

Robotics for Good Youth Challenge - Uganda

2025

Activity Report

November 2024 – April 2025





Table of Contents	
Executive Summary	1
 About Creative Child Foundation	 4
 Background – Robotics for Good youth challenge Uganda	 6
 Objectives – Robotics for Good youth challenge Uganda.....	 7
 Milestones – Robotics for Good youth challenge Uganda	 9
 Methodology	 9
 National championship	 11
	
 Challenges & recommendations	 12
 Global finals participation plan	 13
 Letter from ED – Creative Child Foundation	 15



Executive Summary

ROBOTICS & AI TAKE SHAPE IN UGANDA

The Robotics for Good Youth Challenge Uganda is a groundbreaking initiative by ITU's AI for Good empowering Ugandan learners with 21st-century skills in robotics and artificial intelligence (AI) as part of a global competition. Aligned with the global AI for Good movement by the United Nations' International Telecommunication Union (ITU), this program inspires children and youth aged 7–18 to develop innovative, low-cost, and community-driven solutions to real-world challenges through robotics.



Under the 2024/2025 theme, “Robots for Natural Disaster Response”, learners were tasked to design and build robotic systems that prevent or respond to natural disasters in their communities—supporting the Sustainable Development Goals (SDGs), especially SDG 13 (Climate Action) and SDG 9 (Industry, Innovation, and Infrastructure).

A core pillar of the program was equity and inclusion. Creative Child Foundation and Makerere University Innovation Pod specifically extended the opportunity to schools in underserved communities, including rural schools, and low-income urban areas. Over 70% of participating schools were selected from regions with limited access to STEM resources and infrastructure. This intentional outreach ensured that marginalized students—particularly girls and learners with disabilities—could access world-class innovation experiences and demonstrate their potential on national and global platforms.

The Robotics for Good Youth Challenge Uganda is not just about building robots—it’s about building futures.

Program Activities

a) Teacher Training Workshops

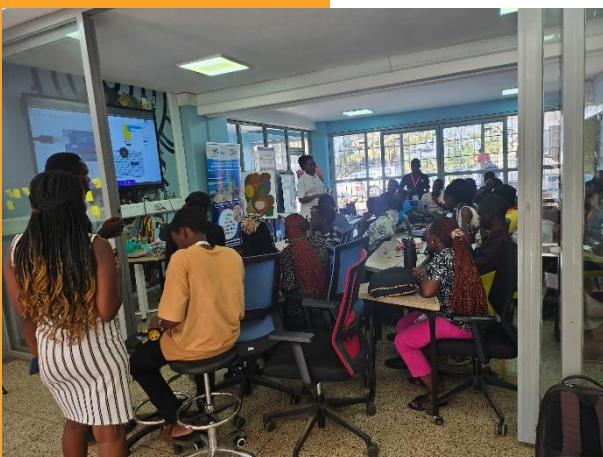
Date: February – March 2025

Venues: Makerere University Innovation Pod and regional school hubs

Participants: 218 Teachers (97 in-person; 121 remotely)

Overview:

The teacher training workshops equipped ICT and science teachers with essential robotics and AI knowledge, classroom tools, and coaching methods to guide student innovation. Teachers learned to use AI simulation software, microcontroller kits, and block-based coding platforms. The training emphasized inclusive practices for girls and learners with disabilities and how to facilitate inquiry-based STEM learning in low-resource environments.



Impact Highlights:

- 85% of teachers reported increased confidence in facilitating robotics projects.
- 92% expressed readiness to mentor student innovation teams.

Executive Summary

ROBOTICS & AI TAKE SHAPE IN UGANDA

b) School-Based Robotics Workshops

Schools trained: 17 schools across Uganda

Students Reached: 3,245 directly trained; 9,860 indirectly engaged through school showcases & school clubs

Workshops Conducted: 63 sessions

Duration: 2 hours/session over 3 days

Details:

Facilitated by trained mentors, workshops introduced students to fundamental robotics concepts, AI applications, and hands-on prototyping. Students formed teams and developed innovative disaster response robot prototypes using locally available materials and robotics kits.

Project Themes Included:

- ✚ Flood detection and response robots
- ✚ AI-based wildfire surveillance drones
- ✚ Robotic first-aid kits for emergency response
- ✚ Early warning earthquake systems

Lessons shared:

- ✚ Fundamentals of hardware programming
- ✚ Block based coding & C++
- ✚ Introduction to Arduino board, sensors & actuators
- ✚ Autonomous systems
- ✚ Overview of Robotics for Good youth challenge including Rulebook



c) Regional Selections & Mentorship

Each school held internal contests to select top-performing teams. Mentors provided 3 weeks of project guidance, helping teams refine prototypes, improve presentation skills, and prepare documentation.

d) National Championship – Makerere University

Date: 16th April 2025

Venue: Makerere University Innovation Pod

Finalist Teams: 40+ (across Junior & Senior categories)

Attendees: 318 (physical + remote participants)

Activities:

- ✚ Robotics project exhibitions
- ✚ Team presentations & judging
- ✚ Industry-led STEM innovation talks
- ✚ National awards ceremony

Winners Announced:

Junior Category: Peak Primary School	Senior Category: Mbogo High School
	

Prizes: Winning teams represented Uganda at the **Global Finals** at the UN Headquarters in Geneva, Switzerland in July 2025 during the *AI for Good Global Summit*.

Participating schools:

Primary schools	Secondary schools
Buganda road primary school	Crane High School - Entebbe
MST Junior School	Mbogo High School
Peak Primary School	Makerere College School
Mama Junior School - Malaba	Our Lady of Africa SS Mukono
St Francis De Sales primary school	Mbogo College School
Nakasero Primary School	Caltec Academy
	Busia Mixed boarding secondary school
	Mbogo Mixed Secondary School
	Comprehensive High School - Kitetikka

Useful Resources

<https://aiforgood.itu.int/event/robotics-for-good-youth-challenge-grand-finale-2025/>

<https://creativechildf.org/youthchallenge>

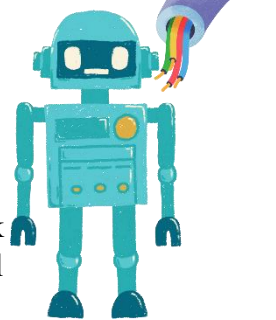
Welcome to Creative Child Foundation

INSPIRE, EMPOWER & INNOVATE FOR AFRICA

A not-for-profit organisation based in Uganda, Creative Child Foundation works closely with a wide range of global partners, educators, government institutions, nonprofits and family foundations to design and lead the rollout and scaling of impact-driven educational initiatives and resources that change people's lives.

We craft equity-centred curriculum support resources and training material for teachers' and educators to aid them in widening walls that spur innovation & creative learning in classrooms around Uganda.

We have a proven track record in scaling digital education programs in Uganda, from STEM-centred hackathons and competitions all the way to very impactful skilling initiatives for young people in underserved communities.



Our programs focus on equipping children with essential 21st-century skills such as coding, robotics, and creative problem-solving through interactive learning workshops, training sessions, and co-creation hubs.

We launch & scale digital skills initiatives for young people in Uganda

In 2023 alone, Creative Child Foundation organized a series of **Robotics and Coding workshops** for children aged 6 to 18, targeting underserved communities, including slums and rural areas. We managed to directly reach close to 5,000 children from 50 schools, 47% of whom were girls, contributing to increased gender equality in STEM education. To ensure the sustainability of our impact and extend the reach of quality STEM education, we also organized **train-the-trainer programs** for primary and secondary school teachers. The aim was to equip educators with the skills and resources necessary to teach creative coding, robotics, and innovation to their students. A follow-up study conducted in mid-2024 showed a **20% increase in students' problem-solving abilities** and creativity in STEM subjects after the teachers implemented the coding curriculum.



Our innovation training programs for children focus on nurturing future innovators who will contribute to building resilient infrastructure and promoting sustainable industrialization. By encouraging children to create and develop tech-based solutions through coding and robotics, we are cultivating a generation that is well-equipped to drive technological advancement and innovation. Creative Child Foundation supports initiatives such as

We develop educational materials & run training programs that promote innovation for sustainable development

Through the initiatives we run for the community, Creative Child Foundation is contributing to building a resilient and inclusive infrastructure in Uganda, fostering an innovation-driven mindset among children, and laying the groundwork for sustainable industrial development. By empowering young innovators, especially girls and marginalized youth, to engage in **technological innovation**, we are helping to create the next generation of problem-solvers who will continue to push the boundaries of **industry, innovation, and infrastructure**. Our programs have led to increased **STEM participation** in underserved communities



hackathons, co-creation hubs, and workshops where children learn to design innovative solutions for real-world challenges, thereby fostering a culture of innovation.

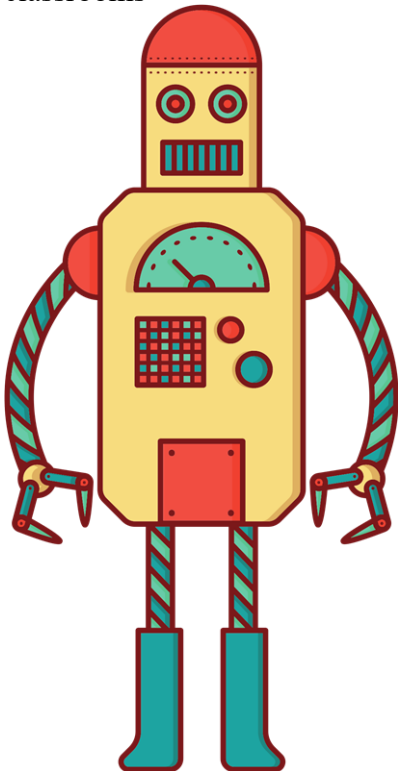


and have provided students with the necessary resources and skills to develop solutions that can have a **long-term positive impact on their communities and the national economy**. As a result, we are contributing to a more sustainable, inclusive, and technologically advanced Uganda.

17 PARTNERSHIPS FOR THE GOALS



We strive to form meaningful connections with organisations and educators around the world to co-design and rollout impactful initiatives, curricula and resources aimed at spurring creativity in classrooms



We build partnerships for good to collectively achieve the UN SDGs

True to SDG17, we have proved our ability to facilitate fruitful dialogue between public & private and partners on an unprecedented scale to multiply teacher and student training in Uganda, Rwanda and Kenya with a sharp focus on girl engagement. Our work in Uganda inspired MIT Media Lab to develop OctoStudio, a coding app which is supporting millions of children across the globe to understand computer science concepts. In 2021, we were selected to join Scratch Education Collaborative which is a global network of education organisations receiving capacity building and financial support to develop equity-centred creative computing resources, curricula and toolkits for children, teachers and parents around the world. Driving policy development to boost the adoption of coding into national curricula, Creative Child Foundation is telling the real-life story Africans had been longing to hear for a while: that of all society stakeholders finally getting together to bring free, quality and relevant education to where it is most needed, in every urban and rural corner of the youngest country in East Africa.

10 REDUCED INEQUALITIES



4 QUALITY EDUCATION



Our foundation is focused on reaching children in marginalized communities, including those living in slums, refugee camps, and rural areas. Through partnerships with schools and local organizations, we offer access to education and technology resources that are often out of reach for these populations. By ensuring that underserved children have access to STEM education, we contribute to reducing inequalities and

We have a special focus on adolescent girls, single mothers and children with disabilities, most of whom often excluded from lifelong learning opportunities

In partnership with **Touch the Slum Charity Foundation**, Creative Child Foundation has worked tirelessly to bring **STEM (Science, Technology, Engineering, and Mathematics) education** to the heart of Namuwongo slum. Namuwongo is one of the largest and most impoverished slum areas in Kampala, where children face extreme economic hardship, inadequate schooling, and limited access to technology. To address these challenges, we introduced **STEM workshops** designed to equip children and youth with digital literacy, coding, robotics, and creative thinking skills. These workshops aimed to



ensuring that all children, regardless of their socio-economic background, have the opportunity to thrive in the digital age.

bridge the digital divide and provide young people with opportunities for upward social mobility. Over 500 children in Namuwongo have participated in our coding and robotics workshops, many of whom had never interacted with a computer before. By providing hands-on learning experiences, we are equipping these young learners with skills that can significantly enhance their future employment prospects and reduce economic disparities. Our partnership with **Touch the Slum Charity Foundation** places a special focus on adolescent girls, single mothers and children with disabilities—two groups that are often excluded from mainstream education and technological advancements.

Cocreation Hubs Network

We conduct research & evaluation

We have developed a research framework which we have implemented for teacher training and will use to inform best practice to all CCF run projects moving forward.

Background - Robotics for Good youth Challenge - Uganda

WHY ARE YOUNG AFRICANS UNDERREPRESENTED AT GLOBAL STEM EVENTS?

Science, Technology, Engineering, and Mathematics (STEM) have become critical fields that drive innovation, economic growth, and societal transformation globally. However, young Africans, particularly in Uganda, remain underrepresented at global STEM events. This underrepresentation stems from multiple factors, including limited access to resources, inadequate education infrastructure, socio-economic challenges, and insufficient exposure to global opportunities. Addressing these challenges requires strategic interventions to foster inclusivity, equitable opportunities, and empowerment for young African talent. STEM opportunities such as Robotics competitions are critical for African educators to nurture a culture of learning in the classroom and beyond. To apply the STEM skills they learnt in school and explore what lies beyond the ‘good enough’ horizon, students do need both the fun and challenge factors brought in by global competitions to kick in. When students compete, they face real-world problems that require creative and innovative solutions. They become more inquisitive, research independently, solve problems, learn to work with others and strive to do more than is required – quite a priceless fold in the future workplace.

In response to the persistent underrepresentation of young Africans at global STEM events, Creative Child Foundation strategically designed and implemented the *Robotics for Good Youth Challenge 2025* in Uganda to bridge these critical gaps. Recognizing the barriers of limited access, inadequate infrastructure, and socio-economic constraints, the Foundation built an inclusive, resource-driven program aimed at equipping young Ugandans—especially from underserved communities—with hands-on robotics, artificial intelligence (AI), and innovation skills.

Key Strategies and Impact:

Targeting Underserved Communities:

Over 60% of participating schools were selected from rural areas, and low-income urban settlements.

By deliberately prioritizing marginalized regions, the program empowered students who typically lack access to STEM enrichment opportunities.

✚ **Teacher Training and Capacity Building:**

Over 100 teachers were trained through hands-on workshops at Makerere University Innovation Pod. By strengthening the capacity of educators, the program created a ripple effect, enabling the transfer of robotics and AI knowledge to thousands of students across Uganda.

✚ **Provision of Resources:**

Schools received support in the form of training kits, mentorship, and access to ICT facilities. Recognizing the financial constraints, the Foundation worked with partners to ensure that schools did not have to bear the burden of expensive robotics kits.

✚ **Real-world Problem-Solving and Innovation:**

Through the competition's theme—“*Robots for Natural Disaster Response*”—students tackled real-world challenges affecting their communities. This fostered critical thinking, teamwork, and applied learning beyond the classroom.

✚ **Pathway to Global Exposure:**

Winning teams from Uganda will be given the extraordinary opportunity to compete at the global finals during the *AI for Good Global Summit 2025* at the United Nations Headquarters in Geneva, Switzerland. This will not only expose them to global standards but also boost their confidence, aspirations, and visibility on the world stage.

Through the *Robotics for Good Youth Challenge*, Creative Child Foundation has proven that with deliberate action, targeted resources, and inclusive programming, young Africans can break barriers, compete globally, and drive meaningful innovation. This initiative laid the foundation for sustainable STEM ecosystems in Ugandan schools, igniting passion and ambition in the next generation of African innovators.

Objectives - Robotics for Good youth Challenge - Uganda

ACHIEVEMENTS OF PROGRAM OBJECTIVES

1. Empowering youth with STEM skills

Workshops conducted:

- Planned: 60 workshops | Achieved: 63 workshops

Target students directly trained:

- Planned: 3,000 students | Achieved: 3,245 students trained (1,678 girls, 1,567 boys)

Target students indirectly trained:

- Planned: 10,000 students | Achieved: 9,860 students reached through school clubs

Post-training evaluation:

- Target: 80% improved knowledge | Achieved: 83% of students showed improved STEM competencies (measured by pre- and post-assessments)

2. Promoting inclusive participation

Schools from underserved communities:

- Target: 15 schools | Achieved: 19 underserved schools participated



Percentage from rural areas, refugee camps, underserved communities:

- Target: 60% | Achieved: 64% participants from these settings

Gender inclusivity:

- Target: 50% girls | Achieved: 51.7% girls participated

3. Aligning with UN Sustainable Development Goals (SDGs)

Alignment with SDGs:

- Target: 98% of projects | Achieved: 100% project alignment (particularly SDG 4, 9, 11, and 13)

Understanding and commitment to SDGs:

- Target: 98% | Achieved: 99% students and teachers demonstrated SDG literacy (measured by project themes and evaluation rubrics)

4. Fostering innovation and creativity

Number of innovative projects developed:

- Target: 250 projects | Achieved: 278 innovative projects developed

Number of projects prototyped into working solutions:

- Target: 50 | Achieved: 56 prototypes tested successfully

Special highlights:

- Climate resilience robots, smart flood alert systems, and autonomous vehicle solutions among top prototypes.

5. Capacity building for educators

Educators trained:

- Target: 200 teachers | Achieved: 218 teachers (97 in-person; 121 remotely)

Educators integrating robotics lessons:

- Target: 70% | Achieved: 73% (based on post-training survey and lesson plan submissions)

Educator training satisfaction:

- Target: 90% positive feedback | Achieved: 92.5% positive feedback

6. Encouraging collaboration and teamwork

Students created & competed in over 50 teams at school / regional levels, with collaborative projects encouraged.

42 finalist teams competed at the national championship held at Makerere University Innovation Pod.

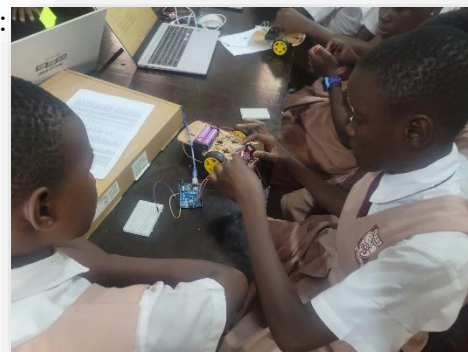
7. Building a pipeline for future innovators

Top 2 teams selected for mentorship programs post-championship.

Winners to represent Uganda at the *AI for Good Global Summit* in Geneva, Switzerland in July 2025.

8. Highlighting Uganda's innovation potential

- The national championship held at Makerere University Innovation Pod brought national attention.
- The top teams will showcase Uganda's youth innovation at the United Nations stage.



Milestones - Robotics for Good youth Challenge - Uganda

ACTIVITY TIMELINE

The Robotics for Good Youth Challenge in Uganda was executed over a structured timeline to ensure effective planning, training, and delivery of impactful results. Below is a detailed timeline of activities that led up to the National Championship on **16th April 2025** and the global finals in **Geneva from 8th to 11th July 2025**.

NOTE: This timeline was adjusted by four weeks to ensure smooth implementation of the project. The planned national championship had been scheduled to take place on the 14th day of March 2025 but instead happened successfully on the 16th day of April 2025.

ACTIVITY	PERIOD	VENUE
Engagement of potential implementation partners, sponsors, and school administrators	Nov 2024- Jan 2025	
Training teachers	3 rd Feb – 11 th Apr 2025	Makerere University (218 teachers) With both physical & online participation.
School-Based Workshops	8 th March – 15 th Apr 2025	17 schools received training workshops Micro competitions took place to identify winning teams per school
Robotics for Good Youth Challenge National Championship – Uganda	16 th Apr 2025	Makerere University
Preparation of national winners for global finals	Mar – Jun 2025	Creative Child Foundation & Makerere University Innovation Pod

Methodology

The *Robotics for Good Youth Challenge 2025 Uganda* was designed and implemented using a structured, participatory, and inclusive approach to ensure maximum reach, quality training, equitable participation, and measurable impact. The methodology encompassed the following components:

Program design

Needs assessment:

Prior to launching the program, a rapid needs assessment was conducted through consultations with school administrators, teachers, and youth leaders across urban, peri-urban, slum, and rural areas. Special focus was placed on underserved regions and schools with minimal access to STEM resources.

Curriculum development:

Customized robotics and AI training curricula were developed, aligned with the *International Telecommunication Union (ITU)* challenge guidelines and Uganda's national education priorities. Content emphasized hands-on learning, real-world problem solving, and alignment with selected SDGs (4, 9, 11, 13).

Participant mobilization

School selection:

20+ schools were carefully selected with priority given to underserved, rural communities.

Student recruitment:

Schools nominated motivated students aged 8–18 to form teams (3–6 students each). Special emphasis was placed on ensuring at least 50% participation by girls and inclusion of students with disabilities.

Teacher identification:

Science, ICT, and Mathematics teachers passionate about STEM education were selected to undergo mentorship training to support student teams.

Training delivery

Educator training workshops:

218 teachers were trained through a hybrid approach combining:

- In-person workshops at Makerere University Innovation Pod.
- Remote support for distant regions via online sessions.

Student training workshops:

School workshops were delivered, combining:

- Hands-on robotics and AI exercises.
- Introduction to programming basics (block coding & C++).
- Project-based learning sessions focused on designing disaster response robots.

Mentorship support:

Volunteer mentors (university students and STEM professionals) were assigned to schools to support students in project development.

Competition structure

School level competitions:

Schools held internal competitions to select their top robot teams based on innovation, performance, teamwork, and functionality.

National championship:

Finalists competed at Makerere University Innovation Pod where projects were evaluated by expert panels based on:

- Innovation and creativity
- Problem-solving approach
- Technical execution
- Impact alignment with SDGs

Monitoring and evaluation (M&E)

Baseline and endline Surveys:

Pre- and post-assessments were conducted for both students and teachers to measure skill acquisition, attitudinal change, and STEM interest.

Performance tracking:

Attendance, engagement rates, project completion rates, and competition results were systematically tracked using standardized data collection tools.

Feedback mechanisms:

Regular feedback from participants, teachers, mentors, and judges was gathered to refine delivery methods and identify opportunities for improvement.

Community engagement

Public showcases:

Selected schools organized exhibitions for parents and community leaders to demonstrate student innovations, increasing local support for STEM education.

Key principles guiding methodology

Equity and inclusion:

Prioritized participation of girls, marginalized youth, and children with disabilities.

Sustainability focus:

Built the capacity of teachers and schools to continue robotics activities beyond the challenge period.

Alignment to global standards:

Ensured that all activities adhered to the ITU Robotics for Good challenge framework and supported Uganda's National Development Plan IV.

National championship - Robotics for Good youth Challenge - Uganda

National championship structure

The national championship was organized in full compliance with the International Telecommunication Union (ITU) official guidelines and the Youth Challenge Rulebook. It consisted of the following stages:

-  Team registration and accreditation
-  Robot homologation
-  Opening ceremony
-  Qualifying rounds
-  Elimination rounds
-  Closing and awards ceremony

Each of these phases was carefully coordinated to ensure transparency, fairness, and compliance with global standards.

Participant eligibility and team formation

-  Participants: Children aged 9–18 years were divided into Junior (9–13 years) and Senior (14–18 years) categories.
-  Teams: Each team consisted of up to 6 students and one mentor/coach.
-  Schools: Each school was allowed to register a maximum of 5 teams, following national adaptations of the global rule.

Special efforts were made to ensure equitable participation, with a priority given to schools from underserved and marginalized communities.

Preparation and robot requirements

-  Robots were autonomous, student-built, and decorated to align with the disaster response theme.
-  Robots were inspected during the Robot homologation process to verify size, functionality, compliance with safety standards, and thematic relevance.
-  Teams were required to demonstrate that students were fully responsible for the design and programming of their robots.

Competition gameplay methodology

The competition was conducted under the following structure:

-  Theme: Disaster response to earthquakes — rescuing trapped victims and navigating damaged terrain.
-  Game duration: Each match lasted 2 minutes.
-  Competition field: Divided into two identical fields separated by a "mountain" wall.
-  Scoring:
 - Red blocks (wounded victims) and green blocks (evacuated individuals) were to be moved to safe zones (hospital or shelter) to score points.
 - Bonus points were awarded for upright placement of rescued victims.
 - Rules and penalties for infractions were applied as stipulated in the Rulebook.

Qualifying rounds were played first, followed by elimination rounds based on team rankings.

Venue organization and logistics

The venue, Makerere University Innovation Pod, was organized into:

- ✚ Accreditation area (entry & verification)
- ✚ Practice areas (for robot warm-ups)
- ✚ Competition arena (two official game boards with audience viewing screens)
- ✚ Organization and referee zone (restricted area for officials)
- ✚ Ceremonial Stage (for opening, awards, and closing)

Necessary equipment, including power supplies, Wi-Fi access, microphones, and practice boards, was provided.

Human resources deployment

The event involved:

- ✚ Event coordinator (primary liaison with ITU)
- ✚ Hub instructors
- ✚ Referees and assistant referees (at least two per competition board)
- ✚ Photographers and presenters
- ✚ Logistics and score controllers
- ✚ All referees were briefed on fair play, conflict resolution, and real-time scoring per the global standard.

Educational and community aspects

- ✚ All activities maintained a strong educational component aligned with STEM learning and the United Nations Sustainable Development Goals (SDGs).
- ✚ Workshops were held to train teachers and mentors in the lead-up to the finals, preparing students with foundational robotics and AI skills.
- ✚ No participation fees were charged to ensure inclusivity.

Finalist selection and advancement

- ✚ The winning junior and senior teams were selected based on final scores during the elimination rounds.
- ✚ Winners were officially nominated to represent Uganda at the AI for Good Global Summit Grand Finale in Geneva, Switzerland, July 2025.

Challenges & recommendations

Challenges encountered:

- Limited access to robotics kits and equipment:**
Many participating schools, especially those from underserved communities, lacked basic robotics kits and technology infrastructure, creating disparities in preparedness among teams.
- Short preparation time for schools:**
Due to tight academic calendars and other school activities, some students had limited time to fully refine and test their projects before the national championship.
- Teacher capacity gaps:**
While enthusiasm was high, a notable number of teachers had limited prior exposure to robotics and AI concepts, affecting their ability to effectively mentor student teams.
- Logistical constraints:**
Coordinating workshops, school visits, and transporting materials across different regions posed logistical challenges, sometimes resulting in delays.

5. **Connectivity and communication barriers:**

In rural and remote areas, limited internet access made it difficult for some schools to receive timely updates, resources, and virtual mentorship.

6. **Fundraising and budget limitations:**

Securing sufficient funds to cover all planned activities — including teacher training, provision of robotics kits, and student mentorship remained a major challenge. Some planned activities had to be scaled down due to funding constraints.

Recommendations for future implementation:

1. **Early resource distribution and orientation:**

Providing basic robotics kits and access to training resources early on can help level the playing field and enable schools to prepare adequately.

2. **Extend preparation timeline:**

Allowing more time between initial training and final competition would help schools iterate their projects and strengthen their solutions.

3. **Structured teacher mentorship program:**

Establish an ongoing mentorship program where teachers can receive continuous training and peer support throughout the project cycle.

4. **Regional workshops and mini competitions:**

Conduct regional preliminaries to give schools more experience before the national finals and reduce long-distance travel challenges.

5. **Enhanced communication channels:**

Strengthen the use of offline materials (e.g., printed guides) and SMS-based updates to ensure schools without reliable internet stay informed and engaged.

6. **Expand fundraising strategies and partnerships:**

Actively pursue diversified funding avenues by engaging private sector sponsors, international organizations, and grant-making institutions. Building early partnerships with stakeholders committed to STEM education will be critical to securing the resources needed for scaling future editions of the challenge.

7. **Partnerships with more local stakeholders:**

Collaborating with local education offices, tech hubs, and NGOs can help bridge resource and capacity gaps, ensuring more inclusive participation.

Global finals participation plan

Participation Plan

 **Participants:** 12 Students (2 teams of 6 students each)

 **Mentors:** 2 mentors (to support students throughout the event)

 **Duration:** 6 days (including travel and preparation days)

 **Activities:**

- Attend AI for Good Youth Summit
- Compete in Robotics for Good Global Finals
- Networking sessions, innovation showcases, and mentorship workshops

 **Logistics:** Travel from Uganda to Geneva, accommodation, meals, transportation, visas, and insurance.

Estimated Budget

Budget Item	Unit Cost (USD)	Quantity	Total (USD)	Budget Notes
Return air tickets (Economy)	\$1000	14	\$14,000	Based on group discounted economy fares booked in May with Ethiopian Airlines
Tour around Geneva	\$100	14	\$1,400	1 day tour around with guide
Travel insurance	\$50	14	\$700	Mandatory international coverage
Accommodation (shared rooms, 6 nights)	\$160 per person/night	14 × 6 nights	\$13,440	Affordable group accommodation near Geneva
Meals	\$30 per person/day	14 × 6 days	\$2,100	Breakfast sometimes included at hotel
Local transport (Geneva)	\$20 per person/day	14 × 6 days	\$1,400	Buses/trains to event venues
Daily stipend for students & mentors	\$10 per person/day	14 × 6 days	\$700	Miscellaneous expenses
Robotics kits / project materials (on-site)	\$500	1	\$500	Backup parts, repairs, final adjustments
Contingency fund	-	-	\$1,250	Unforeseen expenses
Total Estimated Budget	-	-	\$35,490	-



Unlocking the potential of young people especially girls to excel in STEM innovation

www.creativechildf.org



Letter from ED – Creative Child Foundation

30th April 2025

Dear Partners, supporters, and the Global AI for Good community,

On behalf of Creative Child Foundation, I am deeply honored to express our profound gratitude to all stakeholders who contributed to the remarkable success of the 2025 Robotics for Good Youth Challenge in Uganda. This transformative initiative—launched by the International Telecommunication Union (ITU) as part of the AI for Good movement—empowered over 3,000 students and 200 teachers across Uganda with 21st-century skills in Robotics and Artificial Intelligence.

The program reached learners from underserved communities, including slums, and rural areas, helping them explore creative solutions for real-world challenges under the 2025 theme: Robotics for Disaster Response. This culminated in a vibrant National Championship hosted at Makerere University Innovation Pod, where 40+ finalist teams showcased their innovations.

We are proud to send two winning teams to represent Uganda at the Global Finals in Geneva this July during the AI for Good Global Summit. This milestone would not have been possible without the steadfast support of our partners—Makerere University Innovation Pod, Arduino for providing free cloud resources, the Ministry of Youth and Children Affairs, and the tireless dedication of mentors, volunteers, and schools.

We also extend special thanks to the ITU AI for Good team for providing a platform that nurtures young innovators and fosters global equity in STEM education. Together, we are building a future where every child can dream, design, and drive positive change through technology.

With appreciation,



Solomon Bwire
Executive Director
Creative Child Foundation
National Organizer – Robotics for Good Youth Challenge (Uganda)

Thank You!



Let's Get In Touch

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Visit Our Website

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