Theory of Change

Executive Summary
What is the transformation we seek?

We founded High Resolves over ten years ago because we believed that the increasingly complex challenges of our world require a generation of young people to have the intent, skills, vision, creativity and confidence to accomplish what previous generations have failed to do: act in the long-term collective interest of humanity.

One person acting alone may not be able to transform a society or combat global trends, but a critical mass of people could. We believe that when a critical mass of individuals align their everyday actions with the long-term collective interest of society, a tipping point will be reached where we will create a more inclusive, just and optimistic world.

Our purpose is to make a meaningful contribution to this movement. Our Theory of Change, which incorporates our theory of action and theory of impact, articulates this chain of logic which we believe connects our distinctive contribution to the collective transformation we seek.

Our Theory of Change

High Resolves designs and delivers award-winning learning experiences...

- which fuel a powerful personal transformation that inspires an individual to think, feel and act in the long-term collective interest, more and more often...

- because they reframe their long-term memory through an immersive peak experience, which is reinforced through repeated practice and application in the real world over time...

- which then drives the collective transformation of a community, as a tipping point of its members experience such personal transformations in their thoughts, feelings and actions...

- which over time contributes to our collective transformation towards a more just, equitable and inclusive world thanks to a growing generation of global citizens who think, feel and act in the long-term collective interest of humanity, and leaders who inspire others to do the same.
We define citizenship as acting in the long-term collective interest. There are two dimensions to this: (1) the competencies required to act as a citizen, and (2) the spheres of life where citizenship is practiced.

To develop the competencies of citizenship, people must learn to think, feel, speak, and act like citizens and they must experience and drive towards both personal and societal transformation. Taken together, these two axes define the spectrum of core citizenship competencies.

They also create our four quadrants of citizenship: (1) Identity & Purpose, (2) Just Society, (3) Social Progress, and (4) Better Self. Each quadrant focuses on distinct competencies foundational to citizenship.

**Identity & Purpose**
This quadrant addresses the core questions, “Who am I?” and “Who do I want to become?” Participants develop their sense of collective identity as members of a single human race - the “truth” of this quadrant. In order to defend and retain this truth in the face of divisive messaging, participants must develop a competence in independent thinking and associated values, including open-mindedness and critical thinking.

**Just Society**
This quadrant addresses the core question, “What kind of world do I want to see?” and “Will my choices be on the right side of history in 50 years?” Participants imagine what kind of world we would want if we did not know in advance where or who we would be (i.e., behind Rawls' veil of ignorance). Thinking through such issues should lead us to favor greater social justice. In order to share and engage in deliberative discourse with others on this vision, participants must develop a competence in social advocacy, including strong narrative building and storytelling skills.

**Social Progress**
This quadrant addresses the core question, “How do I mobilize and work together with other people to realize our vision for society?” Participants develop the skills needed to create successful collective action campaigns and projects in their communities. This is reinforced by a competence in inclusive leadership - that is, the ability to inspire, show empathy for, and ultimately move large groups of people without creating an ‘us vs. them’ separation. The objective of leadership cannot be getting to 51% to impose your will on the 49%.

**Better Self**
This quadrant addresses the core question, “What do I have to do and say to become a better me?” It awakens our desire for greater personal impact and the importance of holding ourselves accountable to act in the long-term collective interest. Developing a competence in effective collaboration, to empathize with, deliberate with, and integrate others’ ideas, is critical to realizing personal impact on a daily basis.
Practicing these competencies in isolation does not make a citizen. Core to our vision of citizenship is the idea of acting together with my fellow citizens in the long-term collective interest. As citizens, we need to learn to live with and alongside other people, empathize with people who may have very different lives and experiences from our own, and ultimately deliberate together about what the common good is and how to best achieve it.

This is why in addition to the competencies required to act as a citizen, we must also consider the second dimension of citizenship: the spheres of life where citizenship is practiced. Each of the eight competencies we have described can be practiced in three main spheres of life: in personal relationships with friends & family, in my community (e.g., school or workplace), and in the bigger world.

Overlaying the three spheres and the eight competencies gives us 24 distinct expressions of citizenship competence.
How do we create citizens and leaders?

High Resolves learning experiences have a deep transformational effect because they draw on proven design principles from a wide set of disciplines, including learning science, behavioral economics, social psychology, and neuroscience. We have woven these insights into our formula for impact, which is made up of peak experiences, repeated practice, and real world application.

Peak Experiences

When we speak with people who have successfully incorporated a path of service into their lives, they frequently refer to some peak experience during their youth that transformed the way they thought about the world. We believe citizenship curriculum must begin with immersive sessions that offer an experience of awareness and self-discovery that can alter mental schema and associated emotions. At High Resolves, we have developed a series of award-winning, professionally delivered experiences that trigger transformative “ah-ha” moments that are key to deep learning.

Beyond our professionally delivered immersive experiences, we have also been working on ways to enable teachers to deliver peak and near-peak experiences on their own. Our new Base Camp Series offers curriculum which uses provocative films and videos as a discussion stimulus for small and large groups.

Repeated Practice

It takes repeated practice to shift any new schema from working memory into long-term memory. Without this shift, we are not likely to see ongoing behavioral change. We have designed a library of teaching resource packs (TRPs) that help teachers deliver classroom experiences that reinforce the peak experiences.

To ensure teachers are confident in effectively implementing citizenship education in their classrooms, High Resolves also provides targeted teacher professional development for a fee.

Real World Application

Mastery is rarely achieved without some degree of action-based, integrated practice. At High Resolves, we have three real world application exercises: Videos for Change, Social Action Projects, and Reverse Teaching.

• Videos for Change is an opportunity for groups of students to create one minute social advocacy videos around social themes. In Australia, High Resolves runs Videos for Change as a national competition in partnership with Network Ten, a CBS subsidiary, and Platypus, a major national retail chain.

• Social Action Projects provide students with the opportunity to identify a social issue, typically around the school, that they are passionate about and design a project to help address that issue.

• Reverse Teaching is an opportunity for students to take something they have learned in the High Resolves program and teach it to an adult or friend in their inner circle.

We offer participation in these exercises and the support materials to coach students for free to all high schools. For schools seeking further support to run these exercises, we also offer professional facilitation and use of our digital microsite on a fee-for-service basis.
The Complete Journey

The High Resolves curriculum provides a fully integrated system for building mastery of the eight citizenship competencies. For each element of our mastery formula, we offer both complimentary resources for all schools as well as add-on services on a fee-per-use basis for those seeking a more premium experience or who require more direct training and support.

Add-on services on a fee-per-use basis

<table>
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<th>Advisory services for curriculum design and impact measurement</th>
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Digital resources free to all

- Base Camp Series provocative film & discussion stimuli
- Teaching Resource Packs with full lesson plans
- Videos for Change & Social Action Projects teaching guides

We work closely with schools to develop a custom sequence of learning interventions that best meets their needs. We refer to this sequence of interventions as “strings”. For each grade level, we map out which peak experiences, repeated practice, and real world application exercises should happen over the course of a semester - this includes not only High Resolves programming, but also internal school initiatives and external party programs. Throughout the year, we measure and evaluate the impact of chosen interventions and refine the learning journey for students accordingly.
4 What makes our approach distinctive?

High Resolves has four distinctive strengths that enable us to design and deliver extraordinary learning experiences.

First, High Resolves has a robust academic foundation in collective action and justice, growing out of graduate work conducted by co-founder Mehrdad Baghai with Nobel Laureate Tom Schelling at the Harvard Kennedy School in the late 1980s. Schelling's work is complemented by other pieces of seminal thinking about what makes for a just society and good education from scholars in philosophy, behavioral economics, social psychology, and beyond. These scholars include Plato, John Rawls, Martin Luther King, Jr., Daniel Kahneman, Ursula Le Guin, and Amartya Sen, among others.

Second, we have a deep commitment to design excellence in participatory learning. Our process of learning engineering, which harnesses human-centered design and the upgrade and patch-release model typically used in the software industry, has enabled us to take a systematic institutional approach to continuous learning and improvement.

Third, to achieve maximum impact across different national, cultural, and organizational contexts, we adapt our curriculum in several ways to meet the specific needs of each organization. This includes adapting the grouping and breadth of the curriculum and delivery.

Finally, our excellence in curriculum design would not have its deep impact unless it were also complemented by professional delivery expertise. For this reason, we go to great lengths to recruit and train expert facilitators who can facilitate peak experiences, model the values and capacities we seek to build, and teach and work with young people.
How can we achieve greater impact?

At High Resolves, we have steadily grown the number of students we reach each year for over a decade and have now engaged over 200,000 young Australians. We have achieved financial self-sufficiency in our original market in Australia and expanded offshore to the United States thanks to the generous support of Omidyar Network. We have also begun further expansion into Canada, Brazil and Africa, which should increase our reach to millions of young people over the next decade.

Throughout our history, we have always worked hard to assess our impact and incorporate feedback and outcomes into new iterations of our learning experiences. For example, participant experience surveys score our staff on their delivery skills, the results of which are transparently shared to drive accountability for performance improvement. The results for 2018 are displayed below.

Over the past two years, the complexity of our operations has increased dramatically: we have grown the scale of our operations and broadened the scope of our offer; we are serving multiple segments who have different needs and expectations; we have increased program customization and thus variation. We are finding that our current approach to measurement is no longer sufficient. We now require a much more disciplined and robust approach to outcome measurement that moves beyond current challenged approaches like student self-reporting and which can tell us if our work is truly creating a tipping point of individuals who have the capabilities and desire to drive collective transformation.

The more we explore the idea, the more we believe this is a need that exists not just for High Resolves but for education systems across the world.

Student engagement: 95%
Cognitive outcomes: 91%
Affective & behavioral outcomes: 87%
The Citizenship Quotient

At present, there is no approach or tool that can comprehensively assess to what extent education systems, or the schools that comprise them, are fostering citizenship. We believe this is a fundamental gap that if addressed could have profound impacts for how we educate and create caring and responsible citizens committed to the long-term interests of humanity.

We are developing a concept which we call Citizenship Quotient (CQ). Similar to the original IQ for intelligence, and EQ for emotional intelligence, CQ is a way of measuring the set of knowledge, skills, attitudes, values, and behaviors that enable people to work towards the long-term collective interest. The High Resolves citizenship framework will form the basis for measuring CQ.

At the micro level, CQ provides students and schools with a visual map of their citizenship strengths and areas for growth. This enables principals to identify where gaps in citizenship competency lie in the school, design a string of learning interventions to address those gaps, and then measure the impact of chosen interventions.

At the macro level, CQ serves as a standard language across systems to determine the effectiveness of different types and sequences of interventions. By aggregating data from schools across the world, we can identify patterns between different strings of learning interventions and gain deeper insight into what works. Multiple actors stand to benefit from this. For example, schools will have better data to inform what interventions and sequences would work best for them; education organizations will refine their offerings to be more effective; and school systems will redirect precious investment dollars to the highest-impact interventions.

As more and more schools adopt the measure, we believe CQ has the potential to power an ecosystem shift in citizenship education – as important as PISA or other standard measures.