

Grant Title: PURPOSES AND VALUES OF EDUCATION

Funding Opportunity Number: N/A

Area of Research: Relationship between public and political understandings of educational purposes and values and educational policies and practices.

Release and Expiration: N/A

Application Deadline: Continuous. Initial proposals are accepted at any time.

Amount: Research grants can range from less than \$5,000 to slightly more than \$400,000. Proposals exceeding \$500,000 in direct costs require particularly close scrutiny and are generally developed in close consultation with Spencer staff. Those aiming to seek a grant of this size are encouraged to arrange a conversation with staff prior to submitting a proposal.

Length of Support: The foundation funds research grants that range in size from smaller grants that can be completed within a year, to larger, multi-year endeavors.

Eligible Applicants: Principal investigators applying for a research grant must be affiliated with a school district, a college or university, a research facility, or a cultural institution. The foundation accepts proposals from institutions or researchers from the U.S. and internationally. Researchers must also have an earned doctorate in an academic discipline or professional field or appropriate experience in an education-related profession.

Agency/Department: Spencer Foundation Research Programs.

Summary: The foundation values education for its contributions to civic, political, and community life, for its role in advancing social justice, for its capacity to open to people worlds of cultural and artistic excellence, and in the largest sense for its contributions to "human flourishing." Questions at this less immediate but ultimately deeply practical level are often posed by philosophers and social critics, the best of whom show a lively interest in and skilled use of findings from the social sciences. One important aspect of such inquiry is the question of the relationship between public and political understandings of educational purposes and values, on the one hand, and educational policies and practices on the other. This is, of course, a problem of "theory and practice" in education at the broad social level which mirrors the issue of the relationship between educational research and practice. Analytical, historical, and empirical work that probes effectively and creatively into these issues can contribute toward social decision-making that moves education along constructive paths.

Detail Information: <http://www.spencer.org/content.cfm/purposes-and-values-of-education>