Taking all these results together, one implication stands out above all: That schools bring little influence to bear on a child’s achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighbourhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child’s immediate social environment, and that strong independent effect is not present in American schools.

James Coleman et al.
Fifty Years of the Coleman Report

Edited by
Mitja Sardoč and Slavko Gaber

Ljubljana 2017
Fifty Years of the Coleman Report

Edited by dr. Mitja Sardoč and dr. Slavko Gaber
Reviews dr. Marina Tavčar Krajnc and dr. Darko Štrajn
Language editing Neville J. Hall

Published by University of Ljubljana, Faculty of Education
For publisher dr. Janez Vogrinc, dean

Cover design Roman Ražman
Layout Igor Cerar

Printed by Birografika BORI d. o. o., Ljubljana
Circulation 300 copies (first edition, first printing)

© University of Ljubljana, Faculty of Education, 2017
## Contents

5  Preface to CEPS Journal Edition

7  Introduction

### PART I

Chapter 1
13  Equality of Opportunity and Equality of Outcome  
   — Zdenko Kodelja and Ingrid Kodelja

Chapter 2
31  Fairness as the Currency of Equality of Educational Opportunity: Reframing the Legacy of the Coleman Report  
   — Lesley A. Jacobs

Chapter 3
55  Equality of Opportunity, Cultural Diversity and Claims for Fairness  
   — Mitja Sardoč

Chapter 4
73  How to Research Social Capital? Coleman and Other Approaches  
   — Silvia Rogošić and Branislava Baranović

Chapter 5
97  Coleman’s Report on Private and Public Schools  
   — Marjan Šimenc

Chapter 6
115 Selected Elements Concerning the Background of Encounters Defining the Power of Education  
   — Veronika Tašner and Slavko Gaber
PART II

Chapter 7
133 Widening the Gap: Inequity in the Serbian Education System
— Ana Pešikan and Ivan Ivić

Chapter 8
157 The Coleman Report in Hungary: Its Reception Before and After the Democratic Transition
— Tamás Kozma and Gabriella Erdosné Pusztai

Chapter 9
177 The struggle for Equity in Higher Education: The Romanian Case
— Daniela Alexe-Cotet and Robert Santa

Chapter 10
195 Towards Greater Equity in Education through Prudent Conceptual Solutions: Some Empirical Fragments and Systemic Recommendations
— Mojca Kovač Šebart and Damijan Štefanc

219 Index

223 About the Authors
Preface to CEPS Journal Edition

In the seventh year of the existence of the CEPS Journal and on the occasion of the 70th anniversary of the establishment of the Faculty of Education, University of Ljubljana, the CEPS Journal Editorial Board has decided to enlarge the journal's spectrum of publishing.

Following the noble examples of journals inviting their readers to travel with them to the arenas of monographic editions, we have decided to initiate CEPS Journal Edition.

The reason behind this decision is twofold:

• Firstly, we are reacting to the rise of anti-intellectualism and populism preaching ignorance, and to the shallow thematisation of various issues arising in the field of science, as well as in society at large.

• Secondly, we wanted to delve more deeply into the topics already addressed in the CEPS Journal's prevailing form of focus issues complemented with “varia”.

We believe that such an approach could enable our readers to consider and reconsider a topic that will find its way to the monographic form in the future, with thorough and well-considered elaboration of the challenging problems facing society and education.

With the aforementioned rationality in mind, we regard equality and equity in education, as analysed by the Coleman Report (more than fifty years ago) and further elaborated by numerous researchers and scholars around the world, as a more than appropriate launching point for our edition of monographs.

Slavko Gaber – Editor in Chief