

Educar para la comunicación y la cooperación social

Editoras:

Concepción Naval
Sonia Lara
Carolina Ugarte
Charo Sádaba

CoAN
Consejo Audiovisual de Navarra.

• i 22679418

Universidad de Navarra
Servicio de Bibliotecas

Democratic Participation among Spanish University Students in Europe. The case of the University of Navarra

Charo Repáraz
creparaz@unav.es

Carolina Ugarte
cugarte@unav.es

Concepción Naval
cnaval@unav.es
Universidad de Navarra

Resumen: Estamos siendo testigos en estas últimas décadas de una creciente preocupación internacional en las democracias occidentales por el escaso compromiso social de los jóvenes, manifestado por ejemplo en la escasa participación electoral que ejercen. Con este marco de referencia, el pasado curso realizamos una serie de encuestas a estudiantes de la Universidad de Navarra sobre su intención de voto a las elecciones del Parlamento Europeo de 2009. Se muestran y valoran algunos de los resultados obtenidos. El objetivo último que nos mueve es indagar en el papel que una adecuada educación cívica puede jugar en la suscitación de un compromiso ciudadano entre los jóvenes universitarios.

Palabras clave: Participación social y política, Elecciones Parlamento Europeo, Estudiantes universitarios españoles, Educación cívica, Universidad de Navarra.

Abstract: In recent years there has been increasing international concern in Western democracies regarding the lack of social commitment among young people, which is reflected, for instance, in the general indifference to established politics and low electoral turnout in this sector of the population. A series of surveys were administered

to students at the University of Navarra over the course of the last academic year with the aim of estimating their intention to vote in the 2009 European parliamentary elections. The purpose of this chapter is to present and analyze some of the results obtained. The project's underlying goal is to assess the role that adequate forms of civic education may play in fostering civic commitment among university students.

Keywords: Social and Political Participation, European Parliament Elections, Spanish University Students, Civic Education, University of Navarra.

1. INTRODUCTION

The degree of civic commitment shown by citizens is an issue of special significance in Western democracies. Recent years have seen increasing international concern in Western democracies regarding the lack of social commitment among young people, which is reflected in poor social participation, for instance, in a general indifference to established politics and low electoral turnout in this sector of the population (Saha, Print, Edwards, 2007). That there is little or no political or civic culture in this regard seems incontrovertible, which leads in turn to the abdication of civic responsibility, among other things.

Such commitment is reflected directly in participation in the election of political representatives at local, national, and European, levels. Citizens of EU countries had the opportunity to exercise this right –to fulfil this duty– in the elections to the European Parliament (EP) in June 2009. Nevertheless, participation especially among young people, (Print & Milner, 2009) in European elections generally, and the elections to the EP in particular, is low (European Commission, 2004; Forbrig et al, 2005; Franklin, 2004; Macedo, 2005; Mateos, 2008; Saha, Print and Edwards, 2007).

Hence, political parties, European institutions, the media and the university sector have a special responsibility to encourage civic participation in the form of voting in elections (Maier and Tenscher, 2006; Ugarte and Naval, 2009).

The primary objective of the project outlined below was to provide an in-depth account of these issues, for which purpose Higher Education was to be explored as a space for civic education. The project's underlying goal is to detail the role that adequate forms of civic education may play in fostering civic commitment among university students.

The chapter is structured as follows: first, a broad brushstroke account of the national, European and global contexts of universities as spaces for civic education is provided; then, the general and specific objectives of the project are described, as well as the methodology followed; and finally, in light of the foregoing, the discussion of the results obtained in relation to the projects stated objectives is brought into focus. The chapter ends with a set of conclusions.

The need to develop civic education for university students, from a wide variety of degree programs, is at the heart of this article, as a key step towards fostering social commitment among young people. Thus, the significance of the role of "civic learning" (correctly understood) in higher education should not be overlooked.

2. THE SPANISH, EUROPEAN AND GLOBAL CONTEXTS OF UNIVERSITIES AS SPACES FOR CIVIC EDUCATION

It would appear that university students identify very little, if at all, with political institutions (Beck, 1992; Giddens, 1991; Inglehart and Welzel, 2005). Moreover, young people face greater uncertainty nowadays than in the past with regard to issues such as employment and housing, or violence and marginalization. Such phenomena as the low electoral turnout among this sector of the population, social exclusion and violence among young people may be attributable to this situation (Sloam, 2007).

In recent years, concern has been expressed in many countries regarding the impact of such social problems on political participation, national identity, and democratic citizenship in general (Barber, 2004; Crick, 2004; Pattie et al., 2004; Putnam, 2000; Stoker, 2006). For reasons like those described above, the civic dimension of education has re-emerged as an approach by which social difficulties might be solved; indeed, education has sometimes been seen as the answer to all such problems (Kisby and Sloam, 2009). The research carried out by the IEA (Association for the Evaluation of Educational Achievement) has disclosed the positive effect civic education may have on attempts to foster civic and political commitment (Torney-Purta et al., 2001).

With a few, notable exceptions (Ahier et al. 2003; Arthur & Bohlin 2005), relatively little attention has been paid to the civic dimension of higher education, in academic contexts or in terms of educational policy, in Spain and Europe (Sloam, 2008). While the social responsibility of the university as an institution has always

been widely acknowledged, its potential as a space for civic education has often been overlooked.

Higher education bodies in a number of English-speaking countries, on the other hand, devote a significant proportion of their resources to such initiatives as service learning (community voluntary work programs as part of the curriculum: Battistoni, 2000) and place a high premium on official recognition as *colleges with a conscience* (Princeton Review, 2005).

The results from a number of studies suggest that the civic and political commitment fostered by activities like service learning may give rise to transferable skills and attitudes, as well as leading to improvements in academic performance (Colby et al., 2003 and 2007, Naval, 2008).

Hence, without falling for the naïve notion that civic education is a panacea for all social ills, the significant role to be played by universities as spaces in which a more just society and a greater moral, civic and political commitment among citizens can be fostered, may be discerned (Plantan, 2002). Universities have the civic responsibility to be agents of social change (AAC&U, 1995; Brubacher, 1982).

Participation in the election of political representatives is one of the ways in which citizenship is exercised. This study focuses on the analysis and evaluation of university student participation in the 2009 European elections. Before outlining the project and some of the results obtained, a brief account of the electoral process for the European Parliament may be pertinent.

3. ELECTIONS TO THE EUROPEAN PARLIAMENT¹

Under the terms of the Lisbon Treaty, the European Parliament is the body in which most of the legislation governing the EU is decided. The prerogatives of the Parliament include agriculture, energy safety, immigration, justice and internal affairs, healthcare and structural funds. Moreover, in conjunction with the Council of Europe, the European Parliament establishes the budget for the EU as a whole.

This increase in decision-making power also involves a corresponding increase in responsibility, not only for politicians and legislators, but also for citizens, since the Parliament is the only directly elected body in the EU. Elections take place

¹ Cfr.: <http://www.europarl.europa.eu> y <http://www.europa.eu> (Retrieved: Abril 2010).

every five years; all citizens of EU countries have the right to vote and to run for election, irrespective of where in the EU they live. Thus, the European Parliament is the expression of the democratic will of more than 490 million EU citizens, and represents their interests in debates and negotiations with other EU institutions.

The parliamentary elections are regulated by the 20 September 1976 Act concerning direct elections to the European Parliament, which comprises 16 articles and sets out the following conditions, among others:

- elections are to be held in all the member-states during the same period, beginning on Thursday morning and ending on the following Sunday; ballot-counting cannot begin until the polls have closed in all member-states;
- members of the European Parliament are elected for a period of five years;
- the European Parliament is called into session, without express ordnance, on the first Tuesday once one month has lapsed since the election period, to validate the parliamentarians' credentials and to adjudicate with respect to any challenges;
- the European Parliament will establish a uniform electoral process which is to be the basis of the discussions in the Council of Europe in this regard, and adopted by all member-states.

The Act referred to above also addressed the distribution of parliamentary seats among the nine states that were members of the European Community in 1976. The European Parliament now has 736 members, representing the 27 countries in the European Union.

Following this brief account of the electoral process for the European Parliament, the details of the project dealing with the participation of University of Navarra students in the June 2009 European elections are outlined below.

4. PROJECT DESCRIPTION

The research project described here presents the results of two questionnaires designed to measure the participation of university students in the elections to the EP in June 2009. Its purpose is to offer a comparative analysis of the influence of the media on the voting intentions of Spanish university students. The sample of students involved was drawn from a number of Schools and departments at the University of Navarra.

The specific objectives of this chapter are as follows:

1. To analyze the degree to which university students are aware of the need to put their civic responsibility into practice through, among other things, participation in the election of their political representatives;
2. In addition, to evaluate students' intention to participate before the European election of June 2009, though not their specific voting intentions;
3. To explore whether or not there are significant differences in the knowledge of political issues and the level of active democratic participation among university students, depending on the degree course(s) in which they are enrolled.

5. METHODOLOGY

An empirical study was carried out in the University of Navarra in the academic year 2008–2009. Questionnaires were administered at three points in time, which were defined with reference to the information and communication strategy of the EU General Direction of Communication (European Commission, 2008):

- September 2008: at the beginning of the academic year, when little or no information on the elections to the European Parliament is available to students;
- March 2009: given that the media provides a wealth of information as the campaign period approaches, students have access to much more information on the elections to the European Parliament. Students will also have had the opportunity to acquire further knowledge through their chosen course(s) of study.
- June–September 2009: after the elections, the students are currently being surveyed in relation to whether or not they voted.

We here analyze some of the most salient results obtained from the first two questionnaires.

The sample of students was drawn from a number of Schools at the University of Navarra, specifically, from the area of Humanities (Humanities, Education, Educational Psychology); from Social Sciences (Communication and Law) and from the Sciences (Medicine, Pharmacy and Nursing). The students interviewed were aged between 18 and 24. A total of 936 students took part in the study.

The sample is incidental, comprising the different Schools at the University of Navarra which responded to an invitation to participate in the project. The idea was to encourage such participation in schools whose fields of interests were most closely related to the issue of civic participation among students and which offered subjects that deal directly with political participation, as well as Schools whose connection to the questions involved was not so direct. The former include the Schools of Humanities and Social Sciences, Communication and Law; and the latter, the Schools of Medicine and Sciences. Once the Schools had been selected, professors on subjects that are most closely related to the research topic were invited to participate, as well as those most sensitive to the issues involved. At the same time, it was decided that first-year university students would be the focus of enquiry, as June 2009 marked their first opportunity to vote in European elections. Those professors who had agreed to participate in the study then explained the objective of the project to their classes and encouraged them to participate on a voluntary basis. In the end, 936 students took part in the research.

6. RESULTS

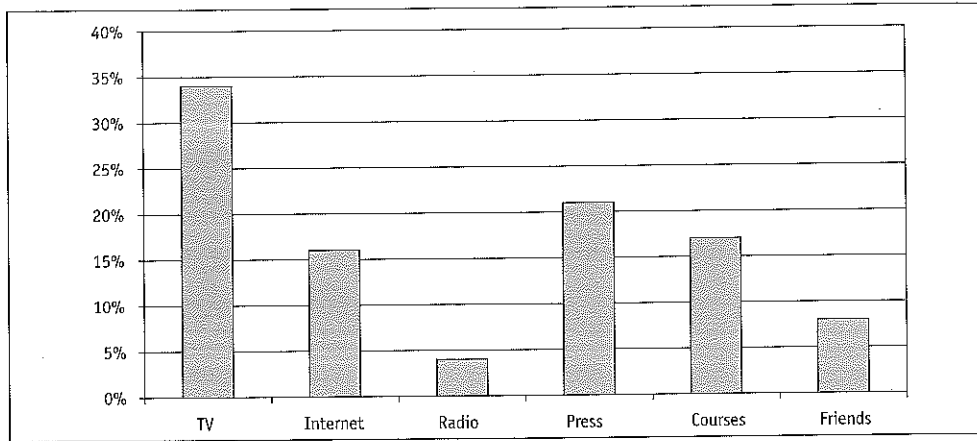
Within the framework of the general aim of the project and the specific objectives of this study, the results obtained after administration of the first and second questionnaires are as follows:

General aim of project: The influence of the media on Spanish students' intention to vote.

On this point, the results show that the media which have the greatest influence on students' political knowledge, specifically, those which provide the largest amount of information about the existence of elections to the EP, are the television and the press. The courses and subjects taught at the university come third in line as sources of information in this regard, followed by the Internet, a key communications and information platform for young people, and the radio.

This information was provided by the following item on the questionnaires:

Figure 1: How did you find out that there are going to be elections to the EP next year?

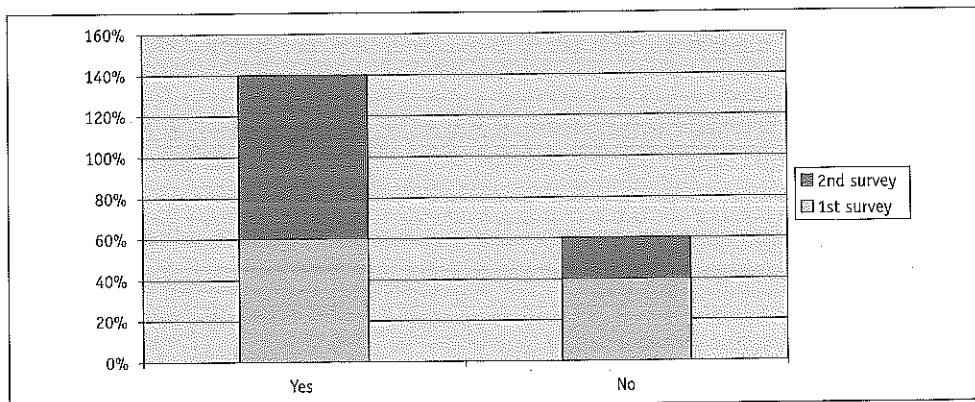


If we consult the data available in Eurobarometer 162, published in 2004 (pp. 32 and 37), after the European elections held in that year, the main means by which people obtained election information were as follows: television or radio (89%), electronic mail (88%), newspapers (86%), discussion of elections with friends and family (58%), searching in Internet (7%). Both our data and the findings of the European surveys reveal television and press to be the most frequent means used to receive and consult information about the election, together with electronic mail.

Specific objective 1: To analyze the degree to which university students are aware of the need to put their civic responsibility into practice through, among other things, participation in the election of their political representatives.

On this issue, the questionnaires provide the following result:

Figure 2: Do you know elections to the European Parliament will be held next year?



EB 70 (European Commission, 2009a) –published at the same time as our first questionnaire– (QC1: In your opinion, when will the next European elections be held?) reflects the situation that 26% of those questioned knew when the European elections would be held, while 67% chose the option “don’t know/no answer”. In the case of the university students in our study, in September 2008, 60% of them knew the date of the election.

EB 71 (European Commission, 2009a) –published at the same time as our second questionnaire was given– (QC1) indicates that 32% of those interviewed knew when the European election was, whereas 62% chose “don’t know/no answer”. In the case of the university students in our study, in March 2009, 80% of them knew the date of the election.

If we look at the variation between countries, Finland (86%), the United Kingdom (84%) and Spain (75%) had the highest percentage of “don’t know/no answer” responses.

In terms of demographic variables, the youngest group questioned (aged 15-24) was the one with least awareness of the date (69% answered “don’t know/no answer”). In our case, only 40% of the students in the September survey and 20% of those in March did not know the election date.

On the basis of these results, it can be seen that Spanish university students are better informed on this issue than people in Europe as a whole, and also better than the average for their age group.

If we turn to the other items, we find the following information:

- 75% of the university students are interested in the results of the election.
- 93% consider that this is part of their responsibility as citizens.
- 77% think that taking part in elections is a way of influencing society and politics.
- 61% of those interviewed state that they know the main functions of the European Parliament.
- 75% are interested in knowing more about European institutions, and 81% would like to be better informed about EU policies.

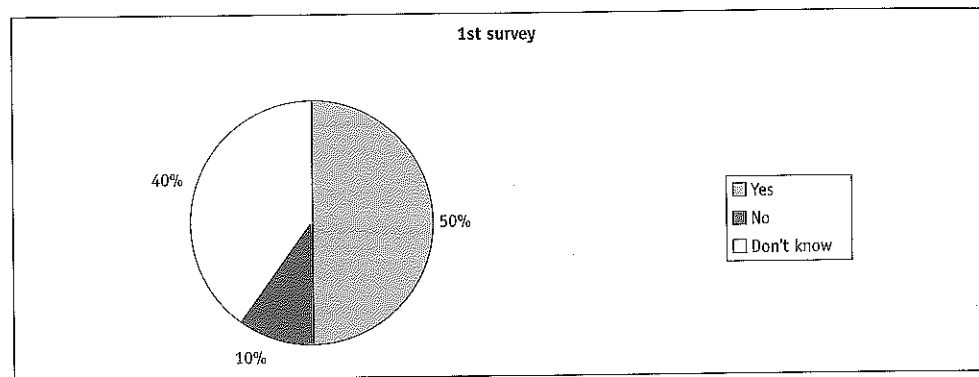
On the latter two percentages, it is of interest to compare the data obtained from QB3 in EB 71, concerning knowledge of decision-making powers in the EP. The question is about how the members of the EP are chosen, how the EU budget is

decided, the number of members of the EP representing each state, and so on. The average number of correct answers is 52%, with 18% wrong answers and 30% "don't know-no answer". On the basis of these data, we could say that there is little difference in the numbers of those who know and those who do not know about this aspect of the EU. This is important because, as will be seen, lack of knowledge of the role of the EP is the main reason for not voting in European elections (cf. QC5).

Specific objective 2. To evaluate student participation in the forthcoming elections, though not their specific voting intentions.

The question, used in both questionnaires, that was designed to obtain this information was:

Figure 3: Do you intend to vote?



- In both the first and the second survey, 50% of students intended to vote. Even though this is a low percentage, if we compare it with the data from EB 71 (QC3: Can you tell me on a scale of 1 to 10 how likely it is that you would vote in the next European elections in June 2009?) showing that 34% of the European population will probably vote, and 15% will definitely not vote. In particular, among young people aged 15 to 24, 25% say they will not vote, while the corresponding figure in our study was 10% (European Commission, 2009c). In this context, it is once again clear that the involvement of Spanish university students is greater than the European average and than that for people in the same age group elsewhere.
- On the other hand, 57% of university students do not belong to or participate in any association with political, social or cultural ends.

This last figure is particularly significant, above all if we compare it with the percentages presented after the previous graph. Students are aware that it is important to participate in elections, as a way of affecting or influencing the way society is shaped. However, this conviction appears to remain rather theoretical and is not associated with action. The results of our study show that students do not become actively involved in the election campaign, or in other areas of social participation.

On the other hand, as the graphs for objective 3 seem to show, university students lack a theoretical? Knowledge? Political interest? Background in civic matters. This, together with the disillusionment with politics current in society as a whole, leads to low participation in elections in general, and particularly in the election to the European Parliament, a feature across many countries (Print & Milner, 2009). The causes indicated here are consistent with the results of EB 71 for the following questions:

- QC2: How interested or disinterested would you say you are in these elections? Of the European population as a whole, 53% expressed scant interest in the European elections.
- QC5: If you are not going to vote in the European elections of June 2009, it will be because...? 64% stated that they did not know enough about the role of the EP; 62% thought that their vote would not change anything; 59% regarded themselves as not well informed enough to vote, 55% believed that the EP did not handle the problems that concerned them personally, and 20% stated that they were against Europe, the European Union and the process of European unification. It is interesting that this last reason for not voting was given by 10% of the students. It is also worth noting that the belief that voting will not change anything is found to be less frequent as the age at which people complete their studies rises.
- QA11: For each of the following European bodies, please tell me if you tend to trust it or tend not to trust it In the case of the EP, 45% tend to trust it, whereas 37% do not, and 18% do not know. If these last two percentages are taken together, 55% of those questioned do not trust, or do not know if they trust, the EP. Furthermore, the trust that people place in this institution is significantly lower than the results obtained in EB70 (European Commission, 2009b).

As can be seen, the lack of information and knowledge, alongside lack of interest and mistrust, appear to be the main reasons for the low turnout in these elections.

This situation reflects a social problem which clearly has an educational background. Without previous educational preparation, it is hard to attain the reflexive, critical knowledge of the socio-political reality that propitiates political participation and enables people to vote responsibly (Print & Milner, 2009). It is important that this civic and political education should not be compressed into the moments immediately before the election, and should not be confined to information campaigns run by the media. It is necessary to establish ongoing educational measures covering the transmission of knowledge, the acquisition of skills, and the development of stable, favourable attitudes towards democratic participation (Ugarte and Naval, 2008).

Specific objective 3. To explore whether or not there are significant differences in knowledge of political issues and the level of active democratic participation among university students, depending on the course(s) of study being pursued.

The following tables display the responses to various questions, according to the degree course area to which the respondents belonged.

Figure 4: Do you know that there will be an election to the European Parliament during the coming year?

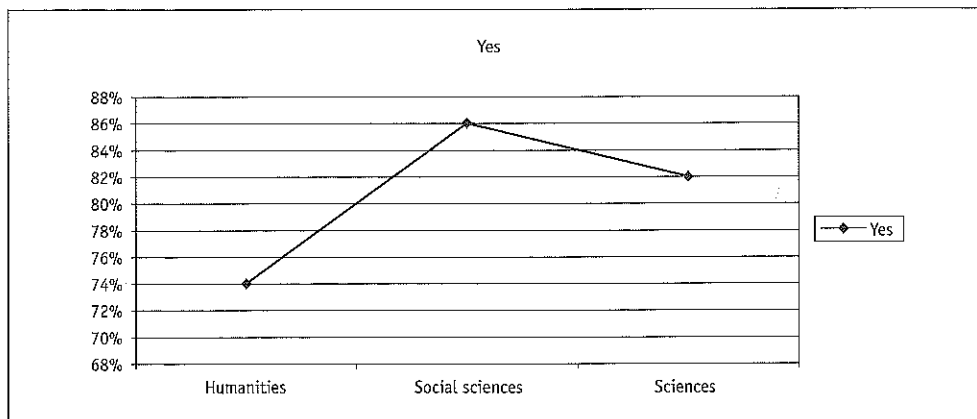


Figure 5: Do you know the date on which it will be held?

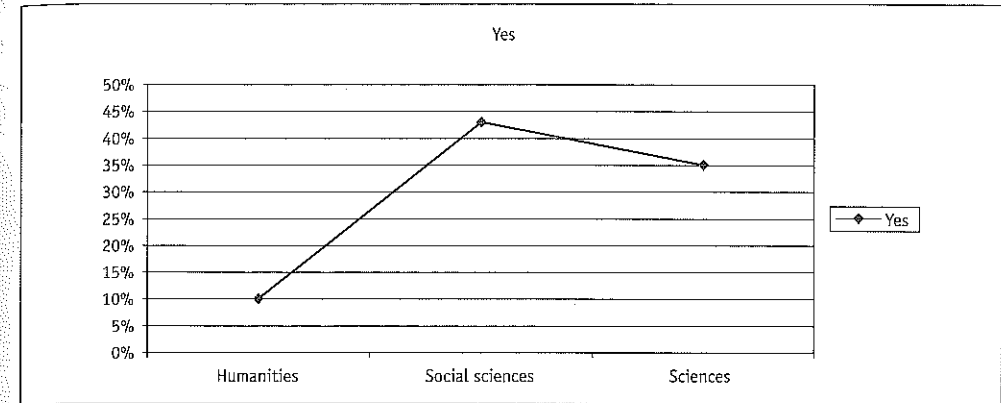


Figure 6: Do you know which main political parties are going to stand?

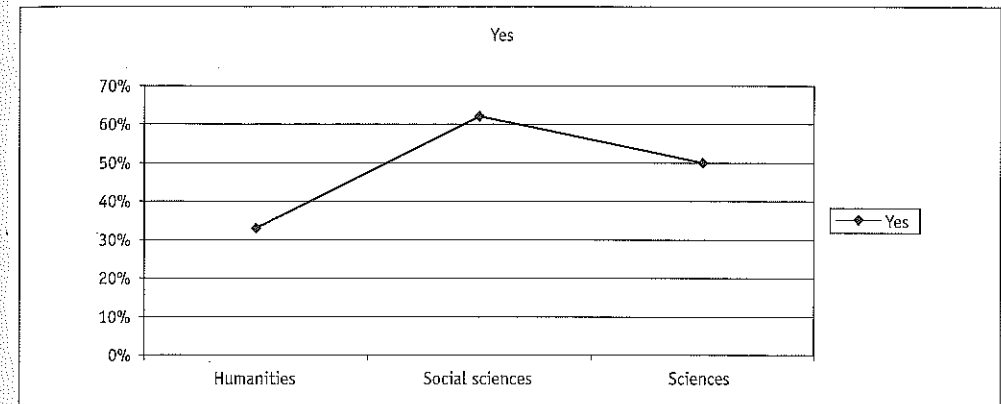


Figure 7: Do you intend to vote?

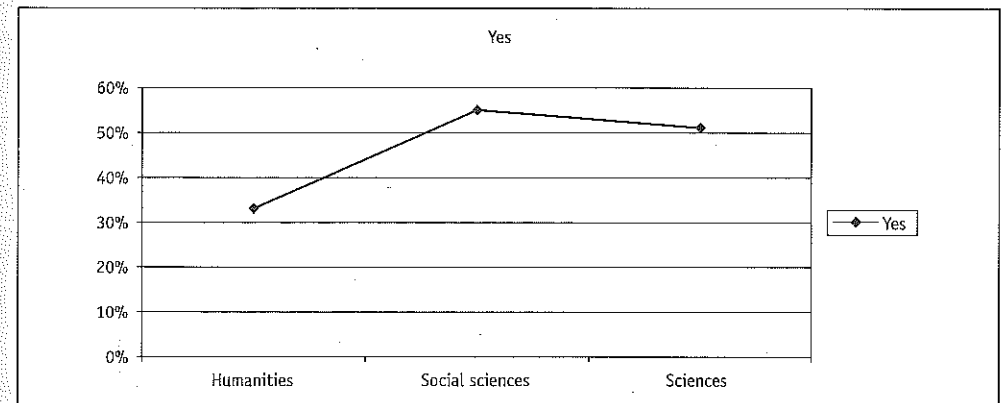
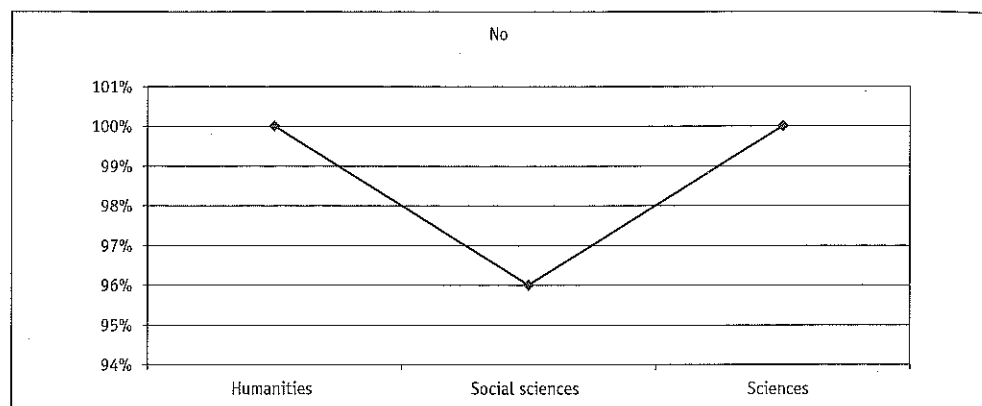


Figure 8: Have you changed your voting intention during this period, because of the information that you have received?



As we have seen, the students who knew most about the elections, were most likely to vote, and were most liable to change the party they would vote for after receiving information from different sources in the course of the academic year, were the students from the Schools of Law and Communication (Social Sciences group). There may be several reasons for this:

- The curricula of these degrees include courses covering areas of political knowledge.
- In these courses, an attempt is made to awaken students' interest in political affairs.

In this, as has been shown above, knowledge plays an essential part in civic and political education, since people need a certain information background in order to participate - in fact, they need it more in political or civic issues than they would for other forms of participation.

Nevertheless, even though the intention to vote in the European election was higher among students from Law and Communication, participation in general was low, around 50%. We might account for this by recalling that civic and political education requires people to possess not only knowledge, but also participative skills and stable, favourable attitudes to participation. This may well be one of the challenges facing the university in the context of the European Higher Education Space: to prepare students to not only be competent professionals, but also citizens committed to the construction of a society that is shaped by the values of human rights and oriented towards the common good.

7. CONCLUSIONS

7.1. Specific objective 1

In general, university students in a Spanish University say they are interested in the results of the European elections. They feel that this is a good way of influencing society and politics, and think that voting in elections forms part of their responsibility as citizens.

They also maintain that they know the main functions of the European Parliament, and express an interest in gaining a deeper knowledge of European institutions.

7.2. Specific objective 2

As was to be expected, the percentage of students who knew that there would be elections to the European Parliament during the coming year increased as the election drew closer. However, the intention to vote did not change from September to March, with the same number of young people indicating their interest in participating. Throughout the study, only 50% of students indicated an intention to vote.

7.3. Specific objective 3

When the results are considered by area of study, it is evident that students from social sciences (Law and Communication) have the greatest knowledge of the European elections. In particular, they know when they are to be held and which main political parties will stand. Moreover, they are more likely to intend to participate. In second place we find students from the area of science (Medicine, Pharmacy and Nursing). Lastly, we find students from the humanities (Humanities, Education and Educational Psychology), who say that they know least about the European elections.

In all three areas, the students stated that they had not changed the party they would vote for after receiving information during the election campaign. Only 4% of the students from the area of social sciences said that they had done so.

Democratic participation in elections depends to a great extent on the information and knowledge that citizens have. On the one hand, political parties and their candidates have the responsibility to provide information. Through the media, they offer subjective information conditioned by their political orientation and their desire to attract votes. On the other hand, the EP, as a European

institution, is responsible for giving *neutral*, objective information to guide citizens when they use their vote (Maier and Tenscher, 2006). Nonetheless, in this triangle we might also include another agent, the university, whose aim is not to inform, but to encourage genuine formative action by conveying knowledge, promoting attitudes and enabling people to acquire skills. In harmony with its specific purpose, the university can provide appropriate technical instruction and professional training in order to contribute to the education of mature, reflexive, critical people, and awaken an interest in civic issues among university students. That is, the university has the responsibility to cooperate so that students become professionals with a solid background in their own subject, who are also critical and participative, capable of giving a reflexive and committed response to political and social problems (Llano, 2003). Nevertheless, citizenship education is not the prerogative of the university alone; schools and, above all, the family, are key agents of civic and political education. Thus, citizenship education has been included as a subject (compulsory or transversal) in school curricula in the different member-states as well as in the EU as a whole (Eurydice, 2005). Civic education should not begin at university; rather, it should be an extension of the education received at preceding levels in the system.

In this context, we could conclude by saying that disenchantment with politics is a problem that is social and educational in origin. From the educational point of view, reflexive critical knowledge of the socio-political reality of Europe would foster political participation and the responsible exercise of the right to vote. This approach underlies the European Space for Higher Education, which emphasizes the European dimension of university education (cfr. the Leuven/Louvain-la-Neuve Declaration, 2009 and the Bologna Declaration, 1999); in its European dimension, such education is to address the civic and political education of university students, among other things. Moreover, the opportunities for mobility envisaged for Europe (Eurydice, 2009a, 119 and 2009b, 43-56) presupposes the emergence of professionals who are aware of their responsibility as citizens committed to building a common Europe for all. The achievement of this objective begins with social participation and, in particular, involvement in the election of national and European political representatives. To be a European citizen and a professional working in Europe connotes participation in its development. Thus, civic and political participation is indispensable (cfr. the Leuven/Louvain-la-Neuve Declaration, 2009).

To conclude, it may be said that the social-political participation of university students may be fostered in a wide range of educational contexts within the

university system as such (Naval et al., 2010). Whatever the field or area or subject may be, the fostering of civic commitment that is reflected in social and political participation is both possible and necessary. This position is imbricated in a wider context, echoing what has come to be known as the third mission of the university.

BIBLIOGRAPHY

- Conference of European Ministers Responsible for Higher Education (2009, 28-29 April). Leuven and Louvain-la-Neuve. http://www.eees.es/pdf/Leuven_Louvain-la-Neuve_Communique_April_2009.pdf (available April 2010).
- European Commission (1999). *The Bologna Declaration on the European Space for Higher Education*. http://ec.europa.eu/education/index_en.htm (available April 2010).
- European Commission. DG Communication. http://ec.europa.eu/dgs/communication/index_en.htm (available April 2010).
- European Commission. DG Communication (2009a). *Elecciones Europeas de 2009. Eurobarómetro estándar (EB 71): enero-febrero de 2009. Primeros resultados: tendencia media europea y principales tendencias nacionales* http://ec.europa.eu/public_opinion/ep_en.htm (available April 2010).
- European Commission. DG Communication (2009b). *Elecciones Europeas de 2009. Eurobarómetro del Parlamento Europeo (EB estándar 71): primavera de 2009. Síntesis analítica* http://ec.europa.eu/public_opinion/ep_en.htm (available April 2010).
- European Commission. DG Communication (2009c). *Europeans and the 2009 European Elections. Eurobarometer 71. Results of Spain:* http://ec.europa.eu/public_opinion/ep_en.htm (available April 2010).
- European Commission. (2008). Information and Communication strategy of DG Communication for the 2009 European Elections. Paper presented in the *Networking European Citizenship Education Networking for the European Parliament Elections. 09. Projects-Partners-Perspectives* www.bpb.de/nece. Strasbourg, 11-13 June 2008. <http://www.bpb.de/files/G3DVG5.pdf> (available April 2010).

- European Commission. DG Communication (2004). *Flash Eurobarometer 162. Post European elections 2004 survey* http://ec.europa.eu/public_opinion/flash/FL162en.pdf (available April 2010).
- Eurydice (2009a). *Key Data on Education in Europe 2009*. Brussels: European Commission.
- Eurydice (2009b). *La educación superior en Europa 2009: Progresos en el proceso de Bolonia*. Brussels: European Commission.
- FORBRIG, J. (Ed.) (2005). *Revisiting Youth Political Participation: Challenges for Research and Democracy Practice in Europe*. Strasbourg: Council of Europe.
- FRANKLIN, M. (2004). *Voter Turnout and the Dynamics of Elector Competition in Established Democracies since 1945*. Cambridge: Cambridge University Press.
- LLANO, A. (2003). *Repensar la Universidad: la universidad ante lo nuevo*. Madrid: Ediciones Internacionales Universitarias.
- MACEDO, S. et al. (2005). *Democracy at Risk*. Washington D.C: Brookings Institute.
- MAYER, M. and TENSCHER, J. (eds.). (2006). *Campaigning in Europe-Campaigning for Europe. Political Parties; Campaigns; Mass Media and the European Parliament Elections 2004*. Berlin: Lit.
- MATEOS, A. (2008). La participación electoral de la juventud europea. El caso de las elecciones al Parlamento Europeo de 2004, *Revista de Juventud*, 81, pp. 179-195. Número monográfico *Jóvenes y participación política: investigaciones europeas*. Benedicto, J. y López Blasco, A. (Coords.). Available on <http://www.injuve.mtas.es/injuve/contenidos.downloadatt.action?id=1984987619> (accedido abril de 2010).
- NAVAL, C. (2008). Universidad y conciencia cívica. Algunas experiencias fructíferas: *service learning y campus compact*. En Martínez, M. (ed.) *Aprendizaje servicio y responsabilidad social de las universidades* (pp. 57-79). Barcelona, Octaedro / ICE -UB. Educación Universitaria.
- NAVAL, C., GARCÍA, R., PUIG, J., SANTOS, M.A. (2010). La formación ético-cívica de los estudiantes universitarios y su compromiso social. IV Ponencia del XIX Seminario Interuniversitario de Teoría de la Educación. *Formación y participación de los estudiantes en la Universidad*. Universidad Complutense de Madrid. 21-23 de Noviembre de 2010.

- PRINT, M. and MILNER, H (eds.) (2009). *Civic Education and Youth Political Participation*. Rotterdam: Sense Publishers
- SAHA, L. J., PRINT, M. and EDWARDS, K. (eds.) (2007). *Youth and Political Participation*. Rotterdam: Sense Publishers.
- UGARTE, C. y NAVAL, C. (2008). Jóvenes, democracia y participación política. *Juventud solidaria*, Cooperación Internacional, Año 12, nº 14, 31-36.