teachers' approach to cultural diversity is quite positive, students' ambivalence is noteworthy. This situation points to the need to improve educational content on multiculturalism.

Combating fake news and digital critical thinking

The integration of digital media into education requires teachers to be not only transmitters of knowledge, but also guides who promote knowledge validation and critical thinking. The European Commission's "Digital Education Action Plan 2021-2027" clearly emphasizes the need to develop teachers' digital skills and media literacy competencies (European Commission, 2020). The results of the EU4ALL Teacher Survey show that there is a significant gap between the importance teachers attach to media literacy and their educational qualifications in this area.

Figure 14

Teachers' views on media literacy and combating disinformation

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I need media literacy training to combat fake news	48,2	32,1	12,2	5,0	2,5
I need access to more materials for digital media literacy training	47,7	28,6	17,0	4,0	2,7
I feel competent in guiding students in media literacy education	19,5	28,7	27,3	16,0	8,5
I think that questioning the accuracy of	59,2	25,1	10,0	3,4	2,3

information disseminated in the media should be included in education					
I find it important to use digital media tools effectively in education	52,4	31,2	10,3	3,6	2,5

80.3% of the teachers stated that they needed media literacy training. This result shows that teachers understand the importance of dealing with fake news, but they think that the available information and resources are insufficient. The European Commission identifies media literacy as a key component of digital citizenship skills (European Union, 2018). 76.3% stated that they need more resources to provide digital media literacy education. This finding points to the lack of materials as an obstacle to the integration of media literacy into education. Only 48.2% of teachers feel competent to guide students in media literacy. On the other hand, 27.3% undecided and 24.5% negative opinions indicate that teachers lack self-confidence or need support in implementation. A high percentage of 84.3% think that questioning the accuracy of media sources should be included in education. This shows that teachers recognize that a critical approach to knowledge should be developed in students. 83.6% of teachers emphasized the importance of effective use of digital media tools in education. This finding suggests that teachers embrace the integration of digital skills into the education system, but do not receive sufficient support.

The findings of the EU4ALL research clearly show that teachers have a high level of awareness of media literacy, but they need more materials, examples and training to practice it. In today's digital age, students' ability to critically analyze information sources is one of the fundamental elements of a democratic society. According to the European Commission's "Tackling Online Disinformation" report, increasing young people's media literacy is the most effective strategy to reduce the impact of fake news (European Commission, 2018). The questions in the EU4ALL student survey aim to measure students' level of critical thinking towards digital content and their ability to deal with disinformation.

Figure 15

Students' attitudes towards fake news and critical approach to digital content

Question Title	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
When I see misleading information, I check its accuracy	52,8	21,6	16,8	4,5	4,4
When I see misleading content on social media, I investigate its accuracy	50,9	21,9	16,8	6,3	4,1
I evaluate media content critically	34,9	22,0	28,1	7,4	7,6
I am aware of the impact of misleading news on society	60,7	19,1	13,5	3,6	3,1
I feel the need to verify the information I obtain from digital media	50,0	21,6	18,4	5,2	4,8

74.4% of the students stated that they exhibited verification behavior when they saw misleading information. This rate shows that media literacy awareness is generally high. However, the 16.8% undecided and 8.9% negative group demonstrates that they need additional training especially in dealing with information pollution. 72.8% of the students stated that they investigate the accuracy of the information they encounter on social media. This result shows that students' habit of approaching information critically has become widespread in digital environments. However, the negative rate of 10.4% and the neutral rate of 16.8% indicate that the skills of questioning information are not equally acquired by all students. 56.9% (34.9% + 22%) of students stated that they critically evaluate media content. However, the undecided group of 28.1% and the negative group of 15% indicate that this skill should be popularized. 79.8% stated that they are aware of the effects of disinformation on society. This level of awareness shows that students attach importance to media literacy not only on an individual but also on a social scale. However, the 13.5% undecided group shows that this issue should be supported with more examples and case-based explanations in educational environments. This situation shows that applied training should be increased in making critical thinking a habit. The rate of students who stated that they check the accuracy of the information obtained from the digital environment is 71.6%. 18.4% undecided and 10% negative opinions show that information verification behavior is not internalized by everyone.

These findings reveal that students generally develop a cautious and critical approach towards the information they encounter in digital media environments. However, a significant group of undecided and negative opinions shows that these skills have not yet been acquired equally by all students.

66.5% of teachers stated that they discussed the reliability of media sources with students. The need to integrate social media literacy into the classroom was supported by 81.5%. 67.7% stated that they can recognize fake news; 84.8% stated that they prefer reliable digital sources. Digital media awareness is high in both groups. However, in order to promote critical thinking habits, the focus should be especially on neutral groups (Unesco, 2021).

The data revealed that teachers have high awareness of EU values, cultural diversity, sustainability and media literacy, but they need more support in practice. On the students' side, the level of awareness varies according to the subject, and their lack of knowledge on topics such as EU structures and historical context is noteworthy. In the areas of media literacy and digital critical thinking, students are relatively more aware.

Conclusion, Future Directions, and Limitations

This study aimed to analyze teachers' and students' knowledge, attitudes and training needs on European Union (EU) values, media literacy and digital critical thinking in a multidimensional way. The findings of the study revealed that teachers in particular have a more positive and constructive attitude towards EU values, while students' awareness remains limited and superficial. While 59.5% of teachers found it useful to teach EU values in Türkiye, only 44.4% of students evaluated Türkiye's EU membership positively. This indicates a lack of knowledge-based awareness among students.

On the other hand, both teachers and students attach great importance to media literacy. While 85% of students reported verifying information before sharing it, only 48.2% of teachers felt competent in this regard. This suggests that the pedagogical competencies required by the digital age need to be strengthened through systematic support, especially for teachers (Levitt & Grubaugh, 2024)

Teachers' awareness of the EU's policies on environmental sustainability and the Green Deal is quite high. 78% stated that climate change policies should be taught in the classroom.

However, these issues were not directly measured among students; indirectly, limited awareness was found through indicators such as cultural diversity and personal development. The majority of teachers find it important to teach EU values in the classroom and to integrate democratic principles into the education process. This is in line with the European Commission's strategic documents emphasizing the role of teachers in media literacy and democratic citizenship (Borg & Lauri, 2011). On the other hand, students' level of knowledge about EU institutions and policies is lower, and especially the lack of knowledge about institutions is noteworthy. This points to the need to develop more visual and age-appropriate content for students (Tupakhina, 2021).

In the field of media literacy, 80% of teachers find this training necessary, while only half of them feel adequate. This shows that teachers need to be supported with in-service trainings (Tsankova, ve diğerleri, 2023). Students, on the other hand, showed the habit of making verifications before sharing information, but their critical evaluation skills were limited. This result points to the necessity of practical training to increase media literacy in young individuals. The research also shows that teachers have a high awareness of environmental sustainability, climate change and the European Green Deal. This finding is consistent with the role of educators in the European Commission's "European Green Deal" strategy (Europeaan Commission, 2019). However, it is noteworthy that students have limited knowledge in this area that does not go beyond indirect awareness. This calls for sustainability themes to be made more visible in the student curriculum (Subota, 2021).

Future directions

In the future, strategies for media literacy and digital critical thinking education should be reshaped to ensure that both educators and students can exist as informed individuals in the digital world. In the digital information age, individuals should not only consume media content but also evaluate it critically and ethically. At this point, media literacy education should not only convey information; it should also include students' and teachers' ability to access, verify, analyze and reproduce information (Zaçellari & Reçi, 2024).

Current research shows that media literacy is not only a technical competence, but also fundamental for the development of a culture of critical thinking (Pagán-Castaño, Pagán-Castaño, Callarisa-Fiol, & Sánchez-García, 2025) Future policies should therefore take a holistic approach to the interaction between media literacy and critical thinking. The restructuring of education programs should emphasize interdisciplinary approaches, problem-

based learning, active citizenship and media production. (Prasastiningtyas, Ubaidillah, & Aprianti, 2024).

Moreover, media literacy should not be limited to critical analysis but should also include creative media production. The ability of digital media users to be not only content consumers but also conscious content producers will strengthen media participation and enable them to take an active role in democratic processes. (Cruz & Dorsch, 2019). In this direction, teaching students to use digital production tools such as podcasts, videos, and infographics in media education can be an effective pedagogical approach that combines media criticism with production.

Finally, making media literacy modules compulsory in teacher training is critical for building sustainable awareness. A field study conducted in 2024 found significant improvements in pre-service teachers' media and information literacy skills, and that these skills are effective in raising public media awareness (Zaçellari & Reçi, 2024). Therefore, it is recommended that in the coming years, education policies should be reinforced with supportive content, guidance and continuous professional development opportunities to strengthen teachers' role in the digital world. In this framework, the future of media literacy education will be shaped not only by the acquisition of technical skills, but also by the development of a critical and ethical understanding of media that will increase democratic participation.

Limitations

Although the findings clearly demonstrate the importance of media literacy, teaching EU values and digital critical thinking skills in education, some limitations affect the generalizability of the results and the capacity for implementation:

1. Data collection based on subjective statements: Since the data collected through the survey method is based on the personal perceptions and statements of the participants, responses may be given with the effect of social desirability. This may not accurately reflect the actual attitudes of respondents.

2. Geographical limitation - Sample limited to Konya province: The study was limited to teachers and students in Konya province. Therefore, the findings cannot be directly generalized to the education community in Türkiye. The socio-cultural structures of teacher and student groups in different cities, their perspectives on media literacy and EU values may differ.

3. Lack of qualitative data: The research is based only on quantitative data and does not reveal the reasons or deeper meanings of the participants' views. A more holistic analysis would have been possible if qualitative data had been used, especially on issues such as teachers' classroom practices and students' relationships with information sources.

4. Thematic scope difference: Although the student and teacher surveys focused on thematically similar areas, students were not directly asked about environmental and sustainability issues. This limited comparative analysis across topics.

5. Lack of advanced statistical analysis: Since advanced analysis tools such as SPSS were not used in the study, the relationships between variables or significant difference analyses could not be performed. This limited the ability to analyze the data in more detail.

These limitations Although , the study is specific to Konya Media literacy of teachers and students , EU values and digital awareness on the subjects their perceptions comprehensive in the form of emerge put ; in the future to be done more wide comprehensive studies for important   one   basis   has   presented   .

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Table 1. Teacher Survey Questions

No	Category	Questions
1.1	EU Values and Education	I believe that teaching EU values in Türkiye is beneficial for students.
1.2	EU Values and Education	I think it is important to teach the democratic values of the EU in education.
1.3	EU Values and Education	I believe that the EU's human rights policies should be addressed in the classroom.
1.4	EU Values and Education	I believe that the EU's rule of law principles guide teachers.
1.5	EU Values and Education	I find it important to teach the EU's fundamental values and human rights in my classroom.
2.1	Media Literacy	I need media literacy training on combating fake news.
2.2	Media Literacy	I need access to more materials for teaching digital media literacy.
2.3	Media Literacy	I feel competent to guide my students in media literacy education.
2.4	Media Literacy	I think questioning the accuracy of information disseminated in the media should be included in education.
2.5	Media Literacy	I find it important to use digital media tools effectively in education.
3.1	The EU's Role in Education	I think EU education programs such as Erasmus+ are beneficial for students.
3.2	The EU's Role in Education	I think it is important to provide access to educational materials that meet EU standards in Türkiye.
3.3	The EU's Role in Education	I think there is a need for an education model in Türkiye that approaches EU education standards.
3.4	The EU's Role in Education	I believe that integrating the EU curriculum into the classroom will be beneficial for students.
3.5	The EU's Role in Education	I think that the educational opportunities offered by the EU will have a positive impact on young people.
4.1	Sustainability and	I believe that the EU's climate change policies should be

No	Category	Questions
	Environment	addressed in the classroom.
4.2	Sustainability and Environment	It would be valuable for students to cover the EU's Green Deal policies in class.
4.3	Sustainability and Environment	I plan to provide students with more information on environment and sustainability.
4.4	Sustainability and Environment	I find it important to convey the EU's sustainable development policies to students.
4.5	Sustainability and Environment	I think the inclusion of environmental issues in education is in line with EU policies.
5.1	Cultural Diversity and Values	I apply the EU approach to promote cultural diversity in education in the classroom.
5.2	Cultural Diversity and Values	I believe that respect for different cultures should be taught in the classroom.
5.3	Cultural Diversity and Values	I think that inclusion and tolerance are core values of the EU.
5.4	Cultural Diversity and Values	I find it useful to implement the EU's inclusive education policies in Türkiye.
5.5	Cultural Diversity and Values	I think that promoting cultural diversity and tolerance in education contributes to students' social development.
6.1	Combating Fake News	I discuss the effects of fake news on students in class.
6.2	Combating Fake News	I train my students to question the accuracy of information on the internet.
6.3	Combating Fake News	I aim to develop media literacy skills against disinformation.
6.4	Combating Fake News	I discuss the reliability of media sources with students.
6.5	Combating Fake News	I think that social media literacy should be taught in the classroom.

Table 2. Student Survey Questions

No	Category	Questions
1.1	EU Knowledge and Awareness	I believe that Türkiye's EU membership will be beneficial for our country.
1.2	EU Knowledge and Awareness	I know the historical background of Türkiye's relations with the EU.
1.3	EU Knowledge and Awareness	I am aware of Türkiye's difficulties in the EU membership process.
1.4	EU Knowledge and Awareness	I know the main institutions of the EU (European Parliament, European Commission, etc.).
1.5	EU Knowledge and Awareness	I know EU member states and EU candidate countries.
2.1	Media Literacy	I check the accuracy of the information I receive from media sources.
2.2	Media Literacy	I do not tend to immediately believe every information I see on social media.
2.3	Media Literacy	I believe I have enough knowledge to recognize fake news.
2.4	Media Literacy	I think it is necessary to check the accuracy of information before sharing it.
2.5	Media Literacy	I prefer reliable sources when accessing digital content.
3.1	European Culture and Values	EU citizenship means positive values for me.
3.2	European Culture and Values	The cultural diversity of EU countries can support a culture of tolerance in Türkiye.
3.3	European Culture and Values	I think Türkiye's cultural identity will be negatively affected as a result of EU membership.
3.4	European Culture and Values	I believe that the EU sees Türkiye as a part of Europe in the fullest sense.
3.5	European Culture and Values	I think that the EU's policies supporting cultural diversity are beneficial for young people.

No	Category	Questions
4.1	The EU's Role in Education	I think EU education programs such as Erasmus+ are beneficial for young people.
4.2	The EU's Role in Education	I believe it is important to get an education in line with EU standards.
4.3	The EU's Role in Education	The EU education system offers more opportunities for young people.
4.4	The EU's Role in Education	An education system in line with EU standards should be established in Türkiye.
4.5	The EU's Role in Education	I would like to take advantage of opportunities to study or work in EU countries.
5.1	Social and Cultural Interaction	I think being tolerant towards different cultures has gained importance in the EU membership process.
5.2	Social and Cultural Interaction	Participating in cultural exchange programs with the EU is a valuable opportunity for me.
5.3	Social and Cultural Interaction	I think that opportunities to study or work in EU countries will contribute to Türkiye.
5.4	Social and Cultural Interaction	I believe that getting to know European cultures will contribute to my personal development.
5.5	Social and Cultural Interaction	I think it is possible for young people to gain international experience thanks to Türkiye's EU membership.
6.1	Combating Fake News	When I see misleading information on the internet, I feel the need to check its accuracy.
6.2	Combating Fake News	When I encounter misleading content on social media, I investigate whether this information is true or not.
6.3	Combating Fake News	I have the habit of evaluating media content from a critical perspective.
6.4	Combating Fake News	I am aware of the effects of misleading news on society.
6.5	Combating Fake News	I feel the need to verify the information I obtain from digital media.