Introduction

High Resolves is a recognized leader in the design and delivery of citizenship and leadership learning experiences. Since our inception in 2005, our award-winning program has engaged over 200,000 young people in Australia and is growing fast on a fully self-funding basis.

We have expanded offshore to the United States thanks to the generous support of Omidyar Network and the Einhorn Family Charitable Trust and have begun further expansion into China, Canada, and Brazil.

As we continue our rapid expansion and growth, we want to ensure that all parties with whom we collaborate have a clear understanding of our vision and approach. This document articulates our theory of change, which incorporates our theory of action and theory of impact, and is organized around five core questions:

- **section 1** What is the transformation we seek?
- **section 2** How do we define citizenship and leadership?
- **section 3** How do we create citizens and leaders?
- **section 4** What makes our approach distinctive?
- **section 5** How can we achieve greater impact?
What is the transformation we seek?

High Resolves seeks to create a more just, equitable and inclusive world through the transformation of a critical mass of individuals into citizens, who think, feel and act in the long-term collective interest of humanity, and leaders, who inspire others to do the same.
From Our Founders

We founded High Resolves over ten years ago because we believed that the increasingly complex challenges of our world required 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. Over a decade later, our dream seems more relevant and important than ever.

Mehrdad and Roya Baghai
Our world is marked by growing division, inequality and fear. There seems to be ever-increasing susceptibility and adherence to corrosive ideologies and hateful, harmful behaviors. We believe this is because more and more individuals are pursuing their own short-term self interests at the expense of the welfare and long-term wellbeing of humanity as a whole.

There are many reasons why individuals might act in their own short-term interest, even if well-intentioned. Individuals are often blind to their own biases and misconceptions; they are nudged in subtle, and not-so-subtle, ways by their environment; and they often underestimate the long-term costs (or potential benefits!) of their actions.
In today’s frenzied media environment, it is easy to get overwhelmed or misled and it is difficult to discern whether information is true or false. Uncertainty mixed with propaganda reinforces people’s underlying prejudices. When people perceive a rise in selfish or harmful behaviors in others, social trust is undermined and a negative feedback loop is created: individuals feel less safe and more fearful; they become more likely to act in their own or their tribe’s short-term interests; as a result, social trust and cohesion break down further.

Though fear, tribalism and self-interest now dominate, with new skills and mindsets, we can reverse this vicious cycle to create a more just, cooperative world. 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 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.
How do we define citizenship and leadership?

Citizenship is acting in the long-term collective interest and leadership is inspiring others to do the same.

High Resolves was created over a decade ago with the purpose of helping young people develop the intention, vision, skills, creativity and confidence to become true citizens and leaders. We believe citizenship requires the development and activation of eight core competencies, each of which need to be practiced in multiple spheres of life with our fellow citizens.
Our Definition of Citizenship

Our understanding of citizenship has evolved over the years. We began with a simple set of three competencies but soon realized this was not exhaustive. In time, we decided to approach the problem more systematically and define the conceptual space that citizenship must cover.

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
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.

**Personal to Societal Axis**

Developing people to act in the long-term collective interest requires that they experience both personal and societal transformation. Foundational work in social psychology by Kurt Lewin and more recent scholars shows that, while the core micro-transformation occurs within the individual, people are also powerfully affected by group dynamics. What this means is that personal transformation is best achieved through larger group experiences in which group norms shift. In other words, individuals must experience the power of the collective.
Research has shown that lasting behavioral change requires more than just content knowledge. Mastery requires that the shifts in mindsets and feeling ultimately be reflected in daily behaviors. Therefore, to be transformational, an experience must include cognitive, affective and behavioral components.
These two axes together create our four quadrants of citizenship:

1. Identity & Purpose
2. Just Society
3. Social Progress

Each quadrant focuses on distinct competencies foundational to citizenship.
1. 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.
2. Just Society

This quadrant addresses the core questions, “What kind of world do I want to see?” and “Will my choices be on the right side of history in 50 years?” Participants are pushed to 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.
3. 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%.
4. 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 indispensable to realizing personal impact on a daily basis.
While we group competencies in quadrants, there are also interesting relationships between competencies across quadrants.
To the west, Collective Identity and Social Justice involve developing a cognitive and affective appreciation that we are a single human race and that the more fortunate have a responsibility to advocate for those with less.
To the east, Personal Impact and Inclusive Leadership involve the personal life skills, values and behaviors that underpin group success.
To the north, Social Advocacy and Collective Action involve the pursuit of social progress through engaging and mobilizing a critical mass of individuals.
To the **south**, Independent Thinking and Effective Collaboration involve social and emotional learning to think as an individual while acting effectively with others.
It is important to emphasize that practicing these competencies in isolation does not make a citizen. Core to our vision of citizenship is this idea of acting together with 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 must be 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.
We believe it is critical to distinguish between these different spheres for several reasons. First, it is possible (and quite likely) for people to develop mastery in one sphere but not in others. Second, we appreciate that in some environments and contexts, the focus on citizenship must be more localized, at least initially, to have any true meaning. Finally, we believe that in order to be a citizen in the bigger world, individuals first need to build up their competencies through practice in other arenas. Like a muscle, citizenship needs to be exercised regularly to grow strong.

Overlaying the three spheres and the eight competencies gives us 24 distinct expressions of citizenship competence. Such granularity is essential not only to provide a robust definition of citizenship, but also to design successful, targeted learning interventions that transform individuals. It also forms the basis for a more robust impact measurement approach to citizenship which we are developing and describe below.
Clarifying the Definitions of Citizenship and Leadership

While the previous pages provide a broad overview of our citizenship framework, there are several points worth clarifying on our approach to citizenship.

First, at High Resolves, we think of citizens as those who act in the long-term collective interest, and specifically refer to leaders as those who inspire others to do the same. We have identified Inclusive Leadership as one of the eight competencies because we believe all citizens are capable of, and should be responsible for, becoming good leaders. The addition of inclusiveness reinforces that we do not think of leadership in a singular orthodox way; we include servant leadership and other forms of leadership as well.
Second, in our framework, citizenship is a broader concept than global citizenship. While citizenship covers all three spheres of life, global citizenship applies the eight citizenship competencies to the most outer sphere, the Bigger World. Thus, for us, a global citizen is someone who thinks, feels and acts in the long-term collective interest of humanity.
Third, there are three evolutions implicit in our definition of citizenship - namely, the shift from personal interest to collective interest; from short-term to long-term; and from cost to benefit. Behavioral economics has proven our cognitive biases towards short-term personal cost. Addressing each bias to develop people who act in the long-term collective benefit requires different mechanisms of change (e.g., shifting from short-term to long-term requires developing emotional regulation, impulse control and decision-making skills, whereas shifting from personal to collective requires developing a sense of belonging, compassion and assertiveness).

Our citizenship framework is designed to address all three shifts in an integrated way. When an individual develops mastery along all eight competencies, he or she will think, feel and act in favor of the long-term collective benefit more often than before. While it is possible to address each shift individually, synergies are created when addressing them all together. For example, our signature CO₂ simulation includes choices that involve all three dimensions simultaneously.
Finally, we acknowledge that individuals are sometimes exploited in the service of a collective interest. People with individual power who freely choose to direct themselves towards the collective good may have a different perspective from those who feel they have little power and are asked to give to the collective good. While cognizant of the existing distribution of wealth, power and entitlement, we neither accept this distribution as just nor demand those who are currently disadvantaged make greater sacrifices for the collective good. This is a critical issue that touches on themes such as race, structural injustice, poverty, and political activism.
How do we create citizens & leaders?

Sustained personal transformations involve peak experiences which are then hardwired through repeated practice and application in the real world.
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 think about the world.

We define peak experience as an experience that challenges a person’s mental schema and deeply-felt beliefs, pushing them to reflect on taken-for-granted assumptions, and consider alternative schema. Peak experiences simultaneously trigger cognitive, affective, and behavioral elements and enable people to see the world in new ways. The concept was perhaps best described by Abraham Maslow in his work by the same name.

We believe a great citizenship curriculum must begin with immersive experiences of awareness and self-discovery that can alter existing mental schema and emotions. At High Resolves, we deliver high-impact peak experiences in all four quadrants of the citizenship framework.
For example, in the third quadrant, Social Progress, we deploy our signature activity: the CO$_2$ game. Originally developed by our co-founder at Harvard over 30 years ago, the game’s premise is that 24 nations have signed the General Agreement on Climate Change, promising to reduce their annual carbon emissions by certain pledged amounts. Each student plays the role of a country ambassador and needs to negotiate with other ambassadors to decide how many units of reduction their country will pledge. The presumed goal for most ambassadors is to convince counterpart countries to reduce their carbon emissions while reducing their own as little as possible. Typically, students need to confront collapses in cooperation by forming alliances and coalitions.

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 discussion stimulus for small and large groups. Our selection of films and videos are accompanied by extensive teaching materials and notes to bring out the most important points.

Learn more about our peak experience programs at www.highresolves.org/peak-experiences/
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. Consider how in mathematics, students can experience a flash of insight around how to solve a class of problems (say long division), but it is only by repeated practice through worksheets or digital apps that this insight can be embedded into long-term memory.

Learning science suggests that the repeated practice must have three features: increasing challenge, specific skills practice, and separation in time. To do this, our student program follows a scaffolded, logical learning order that takes into account adolescent development theory and Bloom’s taxonomy of learning.
For example, in one TRP which we call Identity Maps, each student creates a visual representation of the different elements that make up their identity. Students then share their identity maps on a gallery walk where they compare and contrast the different maps. The teacher leads the students in a structured debrief that both celebrates the diversity in the room and also reflects some of the similarities that apply to all members of the human race.

To ensure teachers are confident in effectively implementing citizenship education in their classrooms, High Resolves also provides targeted teacher professional development for a fee. Professional development opportunities are available online or through professionally facilitated workshops, which are interactive and offer the chance to engage in practical learning activities and collegiate knowledge-sharing with like-minded peers.

Learn more about our teaching resource packs at www.highresolves.org/repeated-practice/
Real World Application

As powerful as the peak experience is, and as valuable as repeated practice may be, mastery is rarely achieved without some degree of action-based, integrated practice. There is no limit to the variety of project-based learning exercises that have been developed. It is important that whichever exercises are used to reinforce the key learnings for each competency also dovetail with the peak experience and repeated practice elements.

At High Resolves, we have three real world application exercises: Videos for Change, Social Action Projects, and Reverse Teaching. 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.
Videos for Change is an opportunity for 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 major free-to-air TV network, and Platypus, a major national retail chain.

The competition has taken on a life of its own and is growing rapidly. The popularity of this format, as well as the evidence around the deep learning that takes place, have motivated us to create a school-based version of the competition which culminates in a film screening event for students and their parents.
Some outstanding Videos for Change finalists from previous years

- **Social Exclusion**, by Coomera Anglican College
- **Bullying**, by North Sydney Girls High School
- **Domestic Violence**, by North Sydney Girls High School
- **Peer Pressure**, by North Sydney Girls High School
- **Dementia**, by North Sydney Girls High School
- **Cyber Bullying**, by Goulburn Valley Grammar School

Learn more on the Videos for Change website [www.videosforchange.org](http://www.videosforchange.org)
Social Action Projects are a tremendous opportunity for young people to gain confidence that they can change the world around them. We initially introduced Social Action Projects as a large cohort exercise with formal mentorship by private sector volunteers. The format proved to be an absolute favorite with school leaders and produced memorable learning experiences for students.

One of our very first projects was a project on gender equity initiated by a team of High Resolves leaders at Sydney Boys High School. The project garnered international attention for the stance young men were taking years before #heforshe became a popular meme.

At North Sydney Boys High School, students took up the issue of teenage depression. Their objective was, “to raise awareness of teenage depression - to ‘start sharing, start listening’ and break the silence surrounding this issue.” Beginning with a modest target of informing 9,000 people in North Sydney of the issue, the project ultimately reached an estimated 120,000 people across Australia. They achieved this through an impressive social media campaign called Lift Me Up, website and a short video filmed at the Opera House. The video was posted on YouTube and shown on big screens in public spaces around Australia, such as Federation Square in Melbourne, Perth and North Sydney.
**Reverse Teaching** is an opportunity for students to practice citizenship competencies in a more personal day-to-day way. Through Reverse Teaching projects, students are tasked with taking something they have learned in the High Resolves program (e.g., the importance of independent thinking) and teaching it to an adult or friend in their inner circle.
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.

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

- Advisory services for curriculum design and impact measurement
  - Professionally delivered immersive experiences
  - Teacher training and professional development
  - Professional facilitation and use of digital platform

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

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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 when over the course of a semester - this includes not only High Resolves programming, but also internal school initiatives and external party programs. Depending on the needs of the school, we can develop “simple strings”, which may only involve a single type of learning intervention, or we can develop “complex strings”, which involve the full spectrum of interventions. Throughout the year, we measure and evaluate the impact of chosen interventions and refine the learning journey for students accordingly.
This ecosystem approach to citizenship education enables schools to maintain a big picture view of all the interventions happening across grades and school terms and to be nimble in adapting learning experiences to maximize impact.

This example set of strings integrates internal school initiatives like school service projects and school fairs, and external programs such as Peace First, Generation Citizen, Anti-Defamation League, and Facing History and Ourselves.
What makes our approach distinctive?

High Resolves has four distinctive strengths that enable us to design and deliver extraordinary learning experiences.
High Resolves has a robust academic pedigree 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 masterpiece *Micromotives and Macrobhavior* explores socio-economic models of “critical mass” situations - that is, situations in which, when enough individuals act in a certain way, the default behavior of the whole group is changed. The idea of developing a critical mass of individuals acting in the long-term collective interest of humanity heavily influenced the development of our initial curriculum three decades ago and remains a critical part of our theory of change today.

Learn more about what makes us different at [www.highresolves.org/our-impact/](www.highresolves.org/our-impact/)
Schelling’s work is elegantly complemented by other pieces of seminal thinking on 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 Kahnemann, Ursula Le Guin, and Amartya Sen, among others.

From these thinkers, we have developed a vision of a just society as being one in which:

• unity, fairness and justice are top values;

• education is about more than cognitive development: it is also about how to turn our capabilities towards efforts that benefit all; and,

• a critical mass of individuals actively counteract their own biases to work towards freedom, justice, and equality for all.
Design Excellence in Participatory Learning

Having created this initial foundation, our method for facilitating immersive experiences has evolved and improved over time due to our commitment to a process we call learning engineering.

Our goal is to have world-class curriculum and training that is consistently improved through experience and testing. To achieve this, we have adopted an innovation model from the software industry for the development, testing, and implementation of our programs. Our approach is to do minor releases or patches throughout the year to tweak existing content, and save major changes for annual upgrades, in which structural and deeper changes are made.
As part of this process, we have also fully embraced a human-centered design approach to curriculum design. This includes prioritizing empathy for participants, fostering creativity within High Resolves and creative confidence in our participants, being willing to disrupt our own model when new ideas emerge, rapidly prototyping and iterating on ideas, and radically collaborating within and across organizations.

This approach has resulted in rapid improvement cycles. In fact, the resulting curriculum has received public acclaim. High Resolves received the Patron’s Award for exemplary user experience from Good Design Australia, where we were competing against all companies and industries in Australia. We are confident that our curriculum, though still a work in progress, is innovative and unique.
Curriculum Customization by Segment

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.

First, while our citizenship competencies are consistent, we group curriculum into different modules to adapt to the needs of different kinds of organizations.
As described above, for **schools**, the curriculum involves the eight citizenship competencies grouped into four quadrants.

For **corporate training**, we group the curriculum into three modules: Belong, Believe and Behave. This allows us to maximize exposure to the ideas but in a way that is condensed and immediately applicable for organizations seeking to evolve their internal culture. These three modules can be delivered separately or combined into a single longer experience.

For **universities**, we group curriculum into three modules, but a different three, as university students are developmentally in between school and the workforce. We call these three modules Identity, Justice and Leadership.
Second, we adapt our curriculum to the specific cultural contexts we work in. As part of our expansion into the U.S., Canada, China and Brazil, we are tailoring the language, examples and even facilitation style to fit with the cultural context. This is particularly important as cultural contexts can vary dramatically even within a nation (e.g., New Orleans is very different to San Francisco).

Third, we customize our curriculum package based on the needs of those we serve. For example, one school may wish to go deep on Collective Identity to enhance social inclusion in its culture. Another school may wish to cover all eight competencies to drive a broader, more rounded transformation of culture. We work closely with school partners to identify their specific needs and develop a package that makes sense for them. The Citizenship Quotient project, described in the following section, will allow us to take this customization to a whole new level.
Professional Delivery Expertise

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 have experience teaching and working with young people.

Our facilitators are trained in the delivery of peak experiences. They know why authentic personal stories are important for generating strong emotional effect, cognitive development, and embedding learning into long-term memory. This allows them to adapt and deliver the experience best attuned to the people in the room, rather than relying on a rote and rigid completion of a required set of activities.

Learn more about our facilitators at www.highresolves.org/our-people/
Our facilitators model the values and capacities of global citizens by being kind, curious, thoughtful, having a sense of responsibility to the collective with openness and respect for other people and cultures, being collective-minded, and acting with empathy and humility in all situations.

Our facilitators have experience teaching and working with young people. They are skilled in quickly building rapport, classroom or group management and large group facilitation. These skills allow us to move participants through an experience smoothly and pay attention to the higher level outcomes we want to achieve.

While each facilitator brings his or her own individual personality and stories to the experience - making the experience authentic and unique to each group - we make sure that all High Resolves facilitators share the same values and understanding of the design of peak experiences in order to ensure consistency of impact.
How can we achieve greater impact?

The focus of our ongoing learning and development agenda is on creating a comprehensive and actionable measurement approach for citizenship competencies.
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 the 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 been dedicated to assessing our performance and incorporating feedback into new iterations of our program. We are committed to measurement in the service of improvement and impact and have developed solid internal monitoring and evaluation processes to ensure we are tracking the most important metrics.
For example, we use a range of formal and informal feedback mechanisms, including:

- Participant learning surveys, which assess cognitive, affective, and behavioral outcomes from our experiences.
- Participant experience surveys, which score our staff on their delivery skills. Results are transparently shared to drive accountability for performance improvement.
- The “I Resolve To...” cards that students write for themselves at the end of each High Resolves experience, which offer a demonstration of personal transformation in action.
- Informal feedback from teachers on lasting and cumulative effects in the classroom and school, which gives a sense of larger school community impact.
- Formal reviews of our work by independent third parties. For example, the Australian Council for Educational Research (ACER) was commissioned in September 2013 to undertake an independent evaluation of the efficacy of the internal and programmatic elements of our organization.
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.
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.

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.
Citizenship Quotient

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 make informed choices in their lives and work towards the long-term collective interest.
We believe it is important to measure CQ at each sphere of life where citizenship is practiced:
Friends & Family

Acting as a citizen requires a complex constellation of knowledge, skills, and values that are often thought about at the societal level. However, we believe that acting as a citizen at the societal level necessitates practicing the competencies of citizenship in our personal relationships as well. These are characteristics that may often be missed in typical curricula or training programs.
My Community

Extending the practice of citizenship to one’s school, university or workplace is another important sphere where citizenship should be practiced. Each of these communities is like a microcosm of society, with its own culture and group dynamics. Measurement of CQ at this level should lead to measurable positive shifts in organizational culture, including decreases in antagonistic behavior and bullying, and increases in levels of trust, social cohesion, and belonging. This is evidenced by measuring both perceptions of these elements and through actual incidences of positive or negative behavior.
The Bigger World

Our ultimate aim is to reach a critical tipping point of individuals who share global citizenship values, attitudes, skills, and knowledge, and act in the long-term collective interest of humanity as a whole. We plan to go about measuring this in a few ways. For example, we plan to include measures of individuals’ perceptions of the society in which they live. We would want to see evidence of increasing trust and social cohesion, adherence to global citizenship attitudes and values, and increasing behaviors that exemplify tolerance, respect, and openness.
There are two main benefits of this approach. First, 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.

Second, at the macro level, CQ serves as a standard language across systems to determine the effectiveness of different types and sequences of interventions. By capturing and aggregating granular data from schools across the country, we can identify patterns between different strings of learning interventions and gain deeper insight into what works and what doesn’t. Multiple parties 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 CQ as a measure, we envision that CQ can become a strategic platform that helps frame, measure and improve school outcomes at the system level – as important as PISA or other standard measures. Because fostering well-rounded and compassionate citizens is one of the core purposes of schooling, we expect that many departments of education will be interested in a measure that can tell them if their schooling system is, in fact, fostering citizenship.

We believe that High Resolves is uniquely placed to play a leadership role for this system evolution given our proven track record in the education ecosystem. With CQ, High Resolves could work with school leaders to determine where their Citizenship Quotient lies and thus what their school priorities might be. We could then develop a tailored, evidenced-based delivery plan to achieve those priorities, which would incorporate custom strings of the most relevant, impactful experiences, whether or not they were from High Resolves. Following delivery, CQ could then be used again to measure impact and further refine the learning journey.
Baseline

Whole of School

Grade Y

Grade X

Grade Specific

Joint Planning

Term 1 week-to-week schedule

1 2 3 4 5 6 7 8 9 10 11 12

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

I&P

BCS 2

CI 1

CI 3

CI 6

CI 8

CI 9

Proj

Trip

Proj

ADL 56

ADL 12

IT 7

JS

SP

PI

FH 335

FH 288

VfC

Peace

First Peace

First Peace

First Peace

First Peace

SAP SAPSAPSAPSAP

Gen

Cit

Gen

Cit

BCS

12

Gen

Cit

Gen

Cit

Gen

Cit

Gen

Cit

Gen

Cit

School Fair

School Fair

School Fair

School Fair

Delivery

Professional facilitation

Teacher training

School-wide events

Parent training and events

Impact
An Intelligent Optimism

While at times it can seem as though there is only growing division and bias in the world, at High Resolves we remain hopeful and intelligently optimistic about the future of humanity. However, there is much more to do than any single organization could achieve alone, and we are keen to collaborate with like-minded organizations to advance citizenship education around the world. We look forward to working with others who share our vision and want to make it a reality.

The road ahead is filled with both challenge and opportunity. Through our programs and partnerships we aspire to make meaningful contributions to this defining movement of our time. With hard work, dedication, and focus, we believe a brighter, kinder, more cohesive, and just society is possible.
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