



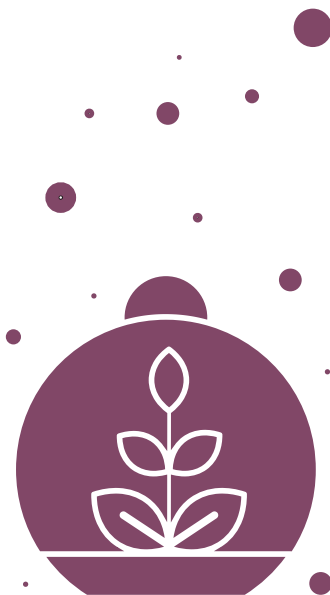
## FACTSHEET

# Enacting Hope in Working With Young People

Content developed from “Note to Educators: Hope Required When Growing Roses in Concrete” by Jeffrey M. R. Duncan-Andrade, in *Harvard Educational Review*, Vol. 79, No. 2 (2009).

**Research suggests that hope is one of the most promising responses to the conditions of urban inequality. Fostering hope might be key to effective teaching in urban schools.**

When thinking about hope, keep in mind that different educational practices enact both real and imagined hope in the lives of marginalized youth. **False hope** is pervasive in many urban schools, but fails to meet young people’s needs. In order to provide youth with truly hopeful prospects for the future, educators should draw on the three educational practices that constitute **critical hope**.



## False Hope

### 1. Hokey hope

Youth can be successful if they work hard enough and follow the rules.

### 2. Mythical hope

Individuals who have overcome racial and class boundaries are used as evidence that all youth have equal opportunity.

### 3. Hope deferred

A focus on a vague, improved future in which youth have more opportunities – with no present-day action to bring it about.

## Critical Hope

### 1. Material hope

Educators provide youth with the material and intangible resources they need to deal with the forces that impact their lives.

### 2. Socratic hope

Youth and educators critically analyze social injustice together, and examine possible paths to a more just society.

### 3. Audacious hope

Educators foster a sense of solidarity with youth and the wider community, rather than seeing young people as disconnected from their own lives.