

Impact Basecamp 10th Anniversary Impact Report

Ten Years of Action and Insight:
Shaping the Next Decade

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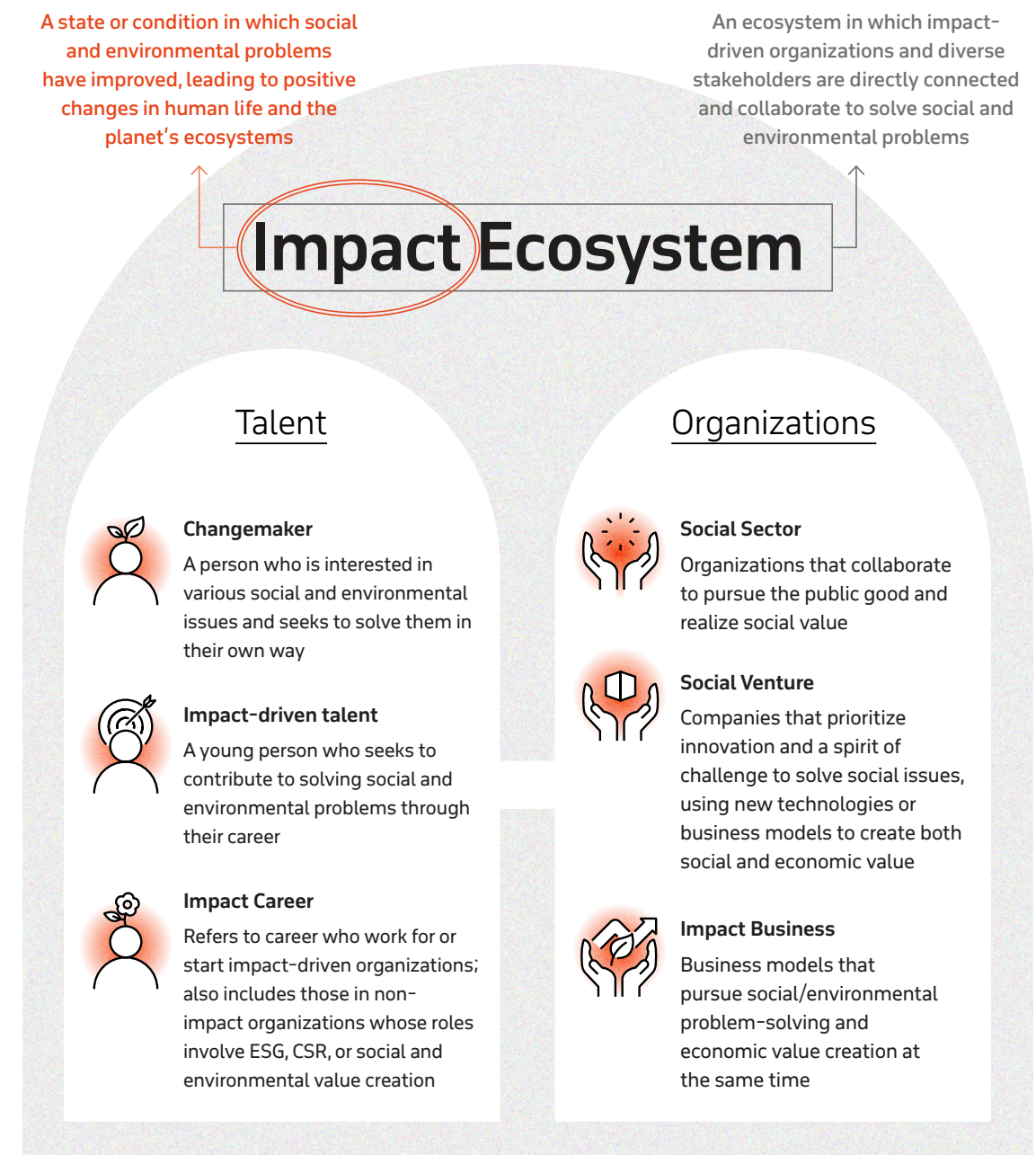
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- IBC = Impact Basecamp

Keyword Guide to Support the Reading Experience

To enhance clarity and accessibility, this report includes a selection of key terms and concepts referenced throughout the chapters. Reviewing these keywords in advance can help provide a clearer understanding of the themes, language, and ideas that shape the narrative ahead.



10 Years of IBC

IBC
Focusing
Dynamics

1.1

Guiding IBC forward— the team behind the vision

Impact Basecamp ^{IBC} is a project-based learning ^{PBL} module designed to inspire young people to think deeply about social and environmental problem-solving and careers as changemakers. Creating sustainable impact beyond good intentions requires advanced problem-solving skills. IBC is an experience that builds these capabilities and provides Impact-driven talents with the opportunity to build their own direction and expertise.

It is designed to leverage the resources of the impact ecosystem—professionals in the field,

organizations, networks, methodologies, and more—to offer firsthand experience of the problem-solving process. As a “basecamp,” IBC has also sought to be a starting point and a shelter for young people facing the long journey of solving social problems, providing them with the necessary skills training, teamwork, a sense of psychological safety, and a community of support. Over the past decade, IBC has paved the way for a career as a changemaker to become a viable option for young people.

The goal

To cultivate young talents who are both interested in and equipped for careers focused on solving social and environmental issues.

Module

- Execution of field-based projects
- Specialized lectures and training sessions
- Team mentoring by professionals in the field
- Networking within the impact ecosystem

Core values

- Project-based learning focused on specific social and environmental issues
- Experiential learning grounded in real-world contexts
- Commitment to advancing Diversity, Equity, and Inclusion ^{DEI}

History

2015-2025



Modules completed

19



Total graduates

478



Projects implemented

122

Impact.Career Team:
Milestones at a Glance

- 2015
- Launched the Impact Basecamp module
- 2016
- Impact Career selected as a Top 10 initiative in the Google Impact Challenge
- Initiated the Learn Team
- 2017
- Launched the Impact Career Y program
- 2018
- Launched the Impact Career W program
- 2020
- Opened the official Impact.Career website
- 2021
- Formed the Impact Campus team
- 2023
- Launched the Impact Career NPO program
- 2024
- Rebranded the Impact Campus as Impact.Career to reflect evolving mission
- Providing a step-by-step growth environment for impact-driven talent — from discovery to the start of their careers
- Connecting high-caliber talent with impact-driven organizations
- Operating the Impact.Career community

One of the reasons IBC has remained focused and sustainable over the past decade is the presence of Root Impact and the Impact.Career team—our “focus setters”—who have continuously explored what to prioritize and where to direct attention.

Root Impact has worked to build an impact ecosystem that identifies and supports organizations, entrepreneurs, and individuals addressing social and environmental issues, enabling their efforts to be sustainable. In this process, the importance of nurturing impact-driven talent within the ecosystem became clear, leading to the formation of the Impact.Career team.

Drawing on the network and resources cultivated by Root Impact, the Impact.Career team designs and delivers opportunities for young people to address social and environmental issues through their professional paths. Through the ongoing journey of discovering and nurturing changemakers, this work has helped bring social impact to the world—and meaningful career pathways to the next generation.



1.2

The Core Principles of IBC

For ten years, beginning with Season 1 in 2015, IBC has maintained a singular goal and focus: building the capacity to solve real problems. This consistent direction has been embodied in a method known as Project-Based Learning ^{PBL}. At IBC, PBL goes beyond completing assigned tasks. It begins with identifying and defining the problem, followed by envisioning and implementing solutions—learning through action at every stage.

IBC provides young people who aspire to impact careers with an experience that is not only motivating but also transformative in how they live and work. The module was designed from the ground up to ensure that the pursuit of social impact is not just during a project, but a way of working in their career.

Participants see firsthand how the social and environmental issues they tackle are connected to people, organizations, and structures in the ecosystem. They engage in real-world collaboration and feedback, and gain a concrete and practical career perspective.

IBC’s PBL Design Principles

Participant-led Problem Identification and Selection

- Defining and interpreting unstructured problems with no predetermined answers
- Identifying topics with potential for exploration and seeking creative solution possibilities
- Deep exploration (Deep Dive) to move beyond surface-level issues and uncover the core and essence of hidden problems

Real-World Problem Selection

- Selecting real-world problems to strengthen practical capabilities applicable to actual careers
- Building meaningful assets for one’s career journey through experiences that consider the difficulty of problem definition and the practical constraints of solution implementation
- Field-based learning that involves sharing insights and feedback with impact organizations, stakeholders, and professionals in the field

Activating Self-Leadership

- Immersive, participant-led project implementation from problem definition to final output
- Providing appropriate guidance and coaching that supports participant autonomy within a collaborative structure
- No pre-assigned answers or individual tasks; projects are fully participant-driven

Final Output

- Reflect on experiences through the process of summarizing and organizing the core content of the project
- Experience growth by reviewing personal learnings and future tasks through the project, regardless of the quality of the final output

Impact-Centered Experience

- Aim toward meaningful social and environmental change
- Directly experience the structure of the impact ecosystem through practitioner engagement and exploration
- Continuously review the project’s impact orientation and define the anticipated impact



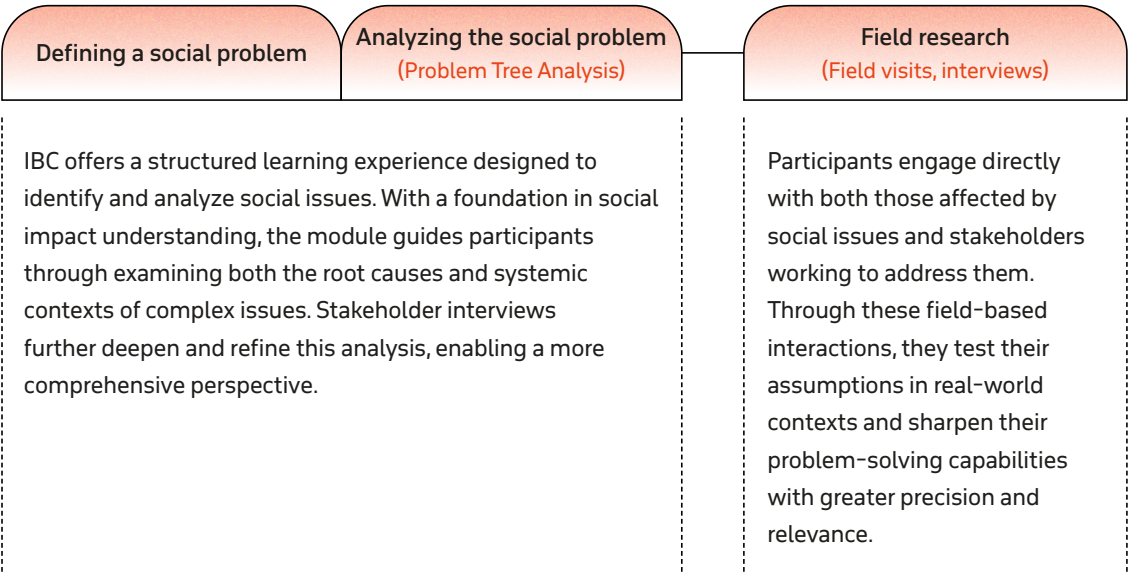
IBC is an elaborately designed module to help the impact-driven young people develop into high-caliber talents with specialized skills in solving social and environmental problems.

01
Identifying Root Causes and Gaining a Structural Understanding of Social Issues and Impact

In project-based learning ^{PBL} classes, it is often observed that students prioritize generating ideas quickly and do not devote sufficient attention to analyzing the problem in depth. However, at IBC, strong emphasis is placed on identifying the root cause of a social issue, even if the process takes more time. This is because only by understanding the nature of a problem can an effective solution be developed. In IBC, solutions that are grounded in root-cause analysis are recognized and encouraged, rather than ideas that appear impressive at first glance.

Social problems are complex and multilayered. A structured understanding of the surrounding environment is essential. This requires a combination of desk research and field research. While desk research can often be done independently, field research can feel daunting and difficult to initiate. To support this process, the Impact.Career team connects participants with its organizational and personal networks to help them conduct field research efficiently within a set timeframe.

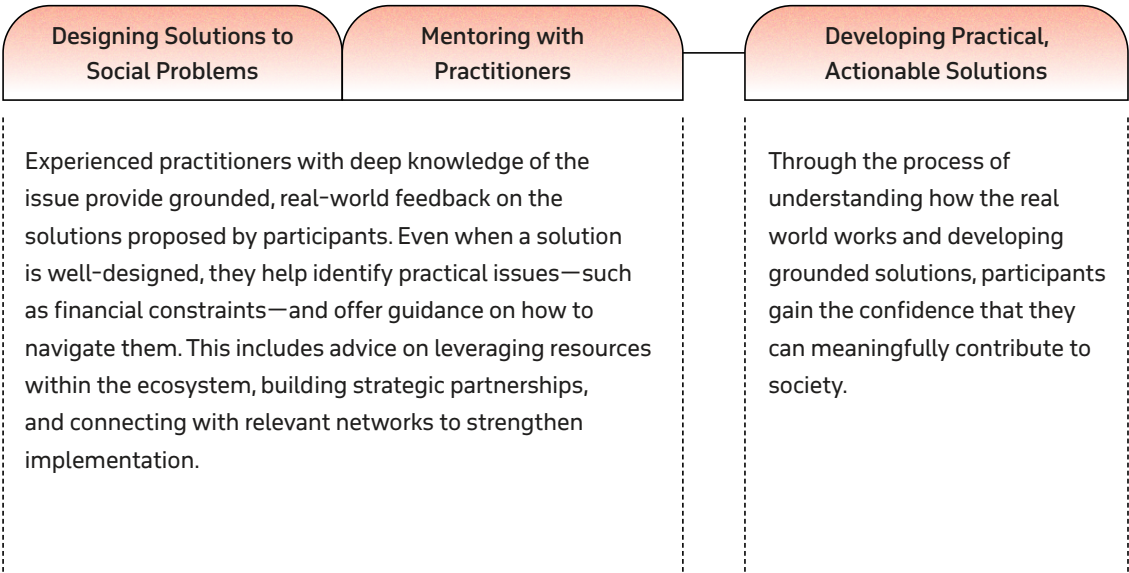
1 Root Impact, where the Impact.Career team is based, operates Heyground—a community office where more than 1,000 changemakers work and grow together. In addition to Heyground, Root Impact runs initiatives such as Heyleaders, the IP1 Fund, and the Ithryn Fellowship, and maintains a wide network of practitioners and organizations across the ecosystem, from on-the-ground professionals to sector leadership.



02
Self-Leadership Training to Solve Real-World Problems

Through IBC, participants take the lead in managing and executing the entire process of a project—from defining a problem to developing a solution. Just as there are no set answers in the real world, the Impact.Career team does not provide participants with predetermined answers or directions. Instead, participants are connected to appropriate guidance and essential ecosystem resources to enable self-directed learning. A typical example is the connection to practitioners in the field. No matter how thoroughly participants analyze an issue or how reasonable their solutions may seem, there are often many reasons they may not work in reality.

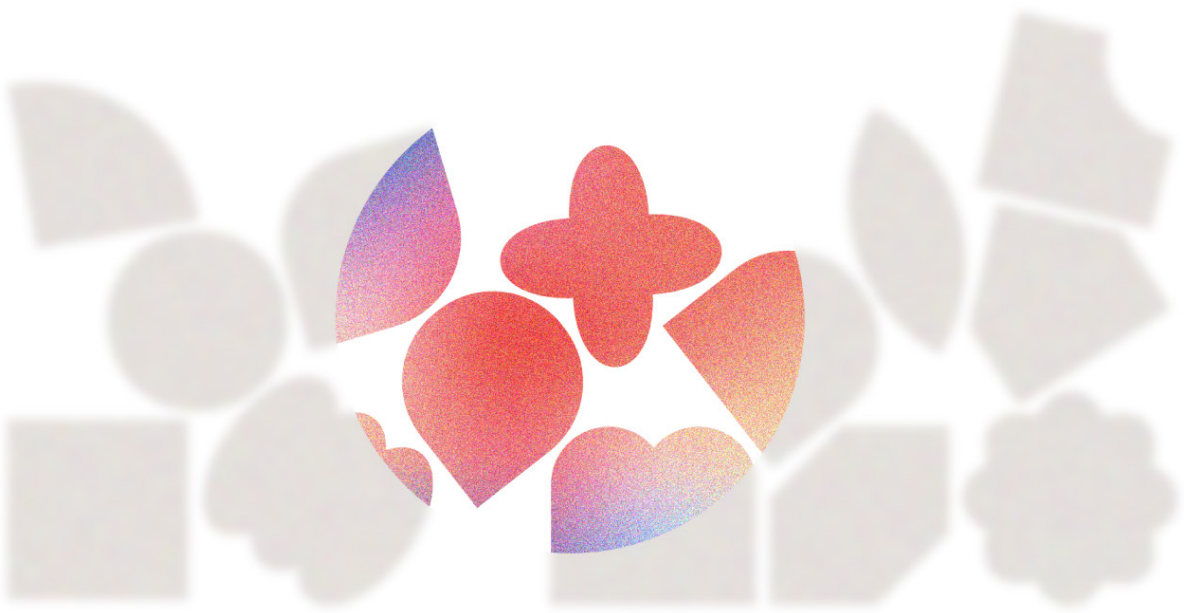
It is important for participants to recognize this early on. Once participants select a social issue they care about, the Impact.Career team works to match them with a practitioner in the field who has practical experience and a strong execution track record. These mentors provide reality-based feedback grounded in direct experience—explaining why an idea may not work, or how it can be refined to work in practice. Through this process, participants deepen their understanding of the ecosystem surrounding a social problem and its potential solutions. By identifying existing bottlenecks, available resources, and potential partners for collaboration, they build the capacity to become realistic and proactive leaders equipped to act on social and environmental issues.



03 Building Empathy and Inclusive Collaboration

Today's social issues are increasingly complex and intersectional. These issues require experience working with stakeholders from diverse backgrounds and representation. To build these competencies, IBC considers diversity from the selection stage. We ensure that a wide range of participants apply through extensive publicity, and the selection process prioritizes flexibility of thought and diversity of background that can contribute to peer learning over quantitative specifications. During the course of the module, the Impact Career team sets ground rules to create a safe learning environment where participants are respectful and inclusive of each other. Participants work on projects in teams with a

diverse group of people, and inclusive culture and attitudes are naturally internalized. The network of connections formed through the IBC is long-lasting and acts as a psychological support system for young people to sustain their impact careers. Since impact careers are still not a common path for most young people, meeting impact-driven peers at the IBC who are traveling that journey together is a huge boost. Alongside this, solving social problems often requires collaborating with various ecosystem actors outside of the team. The IBC starts with how to navigate who to collaborate with, but also teaches practical collaboration skills, such as how to write emails, exchange business cards, conduct business meetings, and maintain relationships. This allows participants to develop practical competencies, and to blend into the ecosystem with business etiquette and trust.



1.3

Key Insights and Attempts

IBC has adjusted its outlook in response to changes in the external environment and has gained deeper insights into problem-solving capabilities. Each season reflects the Impact Career team's thinking on how to view a problem within the social context of the time, and how to approach it. This section outlines the changes IBC has encountered over the seasons, the reasons behind those changes, and the adjustments made to strengthen problem-solving capacity.

Overview: How the IBC Modules Has Evolved

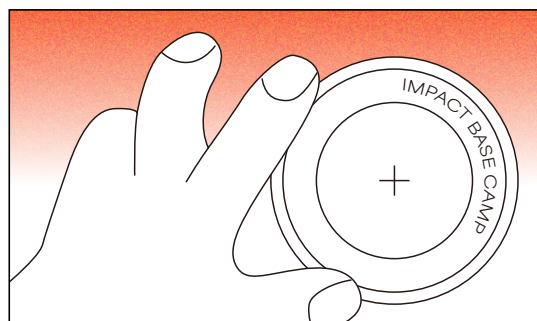
	Project Topic	Project Outcomes	Core Capacity Development
Season 1 Cohorts 0-5	Mission-focused issues proposed by impact organizations	Solution Prototyping	Logical Thinking, Design Thinking
Season 2 Cohorts 6-10	Community-level issues identified by participants		Technical Skills, Leadership
Season 3-4 Cohorts 11-16	Business-related issues presented by impact organizations		Season 3 Understanding Social Impact, Digital Literacy Season 4 Project Methodologies
Season 5 Cohorts 17-18	Sector-specific impact issues proposed by participants	17th Problem Report 18th Solution Prototyping	Understanding of Social Impact, Project Methodologies

Fine Focus

Confronting Problems
in the Beginning

SEASON 1

May 2015 Cohorts 0 — December 2016 Cohorts 5



Ten years ago, when IBC first launched, Korea's impact business ecosystem was just beginning to take shape. Social ventures were emerging at a rapid pace, and the broader ecosystem was still in its formative stages. Many of our partner organizations were also in their early phases—defining their missions and refining their strategies for creating impact.

In collaboration with these partners, IBC designed a curriculum grounded in real-world perspectives and aligned with evolving social trends. Participants examined social issues through the lens of organizational missions, strengthened their problem-solving skills by reframing issues from the perspectives of diverse stakeholders, and deepened their understanding of the impact sector through practical feedback from field-based organizations.

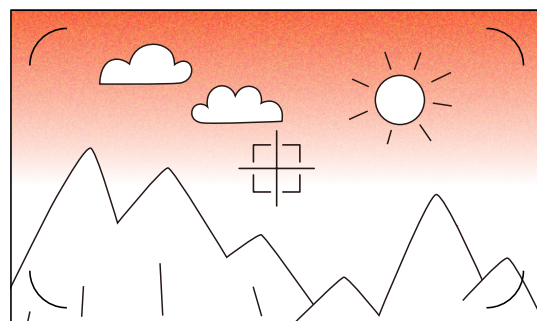
Organizers, social ventures, mentors, and participants came together to think critically, experiment boldly, and take their first steps within a growing ecosystem.

Zoom-Out

Broader opportunities,
Bolder solutions

SEASON 2

July 2017 Cohorts 6 — August 2019 Cohorts 10



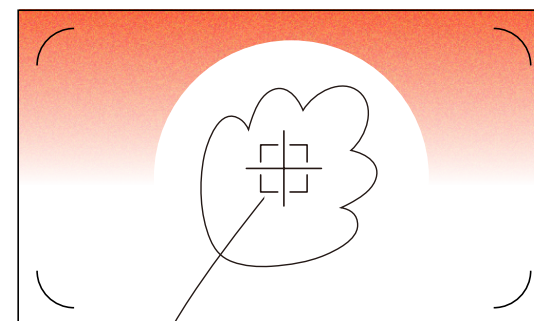
In the second season, IBC focused on problem-solving experiences. Both the government and the private sector began to take notice of social ventures, and the foundation of the ecosystem began to take shape. Resources and opportunities available to young people expanded rapidly. IBC designed an active learning process that encouraged participants to define and solve their own problems, rather than passively accepting opportunities provided by the ecosystem. The module aimed to broaden participants' perspectives and encourage them to identify and solve problems in their communities that they cared about. By design, the module was conducted without corporate partners, which further highlighted participants' autonomy and initiative. Training was added to strengthen both leadership and practical skillsets. It was a season of broadening perspectives on society, taking initiative to identify and solve problems, and going through a challenging process of exploration and execution.

Zoom-In

Focused execution
within a more refined
ecosystem

SEASON 3 · 4

March 2020 Cohorts 11 — August 2023 Cohorts 16



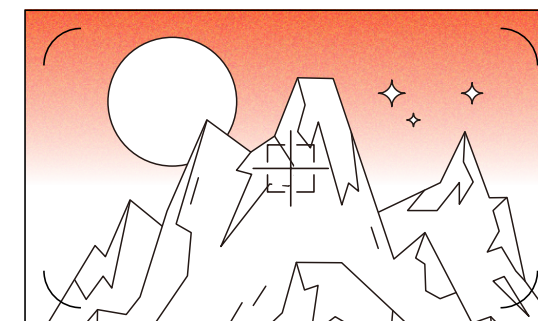
Over the course of five years, the impact ecosystem matured significantly. Impact careers also began to take shape: organizations emerged with a clear focus on their areas of expertise; tech-enabled social innovation began to emerge as a movement. Business-based solutions to social and environmental problems became more sophisticated and diverse. In response, IBC worked with corporate partners to design a practical module that addressed real-world issues. Participants engaged with issues presented by real companies and experienced projects that resembled actual work. IBC also designed courses to enhance practical skills, such as digital competencies, so that the quality of the solutions would match real-world standards. From defining impact to measuring and managing it, the module elaborated the problem-solving skills required of a changemaker.

Deep Focus

Multi-dimensional
capabilities for addressing
complex issues

SEASON 5

July 2024 Cohorts 17 — February 2025 Cohorts 18



As the complexity and intersectionality of social and environmental problems deepened, the impact ecosystem became more sophisticated. At the same time, however, the external resources and opportunities that supported the ecosystem became harder to leverage. These changes highlighted the importance of specialized capabilities and the ability to solve problems effectively within limited resources. In response, IBC developed a structured approach to addressing complex social problems, along with an integrated understanding of ecosystem dynamics, practitioners, and organizational structures. From the selection stage, we prioritized participants with a genuine orientation to the impact ecosystem, and significantly strengthened our social impact education to support their growth into changemakers capable of addressing complex social issues. Participants identified key issues across various impact topics and internalized the underlying structures and mechanisms of the ecosystem. In parallel, they received advanced training—refined in previous seasons—in interview skills, ecosystem analysis, theory of change development, impact measurement, and business etiquette. This season marked a deepening of expertise and a more multidimensional understanding of the impact ecosystem.

Impact of IBC

Close-up
on
Impact

2.1

A Decade of IBC in Numbers

Years Active

2015-2025

Modules Completed

from the pilot cohort to the 18th

19 cohorts

Total Applicants

1,436

Module Graduates (Participants)

478 graduates (500 participants)

Social and Environmental Projects implemented

Partner Organizations
Collaborated With: 23

122

Professionals Engaged

70+ current practitioners

Strengthened Orientation to Impact Careers

Percentage of graduates who reported
prioritizing work that creates social value

92%

Graduates in Impact Careers

Including those in social enterprises,
nonprofits, impact investment firms, and
intermediary support organizations

45%

2.2

Key Achievements and Impact¹

The <IBC Impact Chain Model> is a structured visualization of the growth that impact-driven talent experiences through IBC—from activity, to output, to outcome, and ultimately to impact. It shows how IBC has identified, selected, and designed learning experiences that contribute to solving social and environmental problems.

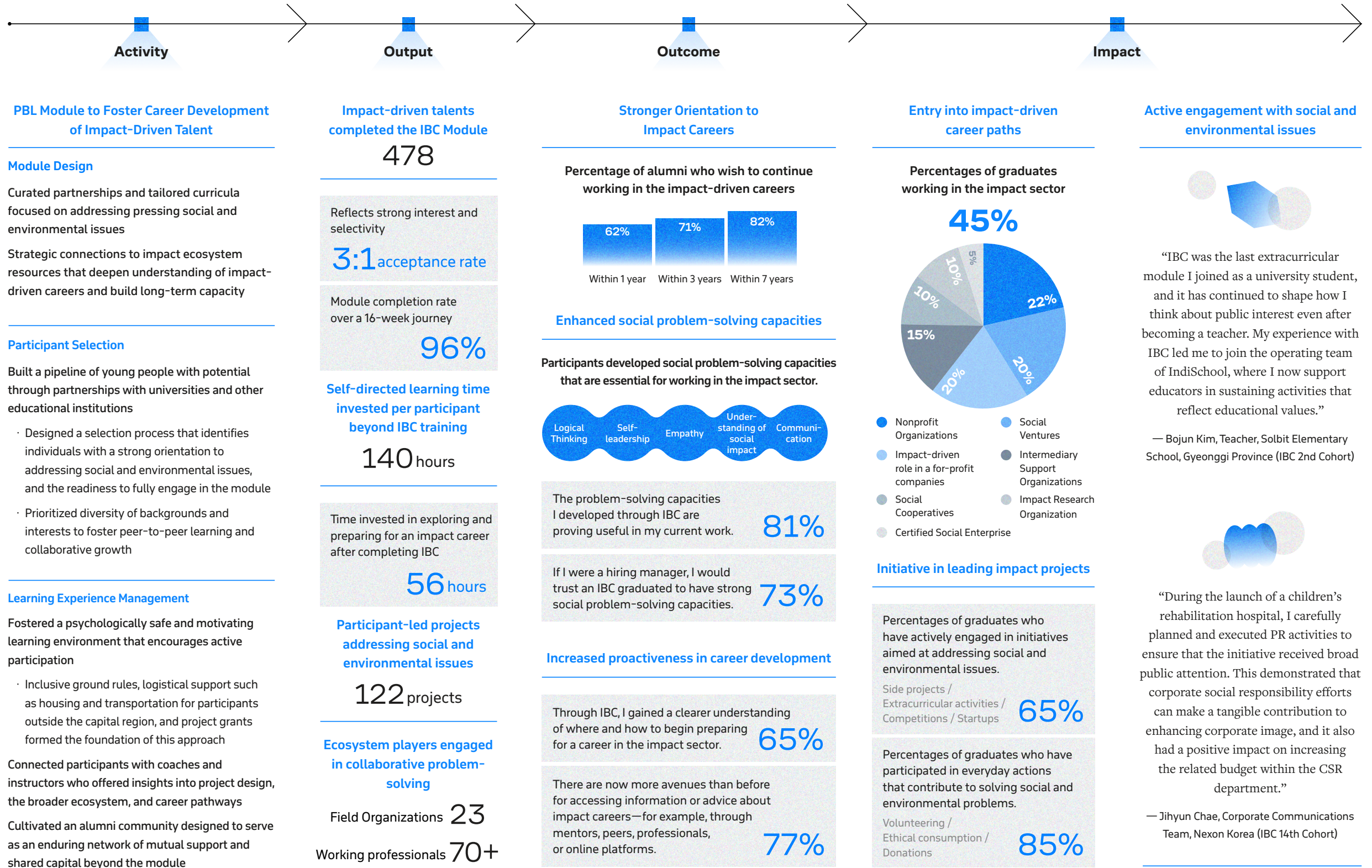
IBC identifies and selects young people who are interested in pursuing social and environmental issues as a career. All selected participants receive tuition-free training. For those from outside the metropolitan area, IBC also provides support for accommodation and transportation. These measures allow participants to fully immerse themselves in the learning experiences without financial and locational barriers^{activity}.

Despite the module's intensive and time-demanding nature, 96% of participants have completed it—resulting in 478 changemakers over the past 10 years^{output}.

Participants have prepared for impact careers by developing social problem-solving capabilities through IBC^{outcome}. Today, half of IBC graduates are actively working in impact careers, including roles in social enterprises, non-profit organizations, and impact investment firms—contributing to social and environmental solutions in their respective field^{impact}.

¹ Based on survey responses from all IBC alumni (June 2025, n=91) and graduates of the 18th cohort.

IBC Impact Chain Model



IBC Impact Zoom-In

OUTCOME

01

A stronger and deeper orientation to impact careers has taken root among participants.

Orientation toward an impact career refers to the attitude of prioritizing social and environmental values when designing one's work and life.

Over the past 10 years, 478 young people have come to IBC with an interest in solving social and environmental problems and with questions about how to build a career around that purpose. Through IBC, they have gained a holistic view of the impact ecosystem and experienced it firsthand. They have engaged directly with real-world social and environmental issues of their choosing, connected with senior changemakers, received mentorship, and met future colleagues—developing a concrete and in-depth understanding of what an impact

career entails. Through IBC, participants not only generate ideas but also apply them in real-world settings. In doing so, they come to realize that problem-solving is far more complex and time-consuming than expected. Nevertheless, their orientation to impact careers becomes even stronger after completing the module.

When asked whether they still felt committed to pursuing impact-driven careers after completing IBC, 92% of alumni responded that they would continue to prioritize work that addresses social and environmental problems. This figure includes participants who completed the module a decade ago, underscoring the fact that IBC alumni retain this worldview over time.



I had always been interested in addressing social issues, but I spent a long time wondering whether this career path was truly the right fit for me, professionally. During my time in IBC, however, the boundary between work and life seemed to disappear. In a way, I was thinking about this all the time I was awake—yet I felt happy and fulfilled.

— Jihye Jeong, University Student (IBC 18th Cohort)

I had many doubts as a university student about whether I should pursue a career in the impact ecosystem after graduation. Through my experience with IBC, I gained the conviction that this is the community I want to be a part of.

— Hyerim Ahn, University Student (IBC 18th Cohort)



Seven out of ten IBC graduates reported that their desire to work in the field of social and environmental problem-solving became stronger after participating in the module.

In addition, 62% of graduates indicated that they intend to work in this field within the next year. Notably, the proportion increases over time: 71% expressed a desire to work in the field within three years, and 82% within seven years.

These results suggest that a strong orientation to impact careers is deeply rooted among IBC graduates, and that the majority remain strongly committed to pursuing roles in the impact sector over the medium to long term.

within the next year 62%

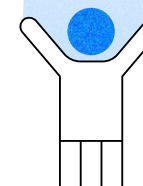
I would like to work in the impact or social innovation field

within the next three years 71%

I would like to work in the impact or social innovation field

within the next seven years 82%

I would like to work in the impact or social innovation field



OUTCOME

02

Participants developed social problem-solving capacities that are essential for working in the impact sector.

Even when IBC participants decide to pursue careers that address social and environmental issues, they need the right skills and capacities to turn that aspiration into action. When an orientation to impact career is combined with the ability to solve social problems, participants are equipped to take on active roles in creating social and environmental change.

According to Root Impact's research on impact business job postings, 139 out of 169 explicitly required problem-solving skills. IBC has expanded this into a broader concept of "social problem-solving capacities", which is further

defined across five dimensions: logical thinking, communication, self-leadership, empathy, and understanding of social impact.

Lee Chung-hwa, a graduate of the 11th IBC cohort who later founded a social venture, shared: "Through IBC, I believe I gained the deepest level of social problem-solving competency—particularly the ability to define problems and analyze them from multiple perspectives. That experience gave me the confidence that I could actually do something in the social sector."

Through IBC, participants develop the social problem-solving capacities needed to effectively address social and environmental issues in the context of impact careers.

The more young changemakers who demonstrate this core competency, the more social and environmental issues our society will be able to resolve.



The social problem-solving capacities developed through IBC do not merely support participants in preparing for and entering impact careers. These capacities have also proven to be highly useful in real-world professional settings.

According to a survey of IBC alumni currently working across various fields, 81% reported that they actively apply the social problem-solving skills they gained through IBC in their current roles.

Among the five core capacities, the most frequently applied in the field were: self-leadership - the ability to take initiative and assume responsibility in managing projects; communication - the ability to express one's ideas and supporting rationale clearly and logically; and empathy - the ability to understand and connect with others' perspectives.

The IBC curriculum is composed of practical knowledge that remains applicable in the field, even years after module completion. Among IBC alumni who have been working in the field for up to a decade, 8 out of 10 reported that the

social problem-solving capacities they developed through IBC continue to be useful in their work. These findings show that IBC graduates not only begin their careers with confidence, but also continue to build real competitive strength through the application of these capacities in professional settings.

When asked, "If you were a hiring manager, would knowing that a candidate graduated from IBC increase your confidence in their social problem-solving capacities?" 73% of alumni currently working in the field responded yes. This suggests that IBC's training is not only relevant in the field, but also widely recognized for its practical value. Some organizations have explicitly incorporated this trust into their hiring practices. One nonprofit executive shared, "IBC graduates tend to have a deeper understanding of the root causes of social problems. They prioritize defining the problem before jumping to solutions, and because they've had direct experience with complex issues, they also demonstrate strong resilience. For these reasons, we consider IBC experience during our recruitment process."

Speaking from the perspective of working professionals

Percentage of alumni who agree with the statement:
"The problem-solving capacities I developed through IBC are proving useful in my current work."



From firsthand experience

Percentage of alumni who agree with the statement:
"If I were a hiring manager, I would trust an IBC graduate to have strong social problem-solving capacities."

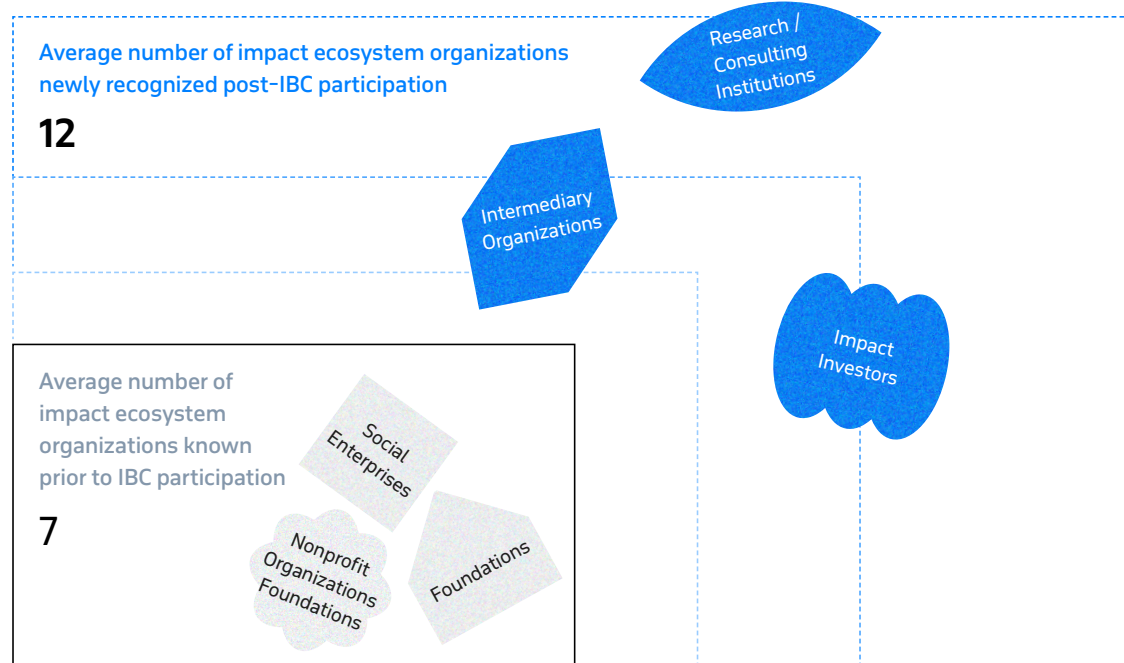


Participants became more proactive in shaping their careers.

Even for participants who possess both a strong orientation to impact careers and the necessary capacities, starting a career requires access to concrete information about the ecosystem structure and available job opportunities. Without a clear understanding of which organizations exist within the ecosystem and the roles they play, it is difficult for young people to take initiative in designing their own career paths. In the impact ecosystem, both the approaches to solving social and environmental problems and the types of organizations involved are highly diverse. However, many young people still have a limited understanding of the ecosystem—often associating it only with traditional NGOs or social welfare institutions. Yet, effectively addressing increasingly complex

social issues requires a clear understanding of the roles and functions of a wide range of actors. To support this understanding, IBC provides opportunities such as practitioner interviews, structured engagement with module staff and mentors, and career story sessions that offer a comprehensive view of the ecosystem. Through these experiences, participants gain broad exposure to potential career pathways and develop the perspectives and capacities needed to design their own proactive careers in social and environmental problem-solving.

* Survey of IBC Cohort 18 Graduates



Percentage of participants who agreed with the statement: "Through IBC, I came to better understand the types of jobs and organizations that exist within the impact ecosystem."

87%



IBC had an enormous influence on my career decisions—so much so that it wouldn't be an exaggeration to say it shaped nearly all of them. It was through IBC that I realized social impact could be my profession. Seeing those ahead of me in the field made me think, 'I want to do what they're doing.'

— Joowon Cho, Brand Communication Manager, Root Impact (IBC 14th Cohort)

IBC participants develop a multidimensional understanding of the various players in the ecosystem—including implementing organizations that directly address problems, intermediary support organizations, and funding institutions. Through this, they gain a clearer picture of the types of impact careers available, the structure of the ecosystem, and the nature of the work being done in the field. This broadens their overall understanding of how the ecosystem operates. IBC graduates not only gain the ability to proactively plan their own careers, but also develop the capacity to navigate and utilize resources within the ecosystem. They are able to independently search for job and role information and understand how specific organizations and positions function within the broader ecosystem. Building on practitioner networks and the alumni platform established through IBC, they seek guidance, expand connections, and begin making concrete and meaningful steps into the impact career field.

Percentage of participants who agreed with the statement: "There are now more avenues than before for accessing information or advice about impact careers—for example, through mentors, peers, professionals, or online platforms."

77%

Percentage of participants who agreed with the statement: "Through IBC, I gained a clearer understanding of where and how to begin preparing for a career in the impact sector."

65%

The understanding of the impact ecosystem and the networks formed through IBC continue to serve as valuable assets even after participants begin their careers. While IBC alumni belong to the same ecosystem, they work across diverse fields and tackle a wide range of social and environmental issues. Ongoing exchanges among them become a source of new insights. The shared experience of IBC also builds a foundation of trust, enabling faster and more flexible collaboration. The fact that hundreds of IBC peers are working together across the impact ecosystem is, in itself, a form of competitive advantage—and a key asset for effective problem-solving. According to a survey of IBC alumni currently working in the field, 41% reported that the networks with peers and senior/junior cohorts formed through IBC are still active. These connections support a wide range of interactions, from emotional support such as mentorship and peer consultation, to practical exchanges like sharing information, requesting resources, and collaborating on work.

Personal guidance and mentorship 62% ●●●●●●
Information sharing and resource exchange 49% ●●●●●
Professional collaboration 23% ●●●
Project opportunities 19% ●●
Job referrals and career transitions 12% ●●

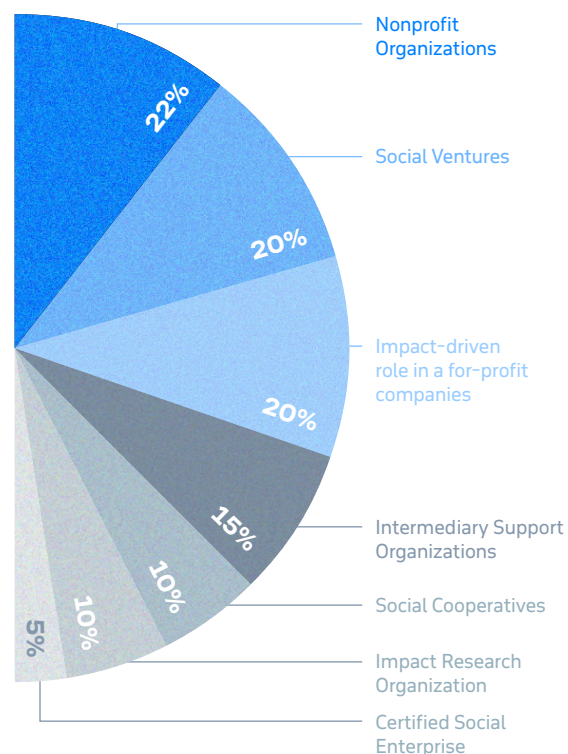
*Based on survey responses from 18th cohort

*Multiple selections allowed

Young people embarking on their journey toward an impact career

IBC graduates are actively working across various sectors of the impact ecosystem.

From those who completed the module a decade ago to those who have only recently graduated, a total of 478 have participated in IBC to date. Approximately half of all graduates are currently engaged in roles that contribute to solving social and environmental problems—working in social enterprises, non-profit organizations, impact investment firms, intermediary support organizations, research institutions, and corporate social responsibility teams.¹



¹ Based on a June 2025 survey of all IBC graduates (91 respondents)



As a Sustainability Manager at Noul, a company dedicated to improving access to healthcare, I feel a strong sense of pride simply from being part of an organization that contributes to a better society. I find great meaning in knowing that my work supports not only the sustainability of the organization, but also that of society as a whole.

— Jeonghoon Kang, Sustainability Manager, Noul (IBC 7th Cohort)

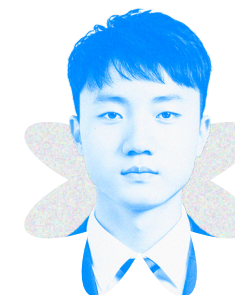
I support the creation of better politics in our society by connecting young politicians with the information and networks they need. I believe that changing politics can also help accelerate the resolution of social and environmental issues.

Hyemin Park, CEO, NewWays (IBC 1st Cohort)



I run modules that support startups working to address climate change. By helping mission-driven startups and their founders grow, I contribute to accelerating progress in solving climate issues.

— Sunghun Jung, Accelerator, Gyeonggi Center for Creative Economy & Innovation (IBC 13th Cohort)



I play a role in creating and spreading knowledge within the impact field. I believe I'm supporting organizations and individuals working on the ground to advance their efforts and generate greater change by providing intellectual support. At the same time, by organizing and sharing their insights as knowledge, I help more people join these efforts and encourage new initiatives to emerge in other parts of the field.

— Hyunjoong Kim, Editor, SSIR Korean Edition (IBC 11th Cohort)

Young people take initiative in carrying out social impact projects

IBC is a long-standing module that remains actively operated today. While some graduates completed the module a decade ago, many others are university students or early-stage job seekers who have more recently completed IBC and have not yet fully entered the workforce.

Although they are not yet part of the group identified as having "embarked on their journey toward an impact-driven career ^{Impact 1}", they continue to carry a strong interest in solving social and environmental problems and are actively engaged in practical projects.

Since completing IBC, I have actively engaged in initiatives aimed at addressing social and environmental issues.

Examples include side projects, extracurricular activities, competitions, startups, secondary jobs, or community-based work.

65%



Since completing IBC, I have participated in everyday actions that contribute to solving social and environmental issues.

Examples include volunteering, ethical consumption, campaign participation, regular donations, or purchasing from social enterprises.

85%





I served as a core member of a nonprofit tech community for women. In the tech field, the low representation of women and the barriers to career development remain major issues. With this awareness, I contributed to building a community where women from diverse backgrounds could access technology more easily, share experiences, support one another, and grow together. This experience was deeply inspiring, and I continue to explore the intersection of technology and social issues in my work today.

— Eunjeong Dan, DN Korea (IBC 15th Cohort)

I have participated in various projects that connect my skills in design and infographics with social impact. One example was working with early-stage participants in the impact ecosystem to analyze issues in the delivery industry and designing a report booklet that captured key insights. In several other projects, I took on roles in design and data visualization to help make information about social and environmental issues—and impact more broadly—easier for people to understand.

— Sooa Han, Social Cooperative Parti (IBC 18th Cohort)



IMPACT

03

Young people contributing to social and environmental solutions in their respective fields

Even if they are not currently working in social enterprises, nonprofit organizations, impact investment firms, intermediary support organizations, or impact research institutions, many IBC alumni continue to make socially and environmentally responsible decisions in their respective roles.

Whether in universities, government agencies, or the political sphere, IBC alumni are actively engaged across a range of sectors. Like “impact spies,” they help prevent harmful decisions and amplify positive ones—quietly advancing impact from within various parts of society.



I work on consulting projects that support Korean companies in developing carbon neutrality strategies. These companies typically operate complex supply chains and multiple business sites, resulting in significant carbon emissions. My role is to identify feasible and value-generating emission reduction measures, conduct feasibility assessments, and propose phased implementation plans to help clients achieve their net-zero targets. In addition to climate-related work, I also engage in projects related to diversity and inclusion (D&I), protection of natural capital and biodiversity, and entry into environmentally sustainable business sectors. I find meaning and fulfillment in helping companies create positive impact and transparently disclose their results to stakeholders.

— E-hyun Moon, Senior Consultant, KPMG Korea (IBC 14th Cohort)

During the launch of a children's rehabilitation hospital, I carefully planned and executed PR activities to ensure that the initiative received broad public attention. This demonstrated that corporate social responsibility efforts can make a tangible contribution to enhancing corporate image, and it also had a positive impact on increasing the related budget within the CSR department.

— Jihyun Chae, Corporate Communications Team,
Nexon Korea (IBC 14th Cohort)



IBC was the last extracurricular module I joined as a university student, and it has continued to shape how I think about public interest even after becoming a teacher. My experience with IBC led me to join the operating team of IndiSchool, where I now support educators in sustaining activities that reflect educational values.

— Bojun Kim, Teacher, Solbit Elementary School,
Gyeonggi Province (IBC 2nd Cohort)

The next 10 years of IBC

Framing
the Future

3.1

IBC's Zeitgeist: The Spirit of Our Times and Changemakers

In today's age, the values and order we took for granted are being shaken to the roots. Intensified polarization is undermining the foundations of our society, and the shadow of constant conflict and division is growing darker by the day. During these chaotic times, what we need is to recover the 'zeitgeist'.
—a spirit of our time.

— Root Impact Annual Report (2024)

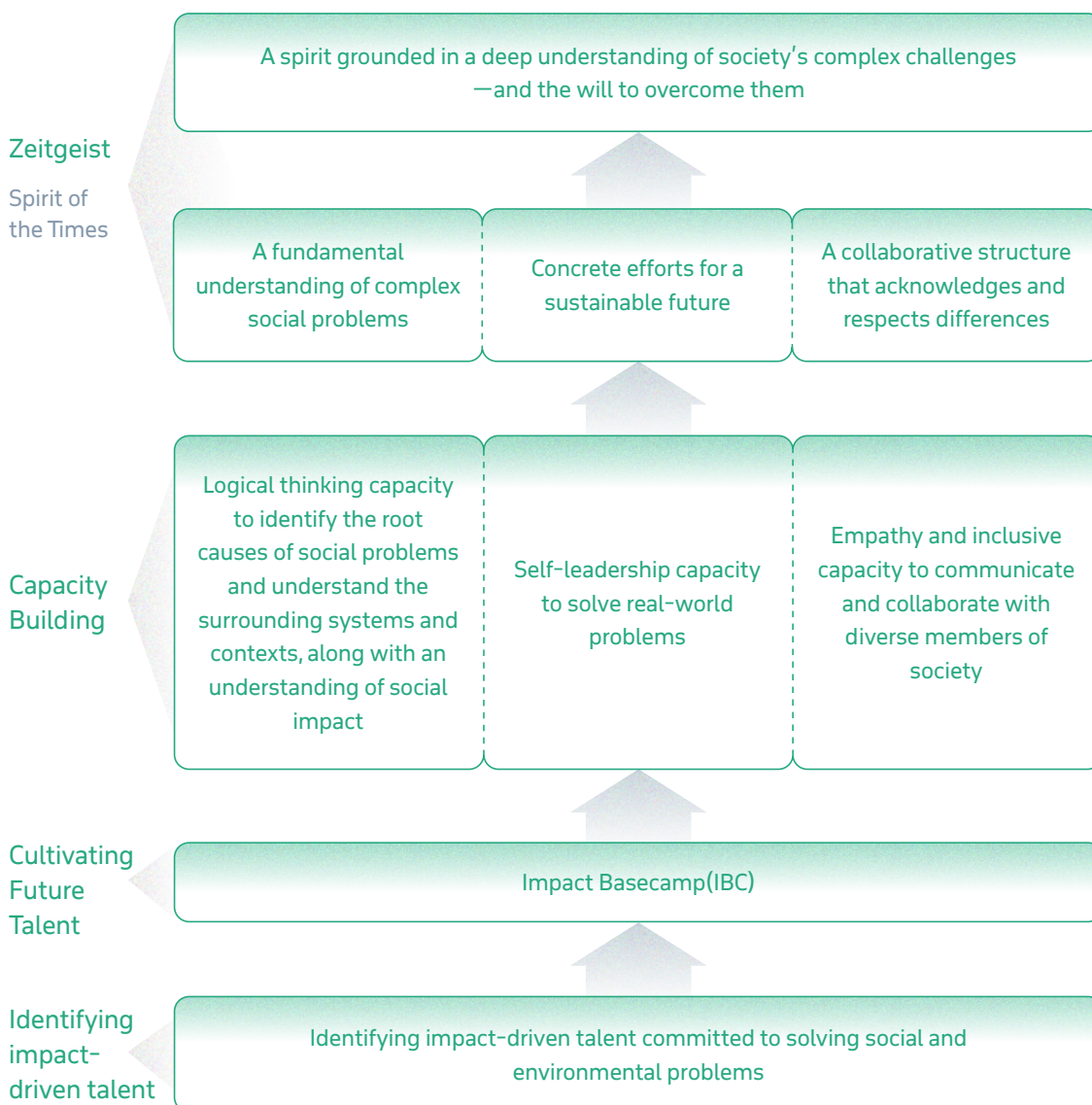
At Root Impact, "zeitgeist" refers to a shared sense of purpose and vision that connects members of society. It forms the foundation for understanding and confronting the complex challenges of our time, and enables collective reflection and effort toward a sustainable future. It also fosters respect for differences within the community and encourages open, collaborative communication.

Through IBC, the Impact.Career team at Root Impact is committed to cultivating young changemakers who embody this zeitgeist—supporting them to become active agents of social and environmental change. To that end, the program focuses on equipping young people with the core capacities needed to address social problems.

Through IBC, participants deepen their **understanding of social impact** and develop **logical thinking capacity** to examine social problems structurally and identify their root causes.

Participants also strengthen their **self-leadership** by engaging in in-depth exploration of real-world issues and deriving actionable solutions.

In addition, through collaboration and interaction with diverse stakeholders, they further develop their **empathy and communication capacities**.



The social and environmental problems we face today are becoming increasingly complex and multilayered. Addressing these issues requires more than general problem-solving skills—it calls for “high-caliber talents” with specialized training and experience in social problem-solving. As the scale and impact of these issues continue to grow, there is an urgent need for a larger

number of young changemakers capable of responding to them. Root Impact aims to cultivate such changemakers through IBC, a module focused on building social problem-solving capacities. In doing so, we work in collaboration with universities, ecosystem organizations, and funders to support and expand the next generation of impact-driven young leaders.

3.2

IBC with University: Shaping the Future Together

01 A Place Where Future Changemakers Begin Their Journey

Many young people in Korea still enter university without having had the opportunity to fully explore their interests or career paths during high school. As a result, many have never encountered the concept of an “impact career,” or do not recognize it as a viable path for themselves. The Impact.Career team sees these young people as potential changemakers and operates IBC as a module that helps them understand what an impact career entails and begin exploring the ecosystem. For those who have already begun to form a sense of direction—emerging changemakers—IBC provides an opportunity to deeply engage in social and environmental problem-solving projects. This kind of immersion goes beyond learning; it offers a meaningful chance to participate in real issues and experience the possibility of creating change.

Potential Changemaker

Providing opportunities to recognize the new possibilities of impact careers and explore the ecosystem

Emerging Changemaker

Offering immersive, hands-on experiences to build practical skills through social and environmental problem-solving projects

02 Beyond Education to Career: A Collaborative Journey Between Universities and IBC to Cultivate Changemakers

Helping future changemakers build social problem-solving capacities and enter impact careers requires more than the transfer of knowledge or technical training. Young people need experiential learning opportunities where they can take on challenges through small-scale projects, build community with peers and professionals, and internalize the attitudes and communication skills needed in the workplace. While universities excel in delivering academic knowledge, they often face structural limitations in creating practice-based learning environments or connecting students to external resources. This is especially true in the field of social innovation and impact, which is relatively new and still lacks established curricula and ecosystem networks within higher education institutions.

To address this gap, the Impact.Career team partners with universities to provide field-based curricula and project guides, while also co-designing immersive learning environments and connecting students to ecosystem resources. Through this collaboration, universities and IBC together support young people in gaining experiential, action-oriented learning that prepares them to grow as changemakers.

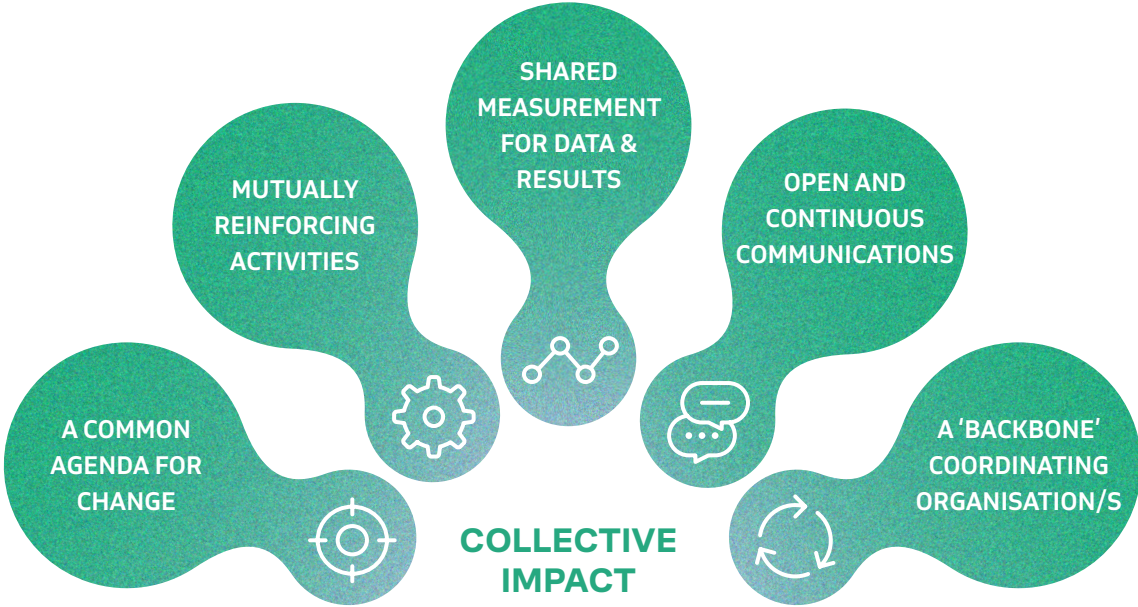
03

A Collaborative Model for Collective Impact: Partnership Between Impact.Career and Universities

The Impact.Career team works in collaboration with universities, field organizations, and funders to cultivate a greater number of young changemakers. Each partner contributes based on its own strengths and resources, while IBC serves as the backbone organization—designing, coordinating, and sustaining the overall collaborative framework.

Five Key Elements for a Successful IBC Collective Impact Model

Element	Description	Key Stakeholders & Roles
Common Agenda	Identifying and cultivating impact-driven talent to contribute to solving social and environmental problems	Impact.Career / Universities / Field Organization / Funders <small>*Collaboration among all stakeholders</small>
Mutually Reinforcing Activities	Division of roles based on the unique strengths and resources of each stakeholder	Impact.Career Provides project guides, connects participants with field organizations, supports guest lecturers, and offers integrated career support and information through the Impact.Career community Universities Deliver academic and theoretical education, manage curricula and credit allocation, provide student advising and career support, work to establish and expand module entry pathways, and collaborate on expansion to other universities Field Organizations Provide field research opportunities, site visits, interviews, mentoring, and feedback Funders Provide ongoing support to accelerate the resolution of social and environmental problems through the development of impact-driven talent
Shared Measurement System	Impact measurement and management based on the IBC Impact Chain Model	Impact.Career Provides the impact measurement and management model and oversees overall performance tracking Universities / Field Organizations Collaborate on data collection for impact measurement Funders Support the process of performance data collection and dissemination
Continuous Communication	Regular coordination and information sharing to support the design–implementation–feedback cycle	Impact.Career Builds a network hub to support the expansion and institutionalization of IBC across universities
Backbone Organization	Serving as the central axis that designs and coordinates the overall structure, connects stakeholders, and drives execution	Impact.Career Serves at the center of the IBC collaboration model, designing and coordinating the overall process



In the collective impact structure, Impact.Career serves as the backbone organization, establishing the operational foundation and overseeing the overall execution of the module. Drawing on a decade of experience in education module management, Impact.Career develops a standardized IBC curriculum and project implementation guide to share with universities and other educational institutions. It also identifies and recruits participants by leveraging the IBC brand and its network of impact-driven youth. As the backbone organization, Impact.Career is also responsible for designing and coordinating

partnerships with key stakeholders—including field organizations, funders, and faculty—to ensure smooth module operations and effective learning support for students. Within this collaborative structure, universities contribute by assembling teaching staff, providing learning spaces, and granting academic credit. Furthermore, by sharing module delivery know-how and best practices, they help institutionalize and expand IBC on campus—strengthening the university’s role in discovering and nurturing impact-driven talent and contributing to the resolution of social and environmental problems.

Impact “Basecamp” that gives
aspiring changemakers a new lens
through which to view the world

IBC’s education/training helps participants shed light on the core of complex and often hidden social problems by exploring them from multiple perspectives.

Just as advancements in camera technology now allow beginners to capture high-quality photographs without professional assistance—thanks to features like image stabilization, auto-focus, night mode, and live view—IBC’s curriculum supports young participants in building practical problem-solving capacities, even without prior experience in the field. Designed to guide participants step by step, the module helps them observe the broader context of a social issue ^{defining the problem}, identify its core problems ^{analyzing the problem}, and develop and validate appropriate solutions through real-world engagement ^{measuring social impact}.

360° View

IBC’s curriculum empowers participants to comprehensively examine the landscape surrounding social issues. This panoramic perspective helps them understand both the context and root of a problem, as well as the broader ecosystem, environment, and stakeholders involved.

Night Mode

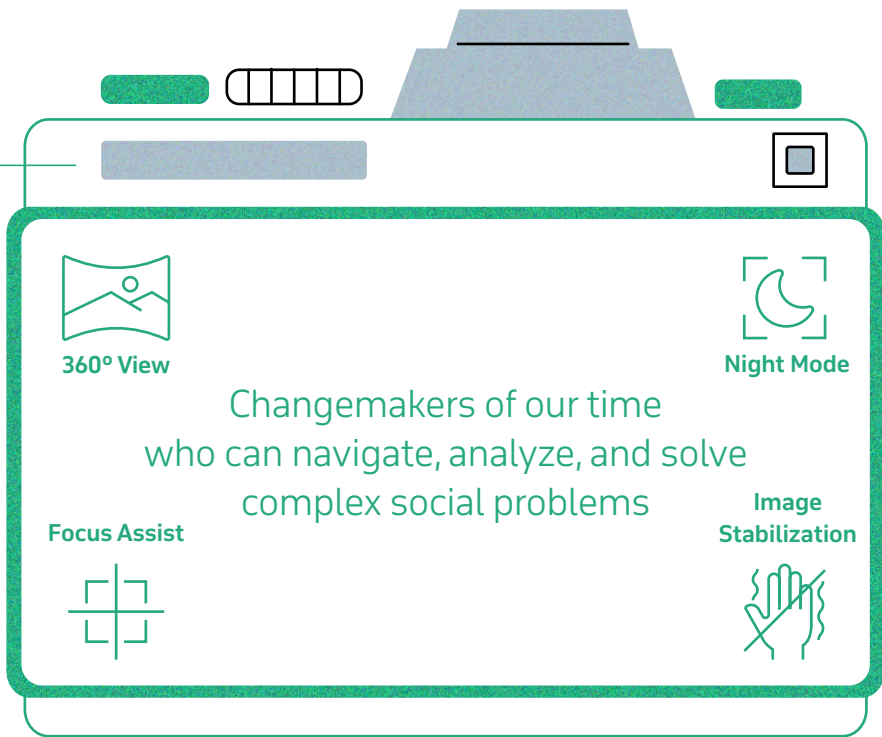
In times of confusion and complexity, IBC provides the knowledge and structured training needed to uncover the root causes of social problems—offering clarity in the dark.

Focus Assist

Through collaboration with field organizations, IBC creates an environment that enables participants to engage deeply with critical real-world problems—cultivating moments of focused, transformative immersion.

Image Stabilization

When participants enter real-world contexts, IBC staff, professionals, and mentors provide structured and emotional support to ensure they remain steady and confident in navigating the challenges of impact work.



When more young talents are equipped with the practical capacity to address social and environmental challenges—anchored in a strong sense of purpose—our society can solve more of the complex issues it faces. Through IBC, Impact. Career has built practical education and support systems that help impact-driven young people overcome barriers and make a real difference.

We believe that meaningful change will only be possible through the solidarity and collaboration of diverse stakeholders who are willing to reflect and act alongside the next generation. Impact.Career and IBC are committed to walking this journey together—with new partners by our side.

Impact Basecamp
10th Anniversary Impact Report

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