



Impact Report

UWC SHORT COURSE
doing good

 UWC
SHORT COURSE



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01 LETTERS FROM THE DIRECTOR & MANAGER

From The Director – Sam Jeong



Dear Friends,

I never imagined that I would find myself living in Vietnam long-term, let alone on a path to envisioning a school. Yet here I am, deeply immersed in a project that has now spanned 18 months—the UWC-Inspired Vietnam Campus Project. What began as a profound love for Vietnam and its vibrant youth has finally offered our first tangible educational offering for students. Witnessing this project take shape has been nothing short of extraordinary, a testament to the power of commitment from a small group of mission-oriented people.

This journey began during a retreat in Hoi An, where we first sketched out the idea that would eventually become UWC Short Course: Doing Good. It was here that I was reminded of my father's philosophy, "공부해서 남주자," meaning "**let's study for others.**" This deeply personal ethos has always driven me to be an actor of good for myself and in my communities. I believe that education, at its core, is about lifting each other up and doing good for oneself and the community. The serendipitous partnerships we formed, with Outward Bound Vietnam and the Good Project at Harvard Graduate School of Education, have seamlessly aligned with our project's broader mission of nurturing a **joyful** and

inclusive community of changemakers who embrace their authenticity for holistic growth, purpose-driven study, and impactful service to communities in Vietnam and globally.

However, the pursuit of doing good requires more than just serendipity and good intentions. It demands time, energy, and patience as we navigate the intersection of Excellence, Ethics, and Engagement—the three pillars of the Good Project. What moved me most were not just the diverse organizations in Bình Định that we visited, but the individual conversations I had with students as they reflected on their experiences—contemplating what it means to "do good work" and live a "good life." These are important questions that our youth should be asking themselves, and I am thrilled that they now have the toolkits to consider these questions for the remainder of their high school years and hopefully beyond.

None of this would have been possible without the incredible support of our partners, sponsors, donors, organizers, and facilitators who generously gave us their time, talent, and treasure. I want to extend my heartfelt thanks to Danny Mucinkas and Shelby Clark from Harvard University's Project Zero, Ryan Merker and Khoa Trần from the UWC Vietnam National Committee, Lan Nguyen from Outward Bound Vietnam, and Berta Fraguas Garrido from the UWC Short Course Development Initiative for being the first group of believers in the idea behind this short course. A special thank you goes to Chris Day, Duyên Le, Lộc Le, Mai Nguyễn, and Sam Lien Nguyen, VNUWC's founding team members, who have been with this project since its early days. My sincere gratitude to all of you, from the bottom of my heart.

As we look to the future, I am filled with excitement to see how our 36 inaugural graduates of the UWC Short Course: Doing Good will engage with the world—alone and with each other. They are now equipped to be agents of change in their respective communities, carrying forward the lessons and values they have learned in Bình Định. This is just the beginning, and I am eager to witness the ripple effects of their actions as they continue to turn serendipitous moments into meaningful opportunities.

Yours,

A handwritten signature in black ink that reads "Sam Jeong". The signature is fluid and cursive, with the first letters of "Sam" and "Jeong" being significantly larger and more stylized.

Sam Jeong
Founder & Director | UWC-Inspired Vietnam Campus Project

From The Manager – Quang Le



Dear the UWC Short Course: Doing Good 2024 cohort,

As we conclude this year's program, I am filled with immense gratitude for the journey we've undertaken together.

We have a vision to be a meaningful and impactful course. That is, our educational output is in the service of the students and impacts them beyond the program. We want to foster a program where our students feel safe to express themselves, to engage and learn from one another, to open up themselves to new things and share their vulnerabilities. Each of student and staff has a role to build and own that vision, and they have played a big part in this process.

Our students have demonstrated remarkable growth, both personally and collectively, as they navigated through a series of challenging yet enriching experiences. From the empathy and confidence they cultivated in social interactions to the deeper understanding of their future goals, it is evident that they have become a kinder version of themselves and learned more about what values matter to them.

I enjoy seeing how students engage with the variety of activities, which played a crucial role in shaping their perspectives and learnings. They learned the importance of community, the power of empathy, and the value of stepping outside their comfort zones. Most importantly, they were challenged to redefine their notions of "good work" and social responsibility, discovering new ways to align their passions with meaningful action.

As we look forward, I trust that the lessons learned here will serve as a strong foundation for students as they continue to grow and make positive contributions to their communities and beyond. The students have gained the tools they need for future success and have cultivated a sense of purpose, driving them to approach life with a commitment to making a difference.

I extend my heartfelt thanks to everyone involved—students, staff, donors, partners, and supporters—for making this program a transformative experience. Together, we have created a space where learning thrives, and where every participant is empowered to learn more about themselves and how to contribute to the world around them.

For our students, I hope you see the possibilities within yourselves and continue enabling the possibilities for others. For any life adventures you choose to embark on, we are rooting for you. We look forward to witnessing the journeys that will unfold from here.

With gratitude and hope,

A handwritten signature in black ink, appearing to read 'Quang Le', with a long, sweeping underline stroke.

Quang Le
Manager of UWC Short Course: Doing Good



02

DOING GOOD

MISSIONS

The **UWC Short Course: Doing Good** is the first summer program of its kind in Vietnam, created through a partnership with Outward Bound Vietnam with consultation and program adaptation from Harvard Graduate School of Education's "The Good Project." This 17-day hybrid program empowers young minds between 15-17 years old to address global and local challenges by asking the question, ↓

What is good work, and how do we do it?

UWC Short Course: Doing Good is committed to selecting a deliberately diverse student body, reflecting our dedication to inclusivity and representation. This Short Course is the first educational offering of Education for Good, the organization that also drives the UWC-Inspired Vietnam Campus Project. With a mission to **"build a joyful and inclusive community of changemakers who embrace their authenticity for holistic growth, purpose-driven study, and impactful service to communities in Vietnam and globally,"** we hope that our graduates, whether from this short course or the future campus, will embody this mission and "do good" in their communities, wherever their paths may lead.

03 BY THE NUMBERS

Student Profiles

36 students
in total

from 21 cities,
12 countries,
5 continents.

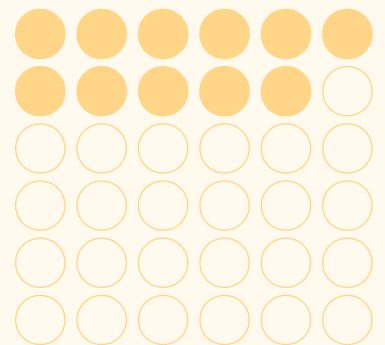


Financial Aid

11 students
received
financial aid

\$13,850 USD total
amount of aid given out.

Mean aid is approximately
\$1,260 per financial-aid
receiving student.



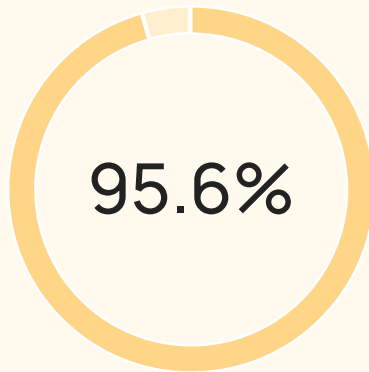
Overall Experience

4.7/5
rating from
students



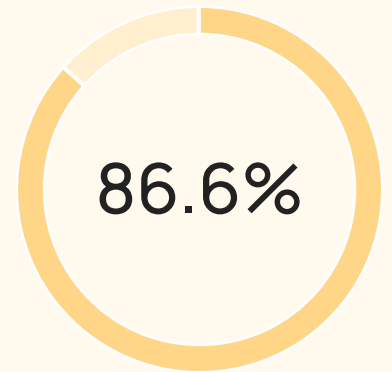


Percentages



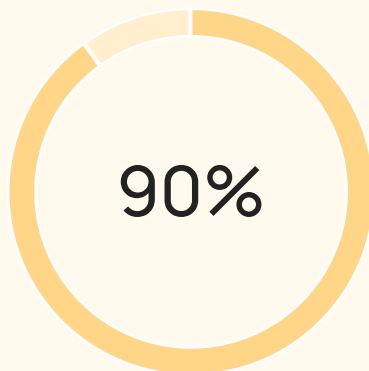
95.6%

95.6% of students shared that they are motivated to make positive change in the world through service and community engagement.



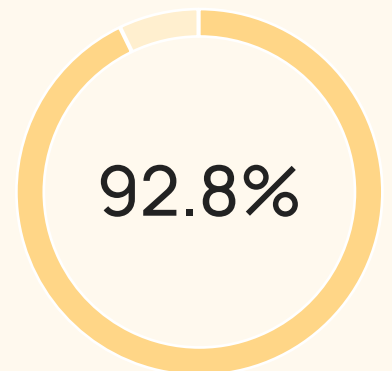
86.6%

86.6% of students shared that they have become more socially aware and have a better understanding of global issues



90%

90% of students shared that they have become more active participant in their own learning and experiences.



92.8%

92.8% of students shared that the Doing Good experience has given them practical knowledge to pursue Good Work in their own community



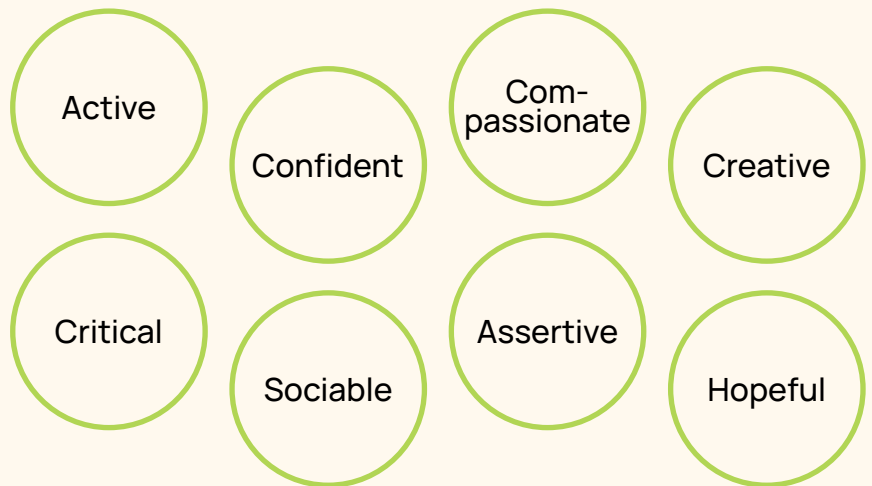
04 STUDENTS' DOING GOOD EXPERIENCE

1. The keywords students describe their Facilitators



2. The keywords to describe students' changes throughout the Short Course

After the program, our students shared that they have become more:



Students' Sharings →

“I’ve been exposed to so many different cultures over the last few days, and have already seen my culture from a new perspective.”

– GIANG N.

“With every each activity, with every day, with every morning that I woke up, I felt more connected to the country and the people and the traditions.”

– CHRISTOPHER A. H.

“Upon entering the camp, I feel like I have a redefined and a much better understanding of what good work is and all the different ways in which I can do good for the community.”

– ELIN K.

3. The keywords to describe the skills that students develop throughout the Short Course



Students' Sharings →

“The most important thing I learned is actually leadership skills and teamwork.”

- ABDALRAHMAN M.

“They have truly guided me to walk me out of my comfort zone and to make me think deeply about my core values.”

- TRAN V.

“Teach me how to become a better community member, how to present myself, how to relate to others.”

- JIMMY Z.

4. Highlights of the course through students' reflection

🤝 Connecting through Discomfort



As part of the short course, students participated in an Outward Bound Vietnam-led hiking and camping expedition designed to push them beyond their comfort zones.

The activity not only fostered social interaction and teamwork but also instilled a sense of passion and confidence in participants. For some, it was their first time hiking, which, despite being physically challenging, became a memorable and enjoyable experience, particularly the nights spent camping and gathering around the campfire. Students reflected positively on the hiking and camping activity, emphasizing the connections they made with new people and the strong bonds formed during the experience.

The field trips during the course also broadened students' understanding of how good work can be diverse, including aspects like education, sustainability, and community management.

→ Learning Outcomes

- **Connection through Challenges:** The activity strengthened social bonds and teamwork among students through shared challenges, boosting students' confidence.
- **Passion Development:** Exposure to outdoor activities sparked new passions in some students.
- **Broadened Perspectives:** Field trips provided insights into the diverse ways to contribute positively to society.

Cultivating Empathy and Environmental Awareness: Lessons from Recycling Garden



Recycling Garden, located in the mountainous area of Quy Nhon City, Binh Dinh Province, is a waste recycling initiative dedicated to empowering people with disabilities. Founded by Ms. Nguyen Thi Thanh Nga, the garden has transformed a once-barren land into a vibrant space that extends the life cycle of various waste materials. Ms. Nga's vision has turned the garden into a beacon of inspiration, teaching students the importance of recycling, the value of community involvement, and the power of resilience in overcoming challenges.

→ Learning Outcomes

- **Understanding Sustainability:** Students learn about the importance of recycling and how it contributes to environmental sustainability.
- **Empathy and Social Responsibility:** Exposure to the empowerment of people with disabilities through meaningful work can foster empathy and a sense of social responsibility.
- **Inspiration for Positive Impact:** The garden's success story may inspire students to initiate or participate in similar projects to make a positive impact in their own communities.

💡 Nurturing Personal Growth and Redefining Purpose



Social activities, such as Talent Night, cultural workshops, group reflections, and bonding around campfires, were especially cherished for creating a supportive and positive community. Students highlighted a variety of impactful experiences and personal growth, such as increased confidence, better socializing skills, and a clearer vision for their future goals.

Overall, the course challenged students' pre-conceived notions of "good work" and social responsibility, holding a space for them to (re)define "good work" and how they can do it. Students shared that they discovered a broader spectrum of ways to contribute meaningfully, aligning their passions with purpose.

→ Learning Outcomes

- **Increased Confidence and Improved Social Skills:** Students reported a boost in self-assurance, particularly in social settings and their enhanced ability to socialize and connect with peers.
- **Clearer Vision for Future Goals:** Students gained a better understanding of their personal and professional aspirations.
- **Redefining "Good Work":** The course encouraged students to rethink their ideas of social responsibility and meaningful contributions.

Charting Future Possibilities: The Odyssey Plan



The Odyssey Plan activity involves students envisioning three different potential life paths: continuing on their current path, taking a completely different path, and imagining a future where they can be super creative and think outside-of-a-box.

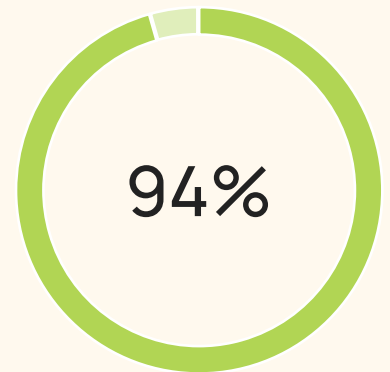
This exercise helps students explore possibilities beyond their current realities, encouraging them to think deeply about their long-term goals, personal values, and what truly brings them happiness and success. This activity not only fostered flexibility in thinking but also connected directly to the course's broader theme of doing good in the world.

→ Learning Outcomes

- **Future Planning:** Students learned to think critically about their future, considering various scenarios and outcomes.
- **Self-Reflection:** The activity promotes introspection, helping students understand their true desires and motivations.
- **Flexibility in Thinking:** It encourages students to consider alternative life paths and let go of rigid ideas about success.
- **Goal Setting:** Students will gain clarity on their ultimate goals, visions, and lifestyle aims.
- **Empowerment:** By envisioning an outside-of-a-box future where students can be super creative, they may feel more empowered to pursue their authentic aspirations.

5. Numbers of students likely to recommend this program to someone else

94% of students responded that they are very likely or likely to recommend this program to someone else.



05 OUR DONORS, PARTNERS, AND SUPPORTERS

1. Donors' Tiers

Visionary Tier

VALUE

2.5 Full Scholarships
- \$5,000 / 127,200,000 VND

DONOR

Ben Lee

Innovator Tier

VALUE

1 Full Scholarship
- \$1,950 / 49,600,000 VND

DONOR

An Vo, Ngọc “Chít” Nguyễn, Sunny Tran

Builder Tier

VALUE

Half Scholarship
- \$975 / 24,800,000 VND

DONOR

Victor Wang & Trang Duong

Explorer Tier

VALUE

General Support
- \$450 / 11,500,000 VND

DONOR

Cat Thu Nguyen Huu, Phuong Tran,
Ruzan Gabrielyan, Tung Phan

2. Thoughts from Donors



Ben Lee

COMPANY/ ORGANISATION
Everpia JSC

JOB TITLE
Director

What inspired you to support our program through financial aid and scholarships?

I believe in the power of engaging conversations and thought-provoking questions. This program sums it up and it is worth spreading, period.

“Doing Good” is recurring theme for my own work and life everyday. Looking back, I believe my search for the answer has directed me to where I am today. I wish the theme of this program flourish in your hearts and minds to guide us through fulfilling life.



An Vo

COMPANY/ ORGANISATION
Janus Executive Search &
Talent Advisory

JOB TITLE
Managing Director

What inspired you to support our program through financial aid and scholarships?

Being able to support and empower the younger generation has always been my passion. I was able to become who I am today thanks to the generosity and the support from a lot of organisations and individuals in the past. I was given a scholarship to explore the world when I was 16, I was taken in & loved by an American family who changed my life significantly, my higher education was also entirely funded by a full ride scholarship from Mount Holyoke. So paying it forward in some way is what drives me to support the program like yours. I hope that programs and schools like UWC will continue to empower the youth through transformative education. I am honored to play a very small part of that!



Ruzan Gabrielyan

COMPANY/ ORGANISATION
UWC Dilijan

JOB TITLE
Teacher and Residential
House Parent

What inspired you to support our program through financial aid and scholarships?

My decision was motivated by a personal life motto - an investment in knowledge and experiences pays the best interest. I look forward to hearing the fascinating stories of the course participants that will prompt more people to invest & gain the most fulfilling 'interest'.

I hope the participants gained valuable insights and skills that will help them Do Good and make the world a better place. I was impressed by how much effort and thought the organisers had put into the program. It is rewarding to see experts contributing in the lives of so many young people in such a meaningful way. My heartfelt thanks for not being indifferent.

3. Partners and Supporters

We extend our heartfelt thanks to our incredible partners and supporters, who have been instrumental in co-creating a transformative educational experience with us and spreading our message. Your collaboration and support have enabled our students to learn and pursue "good work" in their own unique ways. Thank you for being an essential part of our journey.



Recycling
Garden

Dao Tan
Theatre



Vietcetera.



06 ORGANIZING TEAM



Sam Jeong – Director

- MA in Private School Leadership, Columbia University
 - BA in Sociology and Chinese, Williams College
-



Quang Le – Manager

- BA in Education and Employment Relations and Organization Studies, The University of Auckland
-



Erica Quynh Nguyen – Vice Manager

- BA in Regional and Urban Planning, University of Architecture Ho Chi Minh City



Phuong Nguyen – Curriculum Manager

- BA in Liberal Arts and Sciences Economics, Erasmus University College
- BA in Philosophy of a Specific Discipline, Erasmus University Rotterdam



Paula Vo – Marketing Communications Manager

- MS in Mass Communication and Media Studies, Boston University
- Master of Liberal Arts (ALM) in Finance, Harvard Extension School
- BA in Economics and International Relations, Northeastern University



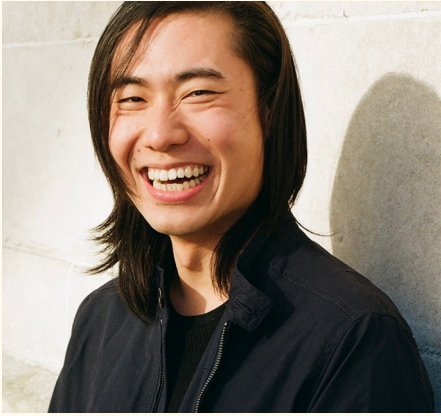
Quynh Ngo – Social Media Specialist

- BBA Candidate, VinUniversity



Thao Ngoc – Designer

- Master of Research in Arts Candidate, Arts University Bournemouth
- BA (Honors) in Contemporary Creative Practice: Graphic Design, Staffordshire University



Will Shan – Facilitator

- BA in Psychology, Minor in Education, Stanford University



Jay Wang – Facilitator

- MA in International Relations, Peking University
- BA in International Politics, American University



Thanh Nguyen – Facilitator

- BA Candidate in Social Studies, Minor in History, Fulbright University Vietnam



Na Le – Facilitator

- BSc Candidate in Computational Sciences, Minerva University



Chau Doan – Facilitator

- BA in Business Management, RMIT University



Jisoo Kim – Facilitator

- MA in Developmental Psychology, Columbia University
- BA in Psychology, Minor in Communication, SUNY Albany



Muhammad Hardiansyah – Facilitator

- BSc in Economics, Trinity College



Tingting Feng – Facilitator

- MA Candidate in Education Leadership, Harvard University
- BA in Teaching Chinese as a Second Language, East China Normal University



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