

The fifth and final conclusion, but by no means the least important, is that the assessment of an ethics and citizenship education seems to be one of the teachers' Achilles' heels. Most of the teachers report that they do not evaluate their students on such matters, either because of a lack of training, the difficulty in identifying evidence in this field or because of the little academic weight attached to it. Yet, any form of education that goes unevaluated is at the very least an incomplete form of education, as argued in the third of the versions presented in the theoretical framework. To ensure that the subject is afforded the importance it deserves we believe that it is necessary to further our understanding of the assessment tools available for the ethics and citizenship education at university, and above all, that its results are given proper academic weighting.

The above discussion should be borne in mind, if what is sought is the creation of a genuine European university area, as opposed to the juxtaposition of different university institutions and systems. However, unlike their SEU counterparts, the teachers at the NEUs feel in receipt of greater support from their institutions, and also more optimistic as regards what their students expect of university, a fact, as we have pointed out, that results in the implementation of ethics and citizenship education. This situation that prevails among the NEUs favors the combination of the second and third versions outlined in the theoretical framework, a situation that, to my way of thinking, should be considered by the SEUs, so that we might create the EHEA that Europe in the twenty-first century requires.

## **References**

- Beck, U. (1992). *Risk Society. Towards a New Modernity: Theory, Culture and Society*. London: Sage.
- Bok, D. (2007). *Our Underachieving Colleges*. New Jersey: Princeton University Press.
- Bonvecchio, C. (Ed.) (1980). *Il mito dell'università*. Bologna: Nicola Zanichelli.
- Duke, C. (2008). University Engagement: Avoidable Confusion and Inescapable Contradiction. *Higher Education Management and Policy*, 20, 1–11.
- European Commission, (1995). *White paper on Education and Training. Teaching and Learning: Towards the Learning Society*. COM (95) 590. Brussels: European Commission.
- European Council, (1996). White Paper: Conclusions on the "Teaching and Learning: Towards the Learning Society", number 3 (96/C, 195/01, in OJEC 6.VII.1996).

- European Council, (2007). On the new skills for new jobs. *Official Journal of the European Union*. 2007/C 290/01. Brussels: European Commission. . <http://www.eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:EN:PDF> .Accessed 4 February 2013.
- European University Association, (2007). *Trends V: Universities shaping the European Higher Education Area*, by D. Crosier, L. Purser & H. Smidt. Brussels: EUA. <http://www.eua.be/publications/> .Accessed 4 February 2013.
- European University Association, (2010) *Trends VI: A decade of change in European Higher Education*, by A. Surssock y H. Smidt. Brussels: EUA. <http://www.eua.be/publications/> .Accessed 4 February 2013.
- Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. London: Polity.
- Giroux, H. "Academic repression in the first person". *The advocate*, February, 2007, 1
- González, J. y Wagenaar, R. (Eds.). (2003). *Tuning Educational Structures in Europe. Final Report. Phase One*. Bilbao: Universidad de Deusto.
- Kerr, C. (2001). *The Uses of the University*. Cambridge: Harvard University Press.
- Kohlberg, L. (1981). *The Meaning and Measurement of Moral Development*. Worcester, MA: Clark University Press.
- Kohlberg, L. (1984). *Essays on Moral Development. The Psychology of Moral Development*. San Francisco: Jossey Bass.
- Laredo, P. (2007). Revisiting the third mission of universities: Toward a renewed categorization of university activities?. *Higher Education Policy*, 20(4), 441–456.
- Lapsley, D. y Clark, F. (2005). *Character Psychology and Character Education*. Indiana: University of Notre Dame Press.
- MacIntyre, A (1984). *Tras la virtud*. Barcelona : Editorial Crítica
- Moore, S. (2008). Practical approaches to ethics for Colleges and Universities, *New Directions for Higher Education*, 142.
- Nucci, L. & Narváez, D. (2008). *Handbook of Moral and Character Education*. New York: Routledge.
- OECD, (1997). *DeSeCo Project. Definition and Selection of Competencies: Theoretical and Conceptual Foundations*. Paris: OECD.
- Rüegg, W. (1992). *A History of the University in Europe*. Cambridge: Cambridge University Press.
- Saha, J.L., Print, M., y Edwards, K. (Eds.). (2007). *Youth and Political Participation*. Rotterdam: Sense Publishers.
- Sennet, R. (1998). *The Corrosion of Character: The Personal Consequences of Work*. New York: W.W. Norton y Company.

- Scott, J. (2006). The Mission of the University: Medieval to Postmodern Transformations, *The Journal of Higher Education*, 77(1), 1–39.
- Steiner, G. (2004). *The Idea of Europe*. Tilburg: Uitgeverij Nexus.
- Wyatt, J. (1990). *Commitment to Higher Education. Seven West European Thinkers on the Essence of the University. Max Horkeimer, Karl Jaspers, F.R. Leavis, John Henry Newman José Ortega y Gasset, Paul Tillich, Miguel de Unamuno*. Buckingham: SHRE and Open University Press.