

thoughts in class, this does not have any sort of influence in what happens in the school setting.

Conflict resolution strategies are mostly dialogue and consensus. Conflicts in Primary schools are handled by teachers and some practices such as mediation are known and sometimes used, but in general conflict mediation is somehow thought to be more appropriate for Secondary schools.

And we found that the practice of solidarity in schools is common, so, in this area, it probably would be easy to gather a varied collection of good practices.

We'll finish with a brief reflection on the importance of democratic culture as a tool for social cohesion and understanding of a complex and globalized world that cannot, in any way, be ignored by schools. Therefore, it is essential to strengthen links and synergies between research, education and action for citizenship and their contribution to processes of social change.

We hope that this initial diagnosis about the CE&HR subject contributes to broader the knowledge we have about how to build an active citizenship through education. We fully recognize that there are plenty of doubts and concerns surrounding this new subject in Spain, till the point that it is not improbable the current government erases CE&HR from the curriculum in the future. In this sense, our research shows that teachers and schools are cautious but positive about teaching democracy and human rights. However, they have explicitly included the subject because until now it is compulsory, which reveals the fragility of the subject.

In this sense, we think that it would be really useful to collect good civic practices transversally developed by schools. These experiences are highly valuable within and without a curricular approach towards democratic education. We also would like to replicate this study in few years, if possible, when the CE&HR subject has been implemented for more time in schools.

Finally, we expect our findings can guide further studies and help us to identify and build the "ideal" profile to critically teach citizenship and democracy in schools. Sooner or later it would be essential to clarify the capacities, knowledge and methodologies that the CE&HR teachers must put into practice to overcome the idea that citizenship is a secondary subject.

7. References

[1] Arigatou Foundation (2008) Aprender a vivir juntos. Un programa intercultural e interreligioso para la educación ética, Arigatou Foundation, Ginebra.

[2] Bauman, Z. (2010) Mundo consumo. Ética del individuo en la aldea global, Paidós, Barcelona.

[3] Blondiaux, L. et al. (1999) La démocratie locale: représentation, participation et espace public, Le Seuil, Paris.

[4] Bolívar, A. (2007) Educación para la ciudadanía. Algo más que una asignatura, Graó, Barcelona.

[5] Defensor del pueblo (2007) Violencia escolar: El maltrato entre iguales en la Educación Secundaria Obligatoria 1999-2006; <http://www.oei.es/oeivirt/Informeviolencia.pdf> (25 June 2011).

[6] Escámez, J., García López, R. and Sales, A. (2002) Claves educativas para escuelas no conflictivas, Idea Books, Barcelona.

[7] Eurydice (2005) La educación para la ciudadanía en el contexto escolar europeo, Eurydice, Bruxelles.

[8] Generalitat de Catalunya. Departament d'Interior, Relacions institucionals i participació i Departament d'Educació (2002) Joventut i seguretat a Catalunya. Enquesta als joves escolaritzats de 12 a 18 anys. Curs 2000-2001; http://www.gencat.cat/interior/docs/_int_js.preambul.htm (18 June 2011).

[9] Generalitat de Catalunya. Departament d'Interior, Relacions institucionals i participació i Departament d'Educació (2006) Enquesta de convivència escolar i seguretat a Catalunya. Curs 2005-2006. Informe ampliat. Problemes de convivència dintre i fora de l'escola; <http://www.gencat.cat/interior/departament/publicacions/estudis/ecesc.htm> (18 June 2011).

[10] Jares, X. R. (2006) Pedagogía de la convivencia, Graó, Barcelona.

[11] Johnson, D. W., Johnson, R. T. and Holubec, J. El aprendizaje cooperativo en el aula, Paidós, Buenos Aires.

[12] Ley Orgánica 2/2006, de 3 de mayo, de educación (LOE). BOE núm. 106 – 04/05/2006.

[13] Llei 12/2009, de 10 de juliol, d'educació de Catalunya (LEC). DOGC n°5422 – 16/07/2003.

[14] Marchesi, A. (2007) Sobre el bienestar de los docentes, Alianza Editorial, Madrid.

[15] Martínez Bonafé, J. (Coord.) (2003) Ciudadanía, poder y educación, Graó, Barcelona.

[16] Observatorio Estatal de la Convivencia Escolar (2008) Estudio estatal sobre la convivencia escolar en la Educación Secundaria Obligatoria. Avance de resultados; from: http://www.oberaxe.es/files/datos/4880737908ab1/MECavan ce_resultados_2008.pdf (20 December 2011).

[17] Rosanwallon, P. (2008) La légitimité démocratique, Le Seuil, Paris.

[18] Decret 142/2007, de 26 de juny, pel qual s'estableix l'ordenació dels ensenyaments de l'educació primària. DOGC n° 4915 – 29/06/2007.