



50 años después del Informe Coleman: Las actuaciones educativas de éxito sí mejoran los resultados académicos [

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text (article)

Analítica

The report Equality of Educational Opportunity (EEO) by James S. Coleman in 1966, stated that school had little effect on educational equality, highlighting the socio-economic and ethnic differences as key elements for learning. These assumptions inspired decades of research on the role of school in academic performance, leading to a reproductionist discourse that denied the possibility of greater equality. Authors like H. Levin (1972), or the Black Response responded immediately to the statistical failures and negative social consequences of this report and similar ones like that of C. Jencks (1972). Taking into account all the variables contemplated by Coleman, this article focuses on the European program of scientific research, which demonstrated that developing successful educational actions (SEAs) or not varies very significantly the academic results

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