

Annual Report 2025





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WELCOME!



Dear friends of UiPath Foundation,
This year, we looked at the Foundation from two different places in life.

One of us was inside the everyday rhythm of the work: the field trips, the meetings, the decisions that needed to be made by the end of the day. The other was looking at the Foundation's work through a different lens: the first year of motherhood, with all the tenderness it brings about what it means for a child to be safe, seen, and supported.

From these two places, we kept returning to the same question: **what does it take for a child to keep going?**

The answer came to us in small moments that unfolded throughout the year, straight from the people at the heart of our work: children, teachers, volunteers.



Robert, a boy who watched from the sidelines while the other children played football, until a volunteer encouraged him to give it a try. He discovered he was good at it, because during all that time on the bench, he had been learning.

A teenager who missed his chance being admitted to the Computer Science high school he had set his heart on. But with the help of our program, Ștefan found another way into this field: programming, cybersecurity, Artificial Intelligence. When a trainer gifted him a laptop and shared his own story of starting from the bottom, he saw it clearly: the path leads somewhere, and he was ready to find out just where.



After completing our AI course for teachers, Gabriel returned to his school and shared what he had learned with all 100 teachers on staff. In the teachers' room, during breaks, he keeps sharing his findings. He is convinced that AI is entering the classroom with or without teachers prepared to guide it. He chose to be prepared.



On the last day of camp, Denisa, our volunteer, realized she had become the person she needed when she was a child herself. Before saying goodbye, she took the four boys in her care on a walk to the nearby river and told them, "When you miss camp, build a small toy boat. Next summer, we'll race them on the river."

Andreea, a first-generation graduate of our programs, now in college, came back to speak to teenagers about leaving home for university. Her biggest fear before

her first internship working with people with disabilities was her empathy turning into pity. She learned quickly: they didn't need pity. They needed presence.



These are the moments where the work takes a life of its own. You will find more in the pages that follow: the challenges, the victories, and the light that appeared when someone chooses to stay.

A child's path is rarely changed by a single gesture. It changes because the support returns often enough to become an integral part of their life. The class that happens weekly. The tutor who comes back. The scholarship that arrives on time. The parent who sees a child grow more confident. The child who shows up, week after week, even when the road is daunting.

That is what you helped make possible in 2025.

As children grew, so did the support. At the beginning, it looked like clothing for the cold season, a medical appointment, a Math class. Then, it became a tablet, an English lesson, a conversation with a volunteer from another continent. Later, it became a programming course, a mentor, the confidence to leave home for university, and sometimes, the wish to come back and stand in front of children who are now where they once were.

In a world where AI is becoming a part of every classroom and every career, we believe it is equally important to develop the AI literacy of children and young people in our programs, and to nurture the competencies that only humans can bring to the table: critical thinking, empathy, and the courage to keep going when the road is unclear.

This report shows you the distance your support traveled. What we did, what it meant, and what became possible because someone chose to light the path before the outcome was certain.



Thank you for being part of this work.

You lit the path. Here is how far they walked.



Cătălina Rață
Acting Executive
Director in 2025



Raluca Negulescu-Balaci
Executive Director

THE YEAR IN LIGHT



Impact is not only what we delivered. It is what became possible because support was there long enough to matter. In 2025, your support became structure, access, learning, care, digital confidence, teachers prepared, volunteers present, and young people beginning to give forward.

What we made possible

We gave structure. They gained continuity.

The path was lit through ordinary things that had to happen again and again: a class, a scholarship, a tablet, a book, a meal, a phone call, a volunteer, a teacher.

14,570 scholarships awarded

Monthly support that helped children and students stay in school.

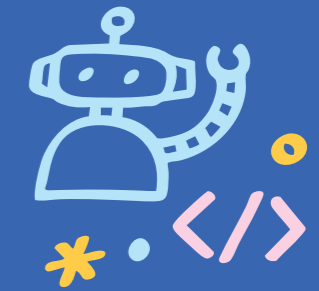


67,158 hours invested in educational activities

Time children and students spent practising, asking questions, catching up, and moving forward.

5,023 hours invested in Digital Skills classes

Time children and students spent building technology skills, as part of the total hours invested in educational activities.



10 tons of food, school supplies, and clothing distributed

Essentials that made learning less fragile.

4,560 books distributed to children and teachers

Stories placed where there were too few.



181 volunteers engaged

People who chose to show up.

9,334 hours of volunteering

Around 1,166 working days freely given.



What changed

We created access. They stayed. We brought learning closer. They progressed. We opened conversations about technology. They learned to ask questions.

The change was not only that children attended. It was that they stayed long enough for learning to become progress, and progress to become confidence.



98%
**Own Your Path
retention rate**

Almost every high school student chose to stay.



88%
**Future Acceleration
Program retention rate**

Children kept returning to the program.



72%
**of Own Your Path
students improved their
grades year over year**

Learning became visible in academic results.



81%
**of Future Acceleration Program
children say the activities help
them perform better in school**

Children felt the support translate into better school results.



74%
**of parents noticed a
significant increase
in self-confidence**

Families in Future Acceleration Program saw their children grow more confident.



90%
**of AI course students
feel confident explaining
AI concepts to peers**

High schoolers in Own Your Path moved from using technology to understanding it.



94%
**of teachers feel
motivated to integrate
AI into their teaching**

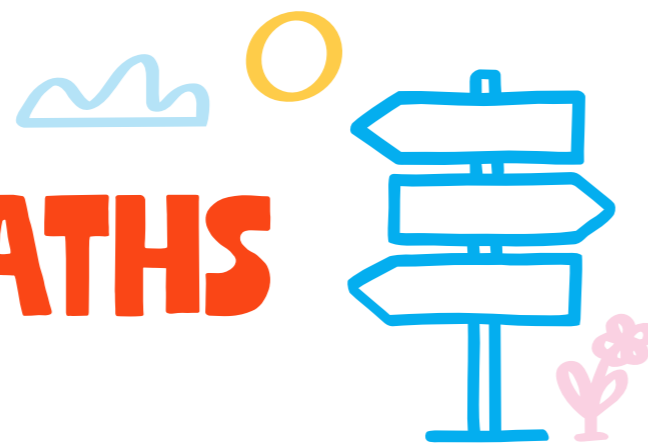
After completing our AI course, teachers feel better prepared to help students understand AI in the classroom.

The stories behind the numbers

No number in this chapter stands alone. Behind each one is someone who came back: a child to a class, a teacher to learning, a volunteer to a group of children, an alumnus to the community that once supported them. In the next chapter, we follow three paths: the children, the teacher, and the volunteer. Together, they show what the numbers look like when they become a life.



THREE PATHS



The Children: TOWARDS A BIGGER DREAM

Three youths are building their future selves, brick by brick: architect, IT company manager, or specialist in working with people with disabilities.

Every child starts out with their very own potential. In Romania, in many communities, children lack someone to pave the way for them and be with them on their learning journey.

*The UiPath Foundation programs - **Future Acceleration Program**, **Own Your Path**, and the **FuturePath Community** for alumni - are built for exactly this: to be present at every stage of their journey, from the early years of middle school to beyond their first year in college.*

*Robert is 15 and is preparing his high school entrance at a Computer Science profile, a first step on his way to studying architecture in college. Ștefan is on the verge of graduating high school and is already building apps that use Artificial Intelligence. Andreea is 20, a student in Brașov and returns to the camps as a volunteer, to pass on what she received. These are three stories, showing three different moments on the same path. **They are connected by a common thread: we were there for these young people and opened the way to their dreams.***

Robert is 15 years old, lives and studies in Pechea, a commune in Galați county, and prepares every day for the exams that will allow him access to the high school he wants, “Costache Negri” National College in Galați, with a specialization in Computer Science. It's the first step towards his dream of becoming an architect.

He has been practicing drawing and Math from an early age, and over time they have become his passions. In school, he always liked to be among the best, attend competitions, and win awards.



Starting in the 5th grade, Robert became part of **Future Acceleration Program**, the program that supports middle school children from disadvantaged communities to reach their potential in life. It was his teacher who pitched the program to his parents, and Robert started with the summer camp, before the 5th grade. The days spent in the annual camp gave him new friends from other communities, mountain hikes and experiences he never dreamed of - such as creating a digital robot, together with other children in an Artificial Intelligence workshop.

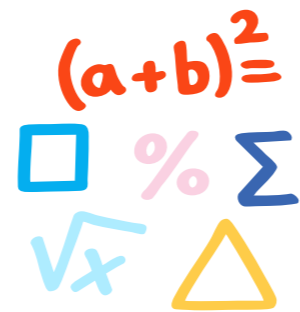
Camps always come with encouragement

A moment in the camp that gave him a new perspective on things was when one of the volunteers encouraged him to try playing soccer, even though he had never done it before. “My group mates always wanted to go play soccer and I would sit on the sidelines. And from him I learned that even if I'm not good at it, I should give it a chance and play. And I found that I was actually good at it, because watching from the bench I understood how it was played.”



In his last year of middle school, with the **National Evaluation** exams coming up, Robert built a clear routine: at least two practice tests per week, at Math and Romanian, self-assessed with the grading scheme in sight or sent to his Romanian teacher when he felt he didn't quite grasp a topic. The Math tutoring sessions, provided by the program, helped him understand more

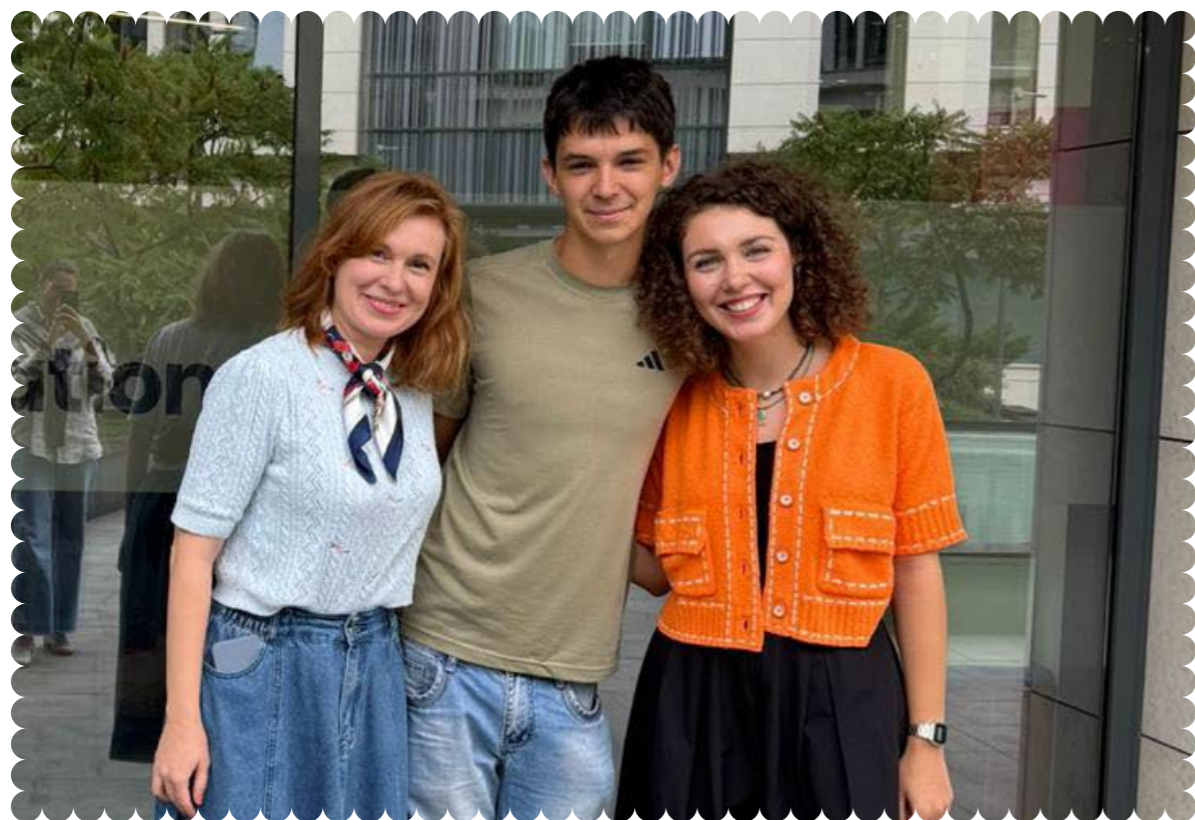
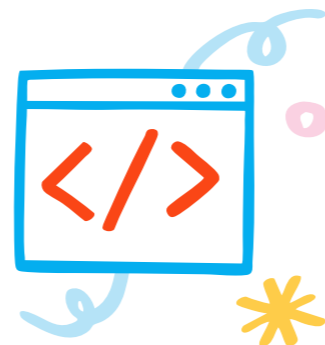
difficult concepts before they were taught in school. He is grateful that this year, in the online Math sessions, he is working with similar subjects to those given in the National Evaluation. The simulations he does on his own or with the Math teacher in the **Future Acceleration Program**, show him that he is close to that 9/10 grade he needs to get into the high school in Galați.



It's been a busy year, but he's trying to organize his time well because he doesn't want to give up his theater extracurricular, where he rehearses for shows with his classmates, supported by teachers, every few months. He believes that acting helps him gain self-confidence and relax. *"To put myself in shape for every situation"*, as he himself says.

Digital training for the future

Ștefan is in his final year at the "Gheorghe Ruset-Roznovanu" High School in the town of Roznov (Neamț County). He lives in a nearby commune and commutes to school in the morning, where he studies Social Sciences. He says of himself that he is calm, optimistic and *"partially anxiety-free"*: *"If you are optimistic, it seems to me that it is easier to get back up."*



He likes to play Counter-Strike, and the game also helps him practice his English but especially, he says, his leadership skills when organizing teams of players. In the little free time he has left besides preparing for the Baccalaureate, he is learning to create websites or apps that could help other young people. He works independently on a support platform helping high school students study more effectively for the Baccalaureate geography test, with interactive maps, explanatory sheets and quizzes.

Ștefan entered the **Own Your Path** program in 2023, shortly after he missed out on admission to a high school with a Computer Science profile, where he wanted to study. Because he was passionate about computer science, the **Own Your Path** program gave him the chance to develop his digital skills. *"I learned how to make websites, to work in Python, I saw that I could get a hang of it and that I could work easily."* Last fall, one of the **Own Your Path** coordinators called him to encourage him to apply for the **UiPath Security Bootcamp**, a one-week intensive program organized by UiPath for high school students, college students and young professionals. He got accepted and, for a few days, learned - in Bucharest - about digital security: what it means and how to achieve it, both for yourself and for the digital products you create.

While he was in Bootcamp, he got a surprise: one of the **Digital Skills** trainers from the **Own Your Path** program gave him a laptop as a gift, to help him in his new attempts at creating apps and websites. He was especially happy as the person from whom he received the gift seemed just as nervous as him and shared his own professional journey. *"He told me that he had also started at the bottom, he came from the Republic of Moldova and it was a little hard for him when he came to study in Bucharest. And he changed about three jobs before becoming a manager at UiPath."*



This is also Ștefan's dream: to become a manager in an IT company. He hopes to become a student of Economics and Informatics at the Bucharest Academy of Economic Studies next fall. He believes that Artificial Intelligence will change a lot in the job market and wants to be one step ahead in understanding how to use it responsibly. *"I know what to ask of it and I know how to sort out what it offers me, in terms of information"*, he says of his interactions with LLMs. *"I have colleagues who do their homework with AI, but they write exactly what they get and then wonder why they got a lower grade."* Ștefan believes that if he stays attentive to everything that technology will offer in the future, he will find his place in the professional world.

First generation of Future Acceleration Program, now in the alumni community

Andreea is part of the first generation of children who were part of the **Future Acceleration Program**, which we created in 2019. She is now 20 years old, studying Special Needs Psychopedagogy in Braşov and, since 2025, she has become part of the **FuturePath Community**.



She was in eighth grade when she became a member of **Future Acceleration Program**, after being recommended by her teacher. She remembers that Math and Romanian tutoring sessions helped her get a good grade in the **National Evaluation**, which allowed her to enter the “Spiru Haret” National College in Tecuci, the city where she lived. In middle school she had accumulated gaps in Math, but at that point her parents would not have been able to support her to study further before the exam. She also remembers her first camp, where she met children from all over the country and learned how to swim. When she reached high school, she said “yes” to the psychological counseling offered in the program, out of curiosity. *“I accepted whatever came my way, I never refused anything”,* says Andreea, *“I know I had a problem with self-confidence. I felt that maybe in high school I wasn't doing enough compared to my colleagues, and by working on it in counseling, I got better.”*

Andreea volunteers for a student association, where she organized workshops for the well-being of students. In her internship, she learned to work with children, teenagers and adults with special needs, a job which she says that requires responsibility and ethics. In the first year, before starting the first stage of the internship, her biggest fear was not related to how she would feel working with people with disabilities, but whether her natural empathy would make her project pity instead of compassion. She quickly learned that these are different things: people with disabilities do not need pity, but the presence of those around them, without judgment.

In the alumni community she is a part of, she receives mentorship from volunteers and participates in workshops on financial literacy, project management, and design thinking. Everything she learns helps her in her learning process for college and in organizing activities in the student organisation. *“All the information we receive contributes, brick by brick. I integrate it both in college and in the organisation, as well as when I am setting a goal for an exam.”*

She now attends the Foundation's camps as a volunteer. She participated in a session with 12th graders to talk to them about preparing for the Baccalaureate, what it's like to change the city when you go to college, what the first year of University is like, and what it's like to be a UiPath Foundation alumna. Despite all the emotions that come with public speaking, she was excited to pass the knowledge on to other generations: *“As I kept speaking in meetings and coming up with ideas, it started to be easier to talk to others. I don't feel so nervous anymore and it's much better. I want to put everything I learn to good use and help others.”*



The Teacher: HOW TO BRING ARTIFICIAL INTELLIGENCE INTO THE CLASSROOM

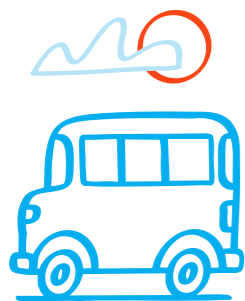
Gabriel is one of the teachers transforming Romanian education from within. He is choosing to keep up with the world we live in, relying on a laptop, an open mind, and a deep curiosity about the generations of young people who keep changing before his eyes.

When he first walked into a classroom as a high school teacher, Gabriel Gabor was 27 and coming from the banking sector, where he had worked in marketing.

He hadn't planned for a career in teaching, but after the 2009 financial crisis, a colleague suggested he try taking the certification exam to become a teacher. That's how he ended up teaching marketing, management, business administration, and other economics courses at the "Ion Ghica" Economic High School in Bacău.



He stayed because he felt the need to keep sharing his stories. Coming from a practical field, he always found a real-life example that tied into the textbook theory. At the same time, he watched people grow right before his eyes. *"My stories from my previous sales work integrated naturally into the course structure, giving substance to the theoretical concepts"*



Today, he is also the vice-principal of that same high school - one with 1,244 students, nearly 70% of whom come from rural areas, and 453 of whom receive financial aid. He knows exactly what that means in practice: students who catch the 7 a.m. bus, who won't make it to the first few classes if they miss the bus, who sometimes spend 12 hours of their time on a six-hour school day.

For this reason, there are also parents who no longer encourage their children to finish high school: "The dropout rate remains low because I chose an approach based on understanding and flexibility. We analyze each case individually, adapting to the specific needs of the students to ensure they complete their studies", explains the vice-principal.

In 2022, when the **Own Your Path** program came to his high school, Gabriel took on the task of identifying high school students with potential and in need of support. He had prior experience because he was also part of the committee that awarded state-funded scholarships; he already knew who the students were and what their social backgrounds were. **Own Your Path** helped the high school students gain confidence in their own abilities, meet role models, and discover what the future might look like. Some say that practicing English gave them the courage to speak, to travel, and to express themselves in front of others. Others recall that the tutoring sessions never started directly with the lesson - the teachers would first ask them how they were feeling. And others speak highly about the **Digital Skills** courses and the exercises where they imagined what the future would look like. For example, a student who wants to become an agricultural engineer appreciated the Artificial Intelligence concepts because *"modern technologies, including Artificial Intelligence, are being used more and more in agriculture."* A high school student said that the workshop on Artificial Intelligence was *"exactly what I needed to understand the direction the future is heading."*



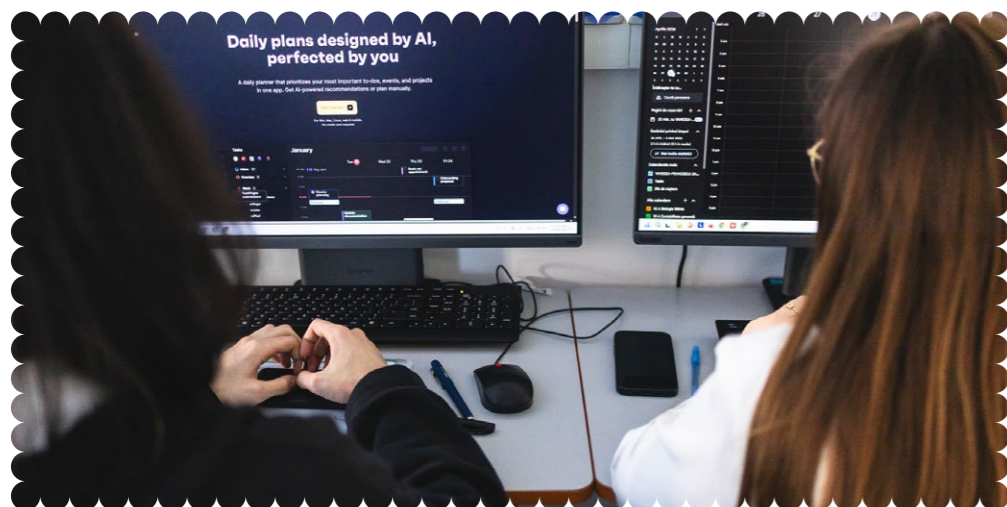
In the fall of 2025, when he met the new generation of high school students, professor Gabor was amazed at how different they seemed from previous generations. *“I felt the need to get closer to their vision of life and technology.”* That’s why he signed up for the course on Artificial Intelligence for teachers, organized by the Foundation.

“It was eye-opening,” he says. Until then, he thought AI was just a better version of Google. The course changed his understanding and introduced him to a tool he quickly integrated - first into administrative work, then into teaching: lesson plans, worksheets, presentations,



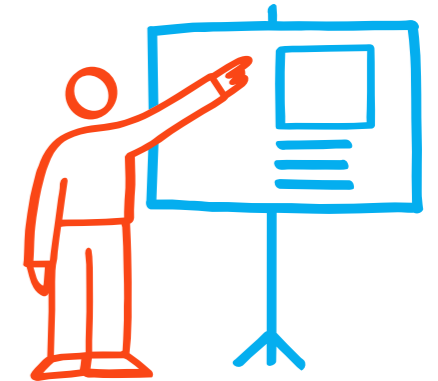
and adapting content to each class’s level. *“In Marketing classes, I can extract a passage from the work of Philip Kotler - the father of modern marketing management - and ask Artificial Intelligence algorithms to transpose it into a language that is intelligible and resonant for a 16-year-old teenager. The output is then subjected to my professional filtering and expertise, to ensure full alignment with the specific characteristics of the class. At the same time, I systematically implement feedback mechanisms through longitudinal questionnaires, administered at the beginning and end of the school year, with the purpose of mapping the mental architecture of the students and their perception of phenomenological reality. By identifying their preferred cultural archetypes - from iconic film characters to the world of prestigious brands - I can frame case studies within a horizon of interest that catalyzes the learning process”*, says Gabriel.

The first lesson he taught after his course was about *AI Ethics* and *Deep Fake*, to help students understand what a deep fake is and where they might encounter it (images, videos, social media), to distinguish between real and fake content using basic visual cues, to critically analyze an image or video and ask themselves questions such as: *“Is this real?”*, *“Who created this content?”*.



He realized that the students had knowledge of Artificial Intelligence tools, but the information was not structured, verified, or debated alongside parents or teachers. In the course, he filled in the gaps and organized the information.

Since then, when he assigns homework that can be solved with AI, he openly tells them what tools are available and how they work: ChatGPT, Gemini, Perplexity. He doesn’t stop them; he doesn’t pretend he doesn’t know they’re using them. There’s only one condition: they must present the result to the class - as if they had created it themselves - on the projector, explaining every decision. *“The moment you generate content and are required to explain it to your colleagues”*, he says, *“the learning process becomes mandatory”*. It’s a different form of assessment than the classic report, which puts students in the position of taking ownership of what they produce, regardless of the help they receive.



He also speaks openly about the limitations of this approach. There are students who will copy without filtering, who will bring exactly what the Artificial Intelligence gave them and don’t know three sentences of what’s written there. *“They wonder, afterward, why they got such a low grade.”* He sees them too. But he believes the solution isn’t to ban the tool, but to change the assignment and ask for something that can’t be presented to the class without being understood first.



Now he wants to take it further. He’s planning a course where he’ll integrate AI into the module where 11th grade students will learn how to start a business. They’ll register a company from scratch, but they’ll also create promotional materials, presentations, and commercials - and they’ll be allowed to create them using AI.

The teacher was also part of the first round of consultative discussions regarding [AI Generation](#), the high school curriculum designed by UiPath Foundation to develop AI literacy. In the teachers' room and during breaks, he shares with his colleagues what he has discovered and what works. He sent information about the course he attended to the 100 teachers in his school and continues to talk about it whenever he gets the chance, because he is convinced that Artificial Intelligence is entering the classroom anyway, with or without teachers prepared to handle it.

The Volunteer: “IN CAMP, I BECAME THE PERSON I NEEDED WHEN I WAS A CHILD”



Denisa Nine is a Senior Customer Success Manager at UiPath, where she has worked for seven years. In 2025, she was one of the Foundation’s most dedicated volunteers. She participated in the U&I Summer Camp for the first time and served as a trainer for the **Introduction to Artificial Intelligence** course for high school students in the **Own Your Path** program. She has already decided that next summer she will return to the camp to once again serve as a mentor to middle school students. In the meantime, she wants to convince her colleagues to follow her example because anyone can take an extra step to make a child’s life better.

Here is her experience, as told in an edited interview.

Last year, the opportunity arose to volunteer in the summer camp because I knew of other close colleagues who had already done so. They came back thrilled and told me all about it; it seemed like the camp had been the highlight of their summer. So in 2025, I decided to make time for it too.

I think it’s valuable to be a mentor to middle schoolers, to give some of your time and experience - even if just for a week - to support them in what lies ahead in their lives and in making the right choices. Last year, I mentored four boys, who were so calm and well-behaved. I noticed at camp that some children are much shier, and may be distrustful of people and find it harder to open up. But you observe them, you read them and you start making connections: you show the child that they have something in common with the one next to



them. You tell them, “Look, he’s like this; you two have that in common.” And by the end of camp, that same child who wouldn’t say a word ends up making friends, talking, being part of the group.

“I became the person I needed”

In the last few days of camp, when everyone was upset that it was ending, I took the boys on a walk to the river. I gave them a project to work on so they could present it at the next camp. I suggested that until we meet again, whenever they’re sad or miss each other, they should work on building a little boat. And next summer, we’ll have a race on the river with the boats they’ve built.



I feel that the camp made me realize that I’ve become the person I needed when I was the age of the children I met. I understood that I saw myself around that time and I tried to be, taking each child’s personality into account, the person I would have needed. When I received the Christmas letters from the children I had mentored at camp, I noticed a common word in them: friend.



The AI Course: An Hour and a Half That Matters

As a trainer for the **Introduction to Artificial Intelligence** course for high school students, I volunteer around four hours a week: an hour and a half with the students, and the rest in preparation. But the fact that I log in at 8:30 in the morning and the kids come to listen to me and see a different kind of teaching - that's all that matters.

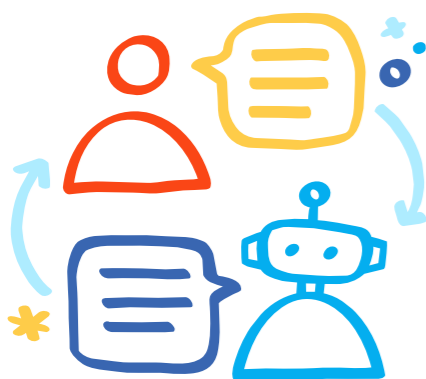
I try to create a positive atmosphere in class, to stay warm and smiling, and tell jokes, just as I do in any other professional setting.

I try to encourage them by telling them right from the start that we shouldn't be afraid of technology, that this fear is actually a fear of change - and we all have it. Fear arises when you're in unfamiliar territory. I explain basic concepts to them: what happens when you click 'allow cookies' on a website, or why you shouldn't give your personal data to just anyone who asks for it online. I show them that unless you're in a bank or a hospital, you have no reason to give out your personal data, and it's okay to ask for an explanation from those who request it.



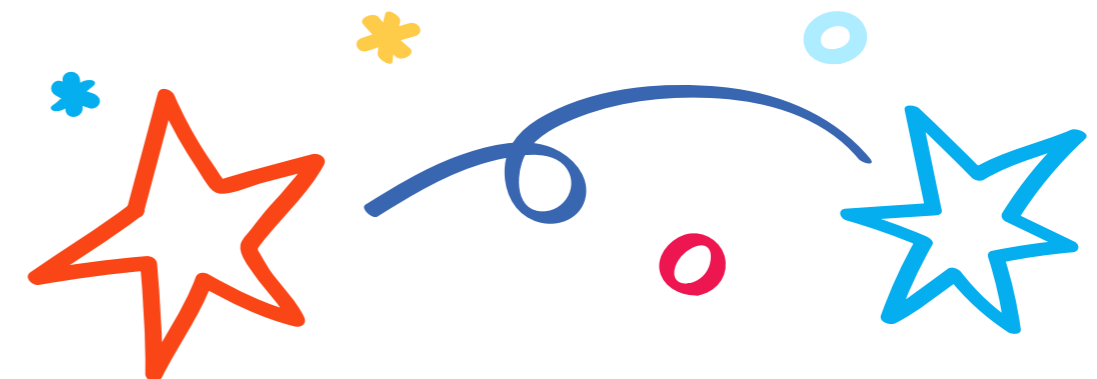
One example that changed their perspective was related to social media. When I asked them why they think such networks exist, most said it was for socializing, to find or keep friends. So I pressed them and asked: Why do they collect all this data about you? What do you "like"? What's the ultimate goal? They began to understand that everything they do - following certain accounts, personalizing their content - helps these networks stay as up-to-date as possible with their needs, so they can monetize their attention online. That was a shift in their way of thinking. They took a step back and realized they can be more mindful of what they do on social media, that they can, in turn, control and shape the technology.

The fact that there is a fear of AI technology in Romania is a challenge.



I explained to them that conversational AI platforms can give them incorrect answers when they don't know how to guide them. It's safe to use AI if they know how to do it, what information to provide, and what to ask for. After they tried it, I recommended that they go to their grandparents or parents to teach them, to explain that there's nothing wrong with trying and that it's natural to adapt to change.

I support and have always supported people who make an effort for the good of others, people who help other people. In this case, the Foundation's team supports children in making a positive impact on their lives. So, whenever I can, I'll join in too. Plus, I've become an ambassador inside the company and am encouraging my colleagues to become UiPath Foundation volunteers too: "Hey, what are you doing tomorrow? Don't know what you're doing? I'll tell you what you're doing."

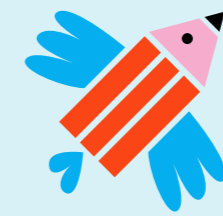


HOW WE LIGHT PATHS



Educational Programs

- ★ Future Acceleration
- ★ Own Your Path
- ★ Digital Skills
- ★ Early Education Forward
- ★ Teachers' Development
- ★ FuturePath Community
- ★ Partnerships for India



Future Acceleration Program

Future Acceleration Program

Implemented together with our strategic partners:
*Fundația Inimă de Copil, Asociația Bună Ziua, Copii din România (BZRO),
Fundația Pro Patrimonio*

Supported by PPC Renewables Romania, Didona Foundation,
Zia Training, Mindit Consulting

Future Acceleration Program is dedicated to supporting children aged 11 to 15 from underprivileged communities in Romania, in the counties of Vaslui, Galați, Olt, Cluj, Botoșani, and the city of Bucharest. Each year, the children receive weekly online tutoring sessions in Mathematics and English and participate in educational activities focused on digital skills and personal development. They benefit from a monthly scholarship, mentorship, medical and psychological support, and a summer camp. They also regularly receive packages with food, school supplies, clothing, and books. This is a long-term intervention designed to help children reach their full potential.

A light that knows where to fall, and a path that shapes itself around each child



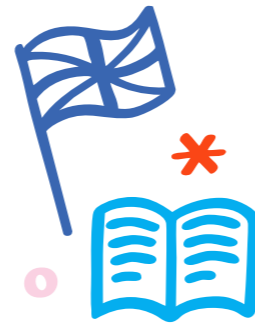
You light the path. But the path is not the same for every child who walks it. In 2025, 228 children moved forward with the **Future Acceleration Program** supporting them. The program has been built on consistency: showing up every week, every term, every year. This year, it took another step in the direction it has always moved: making the support fit the child, not the child fit the support.

Online Mathematics and English tutoring sessions ran throughout the year. Building on what began in 2024, Mathematics groups were structured not only by grade, but by proficiency level: Beginner, Intermediate, and Advanced. Mid-term quizzes and evaluations allowed teachers to track progress in real time and, where needed, transfer a child to a different group. The learning followed the child, not the other way around. **Attendance stayed at 92%**. The feedback kept featuring the same words: learning feels like a safe space where we are seen and heard.



For students in their final year of middle school, local coordinators facilitated a **National Evaluation simulation**, a dress rehearsal for a high-stakes moment that too many children face without preparation. By the time the real exams came, they had already sat the exam once before. The anxiety was less overwhelming. The confidence was real.

This year, the team reimaged how children practice English. The **English Conversation Club** and the **Inspirational Speakers sessions**, previously separate, were combined into a single format designed to do two things at once: build language skills and open new windows to the world. The online sessions were structured into two groups, Beginner and Intermediate, so that each child could participate at a level where they felt challenged but not lost.

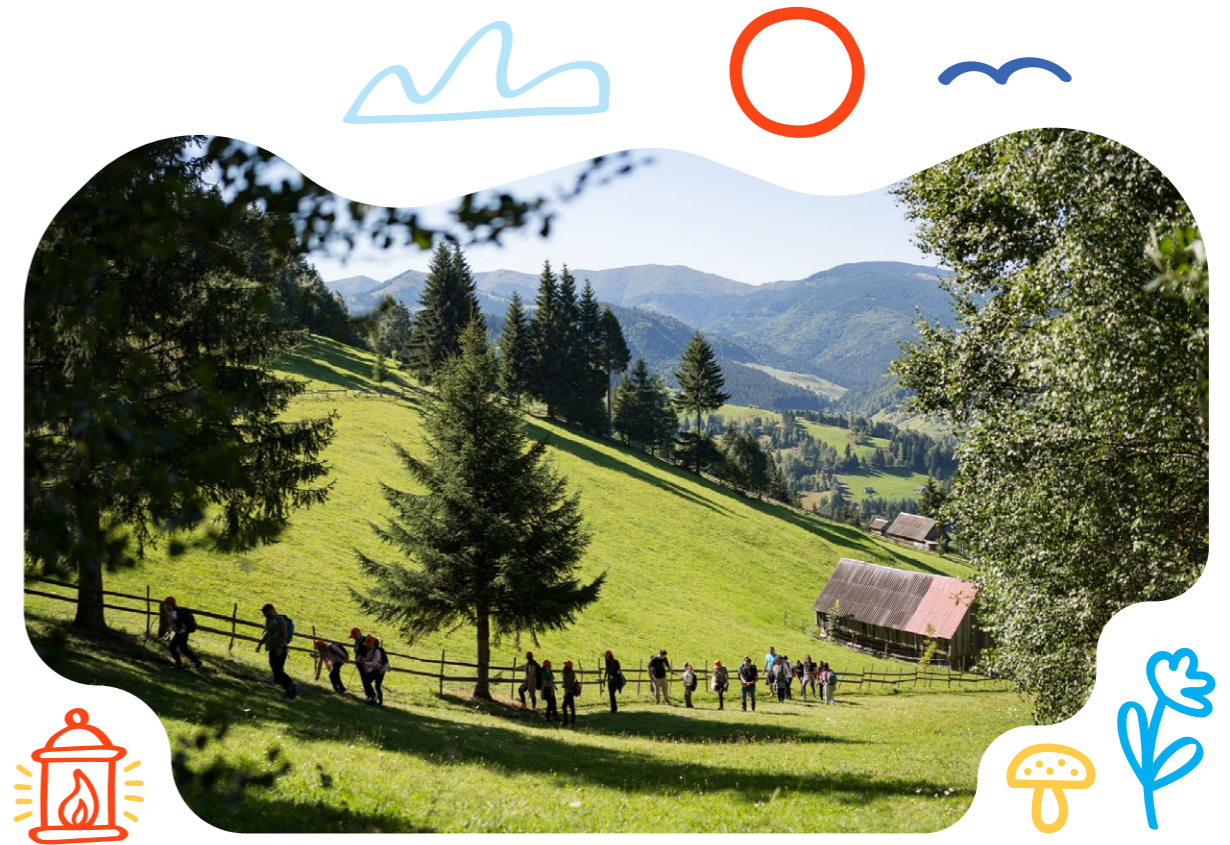


A group of 16 UiPath employees volunteered to share personal stories about their careers, their choices, and the moments that shaped them, then opened the floor to conversation. Topics ranged from life in different countries to food, technology, and what it means to persevere. The children did not just listen. They spoke, asked questions, and practiced expressing themselves in a foreign language.

What the children say about the English Conversation Club

I want to thank the volunteers for teaching me there are so many adventures awaiting me in life.

I liked that I got the chance to speak to people from other countries.



A summer that showed them what's possible

Every year, the **U&I Summer Camps** give children something school rarely offers: time and space to discover who they are outside of grades and expectations.

In 2025, the two camps brought together the children enrolled in the **Future Acceleration Program** for a week full of educational workshops, conversations, and shared challenges, in the Romanian mountainside. They hiked, improvised, explored financial literacy, and practiced English alongside volunteers from across the world. They interacted with new digital platforms, performed in front of an audience, and tried activities some had never had access to before.



Among the sessions, one carried particular weight: a workshop led by UiPath volunteers in which children explored how digital tools can be used. The activity framed technology as something they could shape: a skill, a language, a way of thinking about problems. The curiosity it sparked is the same curiosity that **Digital Skills** and **Own Your Path** are designed to develop. In the **Future Acceleration Program**, they find a taste for it.

A group of 47 local and 4 international volunteers from UiPath, together with 8 volunteers from ING Bank Romania, contributed to making the camps memorable. So did our educational partners and four Foundation alumni, now

university students, present there as living proof that the path leads somewhere real. A surprise visit from Daniel Dines and Olympic gold medalist David Popovici reminded everyone that motivation, failure, and the courage to keep going are part of every journey.



What the U&I Summer Camp looked like through children's eyes

We shared moments full of emotion and joy, and we created beautiful and fun things together. The volunteers are special, attentive, and they gave their time to make us feel welcome at the camp. I felt truly valued, and I hope we meet again.

The support that makes the path walkable

Education does not happen in a vacuum. A child who is hungry, unwell, or fearful cannot learn, no matter how good the lesson, or teacher. **Future Acceleration Program** has always understood that lighting a path means removing what stands in the way of walking it.

In 2025, the program delivered food, school supplies, and clothing across all six communities, reaching hundreds of families with thousands of kilograms of essential support. Every package was adjusted based on what families told us they actually needed. Medical and psychological support reached children through dental care, ophthalmological services, bloodwork, and both individual and group counseling sessions. These are not bonus features. They are the conditions under which everything else becomes possible.

For the seven families whose homes were damaged by the 2024 floods in Vaslui and Galați counties, 2025 was also a year of rebuilding. The Foundation extended its response well into the year, with material support, doubled scholarships, and counseling for the children who needed it, because a natural disaster does not pause a child's need to feel safe. And because a path cannot be lit for someone whose home is still underwater.

Impact of Future Acceleration Program in 2025



228 children enrolled in the program



15,970 hours invested by children in educational activities



396 hours invested by children in developing digital skills



10 tons of food, school supplies, and clothing distributed in communities



2,001 scholarships awarded annually



73% of parents observed academic progress



74% of parents observed a significant increase in self-confidence



81% of children say the program's activities help them perform better in school



83% of children enjoy working as a team in the program's activities



88% children retention rate in the program

Own Your Path

Own Your Path

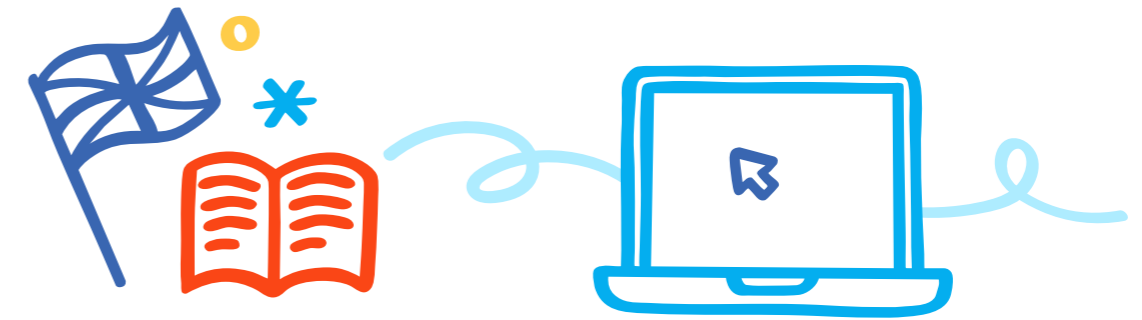
Own Your Path is our program dedicated to high schoolers, present in Bucharest and Cluj-Napoca, as well as in 18 of the most economically vulnerable counties in Romania: Bacău, Botoșani, Brăila, Buzău, Călărași, Dâmbovița, Dolj, Galați, Giurgiu, Ialomița, Iași, Mehedinți, Neamț, Olt, Suceava, Teleorman, Vaslui, and Vrancea. Most high schoolers joined the program based on recommendations from the Partner Teachers we collaborate with.

Through **Own Your Path**, we support high school students by offering weekly English lessons and Digital Skills development sessions, monthly scholarships, tablets with internet access, and other educational resources. The entire program, from administrative processes to educational activities, is managed through the Own Your Path Digital Educational Platform, which integrates both teachers and students.

A path they begin to shape themselves

If the **Future Acceleration Program** is where the path opens, **Own Your Path** is where the student begins walking it on their own terms. The light is still there, steady, present every week, but the direction belongs increasingly to the high schooler holding the map.

In 2025, 1,135 high school students from 83 partner high schools moved through the program. In January, 194 new 9th graders joined the cohort, including 29 who had just graduated from the **Future Acceleration Program**. Each of them received a tablet with internet connection, a seat in an English tutoring group matched to their level, and an invitation to begin shaping what came next.



English language and **Digital Skills** courses formed the two pillars of the learning experience. English language groups were organised by CEFR level (the Common European Framework of Reference for Languages, the international standard for describing language ability) so that each student could progress at their own pace. By the end of the year, 77% of students had progressed as expected, and 14% had progressed faster. Those who needed recalibration were moved to a level that better fit them. The learning continued to follow the student, not the other way around.

In spring, the team visited Partner High Schools across the country and met students face to face. Every visit was a chance to make them feel heard: about plans, about fears, about what they wanted their future to look like. It was also a chance to reconnect with some of the 132 Partner Teachers whose voluntary work makes the program possible inside each high school, and to continue building around the Foundation's flagship initiative: the **AI Generation** curriculum for high school students.



Where AI becomes a path of its own

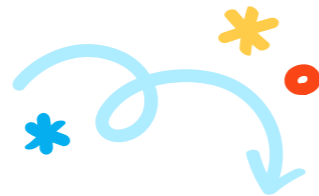
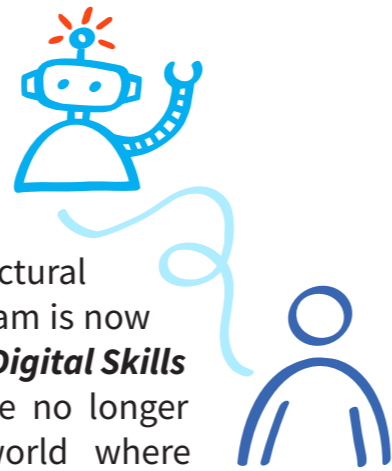
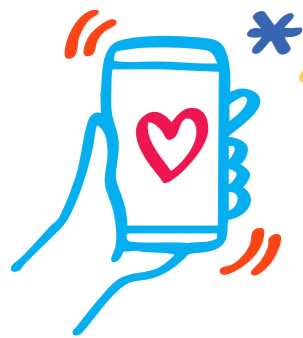
In 2024, the Foundation piloted its first AI courses for high school students using the **AI Generation** curriculum. In 2025, digital skills became a structural part of **Own Your Path**: every student in the program is now expected to complete at least one course from the **Digital Skills** offer before graduating. AI and programming are no longer reserved for the technically inclined. In a world where technology will be instrumental for everyone, understanding it is part of the path, not a detour from it.

All Digital Skills courses are delivered by **UiPath volunteers**, who bring their professional expertise directly into the learning experience. Through the **AI Generation** curriculum, students explored the fundamentals of Artificial Intelligence from a human-centered perspective, focusing on ethical implications and building an understanding of AI that goes well beyond generative tools. **Path to Code** courses complemented **AI Generation**, focusing on programming and helping students develop essential coding skills for the future. In total, students invested 4,627 hours in **Digital Skills** classes throughout the year, guided by 44 UiPath volunteers who delivered every single learning experience. You can read more about the courses and what students built in the [Digital Skills](#) chapter of this report.

But the courses were only one layer. **Digital Skills**, with a focus on AI and cybersecurity, showed up in **Own Your Path** in 2025 as something students started to do.

In February, two students, a 17-year-old boy and an 18-year-old girl, began working with a UiPath volunteer to build an AI-integrated mobile application

for the **App Inventor Foundation Global Appathon**. The app they designed was a recycling assistant: it identifies waste from a photo, recommends the right bin, suggests creative ways to reuse materials, and rewards users with points for correct disposal. The app did not reach the final stage of the competition, but the two students were invited to Bucharest to meet the Foundation team and the volunteers who had trained them. For both, it was a turning point.



In September, another student was selected for the **UiPath Security Bootcamp**, an initiative organized by UiPath employees for students, young professionals, and anyone curious about cybersecurity. It was a one-week immersion led by experienced professionals in the field. The Foundation encouraged him to apply after recognizing his growing passion for technology. He had no prior experience in cybersecurity. He came out of it determined to build a career in technology.

“I learned that those abbreviations are not just codes to break a website,” he later wrote, “but also tools to push personal limits. At least I pushed one of my limits, the limit of knowledge.” You can read more about his story in the extended profile published [earlier in this report](#).

The Partner Teachers are part of the story too. In October, 12 teachers traveled to Bucharest for a two-day visit, where a UiPath volunteer guided them through a practical workshop on integrating AI in the classroom, with the **AI Generation** curriculum at its center. AI in **Own Your Path** is no longer something students encounter alone. It is something an entire community is learning to grow with, together.



A path is easier to walk when others are walking it with you

Throughout 2025, 59 UiPath volunteers showed up for **Own Your Path** students, bringing their expertise into the learning experience, answering questions, and sharing what they had learned from their own choices. In **Sense of Possibility** sessions, they opened conversations about the decisions that shaped their life: how to manage time, how to think about what comes after high school, how to recognize that having options is itself a kind of freedom. In August, some of the high schoolers enrolled in the program joined a Living Library session organized for UiPath's 20th anniversary, where volunteers from across the world told their stories in English, and the students discovered that what they had been practicing in weekly classes could help them carry real conversations with real people about real futures.

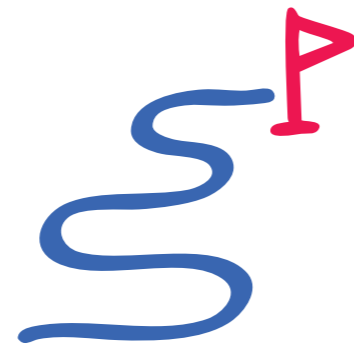


Community is also something the program builds deliberately. Throughout the year, the **Own Your Path** team organized regular community meetings where students reconnected shared experiences, and built the kind of peer-to-peer relationships that make a four-year journey feel less solitary and more shared.

For the first time this year, students who needed it most began having regular psychological counseling. For teenagers dealing with difficult realities at home, having someone to talk to is not an extra. It is often the thing that makes everything else possible: the classes, the grades, the courage to stay in the program and keep going.

The path ahead

Six students graduated from **Own Your Path** in 2025. In 2026, the number will be close to 600, the largest graduating cohort in the program's history, and the largest single moment of transition to the **FuturePath Community** to date. The path does not end with graduation. It widens.



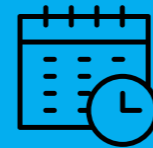
Impact of Own Your Path in 2025



1,135 high school students participating in the program



132 partner teachers



51,006 hours invested by high schoolers in educational activities



4,627 hours invested in Digital Skills classes



12,524 scholarships awarded annually



72% of students improved their grades year over year



72% of students want to pursue university studies



98% student retention rate in the program



Digital Skills

Digital Skills

One of the central pillars of our mission is the development of digital skills for children and young people across the Foundation's programs.

We want every participant to have access to real learning opportunities, and technology plays a crucial role in this process.

Additionally, all our initiatives dedicated to teachers include a digital literacy component, helping them adopt technological tools that enhance their teaching methods.

Most of the courses and digital skills development sessions are designed and led by volunteer trainers from UiPath, who dedicate their time and expertise to bringing technology closer to both children and teachers.

AI Generation Curriculum

A light that was never meant to stay inside a single classroom

Throughout this report, the thread of AI education runs through every program: a spark of curiosity at a summer camp, a curriculum delivered to high school students, a course designed for the teachers who guide them. The strategy behind **AI Generation** was always ambitious. The initiative was meant to light paths we would never see, in classrooms we would never visit, for students we would never meet. In 2025, that ambition became real.

The launch

In May, the Foundation publicly launched the [AI Generation curriculum](#), publishing the first course, Introduction to Artificial Intelligence, under a **Creative Commons license** (CC BY-SA 4.0). This way, any teacher, anywhere in the world, can now use and adapt it for free.



The curriculum was developed in partnership with **App Inventor Foundation** (an initiative of the Massachusetts Institute of Technology - MIT), and is aligned with **UNESCO's AI Competency Framework for Students**, focusing on three core dimensions: a human-centred approach, the ethics of AI, and AI techniques and applications. It is available in Romanian and English, designed for both formal and non-formal settings, and can be introduced in Romanian high schools as an Elective Subject.

The response

The response exceeded expectations. Our public webinar on Artificial Intelligence in the classroom focusing on teaching future-proof skills to today's high school students drew **over 1,300 participants**. A second webinar, hosted by the European Association of Education Professionals (EDUMI), reached **over 8,400 education professionals**. **Over 570 teachers and educational professionals** registered to access the course materials. **A total of 19 Romanian teachers** are piloting activities from the curriculum during the 2025–2026 school year.

Interest came from beyond Romania's borders. Organizations from **Canada, the United Kingdom, Ecuador, South Africa, and Moldova** have expressed interest in using **AI Generation** in their own communities. A proof that a light shared freely travels further than anyone could have predicted.

On the global stage

In June, Cătălina Rață, acting Executive Director of UiPath Foundation in 2025, presented the curriculum and its impact report at the **MIT AI & Education Summit** in Boston, participating in a panel discussion on AI competencies for students and reconnecting with the Foundation's partners from App Inventor Foundation.

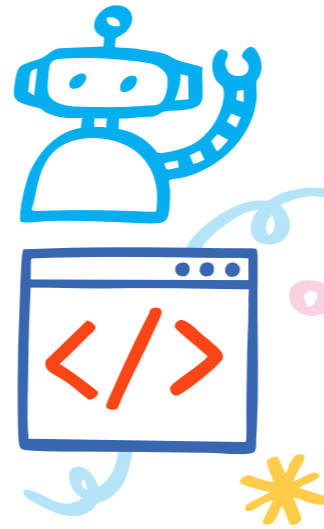
What began as a pilot with 94 students inside **Own Your Path** in 2024 is now a public resource with global reach. The light multiplies.



Digital Skills in Own Your Path

Where students stop learning about technology and start building with it

Throughout the year, **276 high schoolers** participated in **Digital Skills** courses, supported by **44 volunteer trainers and instructional designers from UiPath**, and invested a total of **4,627 hours in learning**. For every student, the path through the program is personal: some discover a passion, some discover a career, and some discover that programming is not for them, which is its own kind of clarity.



AI Generation courses

In 2025, **Own Your Path** students engaged with **AI Generation** curriculum across two levels. In Level 1, **Introduction to Artificial Intelligence**, they explored what AI is, how decision tree algorithms work, the ethical principles behind it, and how to use generative AI tools for personal expression. One exercise asked them to prompt Canva to generate images based on what they want to do when they grow up. Those who wanted to go further moved into Level 2, **Artificial Intelligence and App Inventor**, where they built their own apps, integrating chatbots, text-to-speech, image classification, and translation. The retention rate was remarkable: only one student chose to leave, proof that the content was holding their attention and their ambition.

The course ended for both levels with group projects that showed the range of what students had absorbed: career-planning assistants, AI-powered tutors, and time management tools designed by the students themselves.

What the AI Generation course looked like through students' eyes

Definitely my favourite moment of the course was the completion of the final project, where we proved our knowledge and ability to build something real.

Path to Code courses

The sessions gave students the opportunity to move from visual programming to written code. In Level 1, **Introduction to Programming with App Inventor**, students learned the basics of algorithms through a block-based platform, building apps such as games and working pianos. In Level 2, **Introduction to Python**, students tackled fundamental programming concepts and completed group projects including time management apps, a banking system, and a parking management tool.

Path to Code is also where the Foundation's commitment to personalisation showed up most visibly. When students told us that some of the lessons were too theoretical and they wanted more time to practise, we listened. The lesson design was reshaped to include more hands-on exercises. Trainers began working in smaller breakout rooms, adjusting pace and depth to what each group actually needed. It is the same principle that runs through every program in the Foundation: the learning follows the student, not the other way around.

What Path to Code meant to students

From the first day, I loved my colleagues and my teachers. Every Tuesday evening I'd think: I have to wake up at 8:30 again tomorrow. And I did wake up tired. But the tiredness never lasted, because the energy in the group was stronger. By the end of the course, the only question I had was: why can't we have more sessions per week?

Path to Code Level 1 student

I will miss the programming course, but not only the course itself. I will miss the two teachers who made me show up with pleasure every single time. This year, something was built between us, not just knowledge, but a real connection, with them and with my colleagues.

Path to Code Level 2 student

Digital Skills in the Future Acceleration Program

Where the curiosity begins

The digital experience continued in the **Future Acceleration Program**, where children had the opportunity to explore technology through interactive activities during the summer camps, with children investing a total of **396 hours** in digital skills activities throughout the camps.

Alongside volunteers from UiPath, children at this stage of the journey discovered how digital tools are shaping the human experience. It was a door: an encounter with the idea that technology is something you can shape. The path through **Digital Skills** starts here, with a moment of wonder, and it grows with every program that follows.



Impact of Digital Skills in 2025



276 high school students participated in Artificial Intelligence and Programming courses



4,627 hours invested by high school students in Artificial Intelligence and Programming courses



396 hours invested by children in the Future Acceleration Program for developing digital skills



9,700+ participants in public webinars about AI Generation Curriculum



570 teachers registered to access AI Generation Curriculum



19 teachers piloting activities from AI Generation Curriculum (2025-2026)



5 countries expressing interest in the AI Generation Curriculum



98% of Path to Code students believe they developed their programming skills



98% of Path to Code students believe they improved their teamwork skills



80% of AI course students want to pursue an AI-related career



90% of AI course students feel confident explaining AI concepts to peers



Early Education Forward

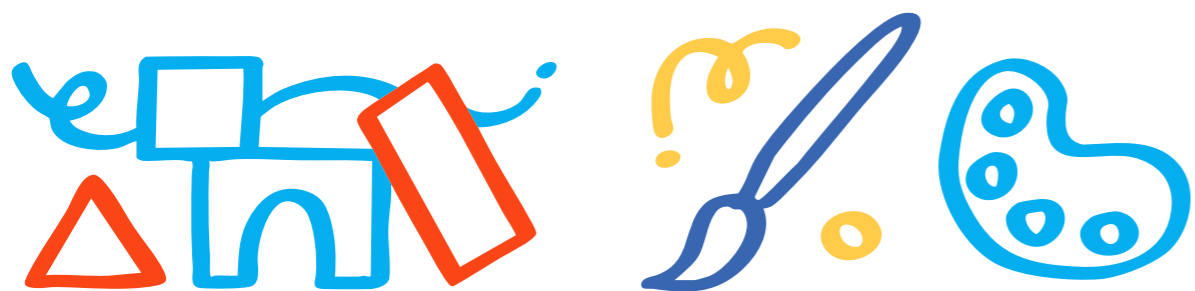
Implemented together with our strategic partner: OvidiuRO Association

In partnership with our strategic supporter, the Didona Foundation

Early Education Forward is our program dedicated to strengthening the quality of early education in Romania. It operates through two interconnected projects: **Futureproof Educators**, a leadership program for preschool teachers working in underserved communities, and **Every Child Deserves a Story**, a nationwide literacy initiative. Together, they address the two things every young child needs to begin well: a well-prepared teacher and a book within reach.

Futureproof Educators

Futureproof Educators invests in the people who shape a child's earliest experience of learning, trust, and possibility. In 2025, the project saw its second generation of graduates and launched the selection for its third, reaching deeper into the communities where quality early education is most needed and hardest to find. The project is implemented in partnership with our strategic supporter, the Didona Foundation.



The second generation graduates

At the beginning of 2025, we celebrated the graduation of the second **Futureproof Educators** cohort. A cohort of 20 preschool teachers completed their training and put what they had learned into practice, each one designing and implementing an individual project in their kindergarten. The projects responded to real needs they had identified in classrooms: some focused on language and communication, others on socio-emotional skills, on involving parents and families, or on building cognitive abilities through hands-on learning.

One educator implemented a project called “*Growing and Developing Together*” with 25 preschoolers aged 4 to 5 and their families, 64% of whom come from disadvantaged backgrounds where active parental involvement in education had been a persistent challenge. Over four weeks, she ran interactive workshops combining digital tools with activities focused on socio-emotional development, interactive reading, and empathic communication. By the end, 90% of parents expressed desire to continue, implementing new practices at home: one-on-one reading, emotion management, educational digital resources. The kindergarten went from being “the place where you leave your child” to an active educational partner.

Across all 20 projects, 350 children were directly impacted. The change was not only in the classrooms. It was in the teachers themselves.

What the experience looked like from a participant's perspective

The Futureproof Educators experience opened up new perspectives for my activity. It gave me the courage to dare and set bigger goals, to experiment with new teaching methods, and to create enjoyable learning experiences for the children.

Since I implemented what I learned, the children became eager for the activities, enthusiastic about the kindergarten, and much more open to getting involved.



The third generation begins

To prepare the next edition, the team launched a nationwide learning needs assessment, reaching 750 preschool teachers. Their answers sharpened the curriculum for the year ahead: more focus on socio-emotional development and on strategies for integrating children with special educational needs in public kindergartens.

In September, the third generation of 20 educators began training. The curriculum combined online sessions with an intensive in-person module in Bucharest, and, for the first time, expanded the AI component: alongside the practical sessions on digital pedagogy that have been part of the program from the start, educators explored how Generative AI works, what it can do in an educational context, and how to think critically about its use.

In a project designed for educators who work with the youngest, this was a deliberate signal: the conversation about how technology shapes learning begins here, at the earliest stage. Not because preschoolers need AI, but because the teachers who guide them need to understand the world those children are growing into.



A voice from the program

Oana Maniga is kindergarten teacher in Răchiți. She joined **Futureproof Educators** looking for new methods and professional growth. She found something bigger.

Who are you in Răchiți, beyond school and the classroom?

I am Oana, a person involved in the Răchiți community not only as an educator, but also as a mother, a colleague, and a source of support for those around me. I like to create connections between people and bring a spark of positive energy wherever it is needed. I like to build the bridge between kindergarten and family, and for the world to understand that kindergarten is a child's second home.



What does being part of this community mean to you?

For me, this community means belonging, support, and responsibility. It is the place where I feel I can make a real difference, even through small things done with heart. I invest a lot of time researching and looking for new and interesting things for the children, trying to bring something different to a rural kindergarten, or 'the village kindergarten,' as some still call it, even though we are very close to the city.

What are you trying to build there, and for whom?

I am trying to build an environment where children feel safe, encouraged, and loved, but also a space where parents and teachers can collaborate authentically, even though in our times that seems harder and harder. I do it for the children, first of all, but also for the future of our community. Only together can we grow and define who we are.

How did you come to the Futureproof Educators project, and what did you expect from it?

I joined the project out of a desire to grow professionally and discover new ways of working. I expected to find inspiration, but also concrete solutions for the challenges I face in the classroom. The program changed me 180 degrees, from good to very good.

What was the most important thing you learned there?

That change starts with me, with my inner state and my wellbeing, and only then with the children, the parents, the colleagues, the community. I understood how important it is to be open, flexible, and to focus on the relationship with each child, but also to say no when it is needed.

How do you apply today in the classroom what you discovered in the program?

I pay more attention to the children's emotional needs, I use interactive methods, and I try to create an environment where every child feels valued, with a variety of activities and active learning.

What would you say to a fellow teacher thinking about applying?

Be brave. This is an experience that does not only give you useful tools. It helps you rediscover yourself as an educator and as a person.

Every Child Deserves a Story

The second pillar of **Early Education Forward** is **Every Child Deserves a Story**, implemented in partnership with OvidiuRO Association. The project is a county-wide literacy intervention designed to reach as many teachers and children as possible with two things that should be basic but are not: training and books.

In 2025, the initiative focused on Dâmbovița county. Over the course of the year, it reached more than 3,301 preschool and primary school teachers through a combination of face-to-face workshops and online training sessions. A total of 2,560 books were distributed to educators, and 2,000 more are being distributed to children in the county's most impoverished communities.

In one of the year's most memorable moments, 6 UiPath volunteers traveled to Bălteni, a village in the underserved Conțești commune, to read with children and lead creative literacy activities. Around 50 children participated. At the end of the session, each child received a book to take home, for many of them it was their very first one. The volunteers were not delivering a curriculum. They were showing, by being there, that someone cares enough to sit on a small chair and read a story out loud. That's how light is being created, through knowledge.



Impact of Early Education Forward in 2025



3,301 preschool and primary school teachers participated in learning sessions



4,560 books distributed to children and kindergarten teachers



20 educational projects implemented in kindergartens by teachers participating in Futureproof Educators program between 2024-2025



350 children benefited from the activities carried out by the teachers participating in Futureproof Educators between 2024-2025



20 teachers started Futureproof Educators in 2025



100% of Futureproof Educators participants report professional and personal growth

Teachers' Development

Our **Teachers' Development** works with the teachers in the communities where we run the **Future Acceleration Program** and **Own Your Path** programs. It equips them with the skills to build safer, more inclusive, and more forward-looking classrooms, strengthening the ecosystem that supports every child in our programs.

From inclusion to innovation

In 2025, the **Teachers' Development** completed the work it had begun the year before and launched something entirely new: the program's first-ever course developed entirely in-house, **Introduction to Artificial Intelligence for High School Teachers**. If students in **Own Your Path** are learning about AI through the **AI Generation** curriculum, the teachers who guide them every day need to understand it too. This course was designed to close that circle.

It covered a wide range of topics built to give teachers both understanding and confidence: what Artificial Intelligence is and what it is not, the difference between classical AI and generative AI tools like ChatGPT and Gemini, the ethics of AI and the reality of deepfakes, how algorithms shape the content we see, the environmental impact of AI, online safety and ethical principles, image and text generation, human-AI interaction, and critical thinking in the use of AI. The goal was to equip them with enough knowledge to guide their students through a world already shaped by these technologies.

Interest was immediate: 120 Partner Teachers applied. After a rigorous selection process, 21 began the course, a 9-week program of 12 online sessions combining theory with hands-on practice. **A total of 17 teachers** piloted or will be piloting activities from the curriculum in their own classrooms during the 2025–2026 school year, reaching an estimated 445 students directly.



The ambition goes further. Recently, the Romanian Ministry of Education and Research officially endorsed the course as a complementary professional development program, providing teachers with formal recognition and a strong incentive to continue their professional growth.

When a teacher learns, the path is lit for every child in their classroom.

The course showed me that AI is so much more than ChatGPT, and that its impact on us and our environment is far more complex than I realized. I believe it would be incredibly valuable for students to receive information from better sources, and this course helps teachers feel confident in what they pass on.

*English language teacher,
2025 participant*

I was reluctant about technology, but this course opened a path to tools I can now use at any point in my lesson. I would recommend it to any teacher who wants to create engaging moments in the classroom, and to anyone who needs to produce quality materials in a short amount of time.

*Romanian language and
Literature teacher, 2025 participant*

Impact of Teachers' Development in 2025



21 teachers selected and enrolled in the AI course



17 teachers piloted or will be piloting activities from the curriculum in their own classrooms during the 2025–2026 school year



445 students reached through AI-trained teachers



94% of the trained teachers are motivated to integrate AI into their teaching



81% of trained teachers are willing to implement the AI Generation Curriculum



FuturePath Community

***FuturePath Community** is our newest program, launched in 2025 as a pilot. It supports young people who have graduated from **Own Your Path** as they take their next steps into college and professional life, through scholarships, mentorship with UiPath volunteers, AI and professional development workshops, and community events.*

Now, they light the path

For years, someone lit the path for them. A tutor who stayed patient. A volunteer who showed up. A scholarship that kept them in school. A tablet that opened a window. Light a Path has always been an invitation to others: *help a child see the road ahead*. In our alumni community, the ones who once walked in that light begin to carry it themselves.



In 2025, the program launched as a pilot with 14 young people from 5 university centers across Romania, the first **Own Your Path graduates** to enter the Foundation's support system as adults.

Seven of them were selected for scholarships, and five of them matched with a dedicated mentor from UiPath. Over the course of the year, these pairs met monthly, investing time in conversations about goals, plans, doubts, and decisions. By the end of the year, the first cycle of mentoring relationships came to a close, marked by a celebration and by something harder to measure: the trust that is built when two people choose to show up for each other, month after month.

The community gathered regularly, online and in person. Nine workshops covered topics from financial education to practical applications of AI in learning, continuing the thread that runs through every program in the Foundation. In April, the group met at UiPath headquarters in Bucharest. For young people whose journey with the Foundation began in middle school classrooms in counties like Vaslui or Galați, being in that room was itself a measure of the distance they had walked.

The moment that defined the year came in the summer. Four alumni returned to the Foundation's camps as volunteers, leading workshops alongside the children who are now where they once were. Three others volunteered with local organizations working with people with disabilities. Not because anyone asked them to. But because when someone has lit the path for you long enough, lighting it for someone else stops being a choice. It becomes who you are.



Preparing for what comes next

The largest graduating cohort in **Own Your Path**'s history is approaching, and the **FuturePath Community** is preparing to receive them. The pilot year was not just a program. It was a rehearsal, a chance to learn what works, what matters, and what a young person needs when the structure they have relied on for four years is suddenly behind them.

The answer, it turns out, is not so different from what they needed at the beginning: someone who believes in them, a community that holds them, and the knowledge that the path ahead is lit.

Impact of FuturePath Community in 2025



14 alumni participating in the program



7 alumni receiving scholarships



45 scholarships awarded annually



182 hours invested in activities



305 volunteering hours invested by alumni

PARTNERSHIPS FOR INDIA

Since its early years, UiPath Foundation has extended its mission beyond Romania. In partnership with Girl Up India, an initiative of the United Nations Foundation, the Foundation supports two Girl Up Clubs, Daraksha and Hausla, at Swarachna School, empowering adolescent girls through awareness, learning, and creative expression.

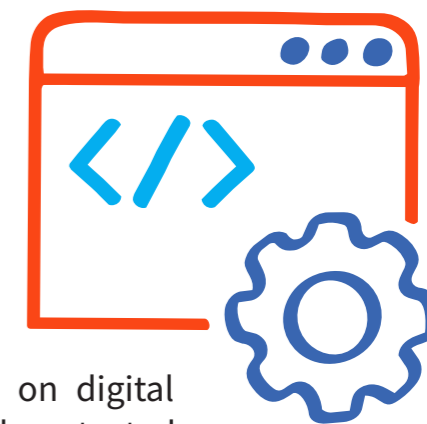
In 2025, the program engaged 110 students from grades 6 to 11 through sessions on relevant topics for them such as child marriage, early pregnancy, child rights, and the laws that protect women, girls, and children. Average attendance stayed at 95%.

The Girl Up session made me realize how important education truly is. During the session, we had a great discussion on early marriage and how we can prevent it through education.

Manshi, 11th grader



DIGITAL INNOVATION



The infrastructure behind the path

Every program described in this report runs on digital systems that someone built, maintained, and protected. Digital Innovation is the Foundation's internal engine: the team and the volunteer community that ensure the platforms work, the data is safe, and the tools evolve as fast as the programs they serve.

In 2025, the **Own Your Path Digital Educational Platform**, which powers the entire **Own Your Path** experience, went through a major upgrade and architectural refactoring, reducing maintenance costs by 50% and expanding to host the alumni community. **Salesforce for Nonprofits** matured into a fully integrated management tool, with automated contract management and beneficiary communication now live across both major programs. Every scholarship, every communication, every data point about a child's journey is now traceable and consistent.

The **Security Enablement Project** brought together 13 UiPath volunteers from across Security, IT, and Governance to perform a full audit of the Foundation's digital ecosystem and align it with enterprise-grade security standards. Multi-factor authentication, role-based access control, incident response planning, and monitoring were implemented across 40+ systems and applications. The project protects the Foundation's most sensitive data: the information of every child, family, and teacher in our care.

The most forward-looking initiative was starting the work for the **Educational Assistant**, a conversational AI agent designed to support students directly within the **Own Your Path Platform**. Built in collaboration with UiPath's engineering team and designed with child safety at its core, it is the next chapter of the AI story that runs through this report: an organization that uses it responsibly to strengthen the very systems that support them. More to come about it in 2026.

A number of 23 volunteers were involved in Digital Innovation initiatives throughout the year.

OUR COMMUNITY OF LIGHT



Partners, donors, volunteers

Every path lit in this report was lit by someone. A volunteer who showed up on a Tuesday evening to teach a class. A partner who invested in a vision spanning more than a single year. A donor who chose to believe that a child they would never meet deserved an opportunity. This chapter is for them.

VOLUNTEERS

The ones who show up with the light

Throughout this report, you have read about paths lit for children across Romania. Our volunteers are the people who light them in person. They show up week after week, stay long enough to see a child walk further, and keep coming back because the work changes something in them, too.



In 2025, 173 UiPath volunteers and 8 ING Bank Romania volunteers dedicated 9,334 hours to the Foundation's programs. Of these, 61 joined from outside Romania, bringing perspectives from Canada, France, Germany, India, Japan, Australia, the Netherlands, Spain, the USA, and the UK.

Teaching

The most demanding commitment a volunteer can make is to teach. It means showing up every week for months, preparing sessions, and adapting to students who learn at different paces. In 2025, **Digital Skills** trainers and instructional designers each invested an average of **72 hours** across the school year. They designed curricula, led classes in **AI Generation** and



Path to Code. The students noticed. In their feedback, they spoke less about the content and more about the people: *“I will definitely miss the programming course, but not only the course itself, but also the two teachers who made me participate with pleasure every time.”*

At camp

The **U&I Summer Camps** brought together a total of **59 volunteers from UiPath and ING Bank Romania**, the largest group yet. They led small groups of children, facilitated digital & financial skills workshops, and for many, experienced the most direct form of volunteering the Foundation offers. Among them, four international UiPath volunteers from Japan, the USA, Australia, and India led English and culture workshops, opening windows to parts of the world most of the children had only read about. A total of 8 volunteers from ING Bank Romania brought financial education directly to the children through a dedicated workshop at the camps, giving them a first introduction to saving, spending, and making informed financial decisions.





Across borders

Two international teams chose to include volunteering in their Bucharest gatherings. The People Team and the Peak Team, **46 volunteers in total**, each spent an afternoon with children from the **Future Acceleration Program** in the Ferentari community. For teams spread across geographies, volunteering became the most meaningful form of teambuilding.



The **English Conversation Club** doubled in size: **a total of 16 volunteers** from five countries led 8 online sessions over the summer, helping children practise English through conversations about technology, culture, and life in different corners of the world.



Behind the scenes

Not all volunteering is visible. A team of **23 volunteers** formed the **Digital Taskforce**, working with the Foundation's Digital Innovation Manager to strengthen the organization's security infrastructure. Their contribution will never appear in a child's story, but it ensures the systems that serve those children are safe.



The **Ambassadors**, a core group of 11 UiPath employees, are the connective tissue of the volunteer community. They recruit fellow volunteers, organise community events, and sustain the culture that makes all of this possible.

What it means

Volunteering at UiPath Foundation is not a one-day event. It is a sustained relationship between professionals who have something to offer and young people who need exactly that. But the numbers do not capture what actually happens: a trainer who stays patient when a student struggles with a basic download, a mentor who calls an alumnus every month for a year, a volunteer who drives to a village in Dâmbovița to sit on a small chair and read a story to a child who has never owned a book.

The light is only as steady as the people who carry it.

Impact of Volunteering in 2025



181
volunteers
actively engaged
in the programs



9,334
hours dedicated
to volunteering



1,166
working days
invested in
volunteering



The time contributed by
volunteers is equivalent to the
work of nearly 4.5 full-time
employees in one year.

PARTNERS

The organizations that light paths alongside us

No foundation works alone. Behind every program, every camp, every curriculum delivered, there is a network of organizations that chose to invest their resources, their expertise, and their trust in the belief that education can change the trajectory of a child's life. Some fund the work. Some strengthen it with knowledge, products, or services. All of them are part of the path.

Impact Partner

UiPath has been the Foundation's impact partner since its founding. Beyond funding, UiPath's greatest contribution is its people. In 2025, 173 volunteers dedicated 9,286 hours to the Foundation's programs, teaching AI and programming courses, mentoring alumni, leading summer camp workshops, and strengthening the organization's digital infrastructure. The Foundation's mission is inseparable from the community that powers it.

Funding Partners

Corporate Partners

PPC Renewables Romania supports the *Future Acceleration Program* community in Vaslui county. The shared objective of our partnership is to raise educational attainment, prevent and reduce school dropout, and support the emotional development of 22 children enrolled in the *Future Acceleration Program*. The partnership aims to create shared value through interventions planned in accordance with the needs identified at the community level. [Read more](#) about the impact we create together.



PwC has been a consistent supporter of the *Future Acceleration Program*. Through an annual commitment, PwC funds the monthly scholarships that go directly to the children in the program.

Zia Training supported scholarships in the *Future Acceleration Program*.

Mindit Consulting supported scholarships in the *Future Acceleration Program*.

Foundations

Didona Foundation supports the *Futureproof Educators* project within *Early Education Forward*, investing in the professional development of preschool teachers who work in underserved communities across Romania. Didona Foundation also supports the **U&I Summer Camps** within the *Future Acceleration Program*.

In-kind Partners

dm drogerie markt provided essential care products for the children participating in the **U&I Summer Camps**, ensuring that every child had what they needed during their week away from home.

ING Bank Romania brought financial education directly to the children through a dedicated workshop at the summer camps led by volunteers from the company, giving them a first introduction to saving, spending, and making informed financial decisions.



A_Best Language Center partnered with the Foundation to design and deliver the **English Conversation Club** within the *Future Acceleration Program*, helping structure sessions by proficiency level and supporting volunteers in creating an engaging learning experience.

Capacity-building Partners

Romanian United Foundation (RUF) supports the Foundation's fundraising capacity, helping strengthen the systems that make sustained growth possible.

Filip & Company provides pro bono legal counsel, ensuring the Foundation's governance and operations meet the highest standards of compliance and accountability.

INDIVIDUAL DONORS

The people behind the light

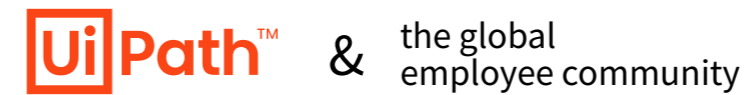
Our work is sustained not only by organizations, but by individuals who choose, personally and deliberately, to light a path for a child they may never meet.

In 2025, the community of individual donors came together through multiple initiatives that closed the year with generosity and warmth. The **Light a Path giving campaign** invited donors to contribute directly to the Foundation's programs, continuing the invitation that runs through everything we do. A **Books & Games Donation** drive brought learning materials and joy into the hands of children across our communities. **Winter Holiday Fairs** in Cluj and Bucharest offered supporters a chance to connect with the Foundation's mission in person. And the **Bucharest Christmas Auction** turned the festive season into an occasion for collective impact. Additionally, a UiPath employee based in Bucharest took on the Tour du Mont Blanc hiking challenge, turning a personal endurance journey into a fundraising initiative in support of the children in our programs.

Each contribution, regardless of its size, became part of something larger: a scholarship that kept a student in school, a book that arrived in a home that had none, a camp that gave a child their first taste of possibility. The donors who make this possible rarely see the results of their generosity firsthand. But the paths they light are real, and the children who walk them carry that light forward.



Impact Partner



Strategic Partners



AI Generation Partner



Funding Partners

Corporate Partners



Foundations



In-kind Partners



Capacity Building Partners



TEAM

UiPath Foundation Board

Vargha Moayed – President of the Board
Andreea Baciuc – Member of the Board
Corina Puiu – Member of the Board
Liana Tîrcă – Member of the Board
Ștefan Cibian – Member of the Board
Andrada Morar – Member of the Board
Margareta Mucibabici – Member of the Board

Global Advisory Board

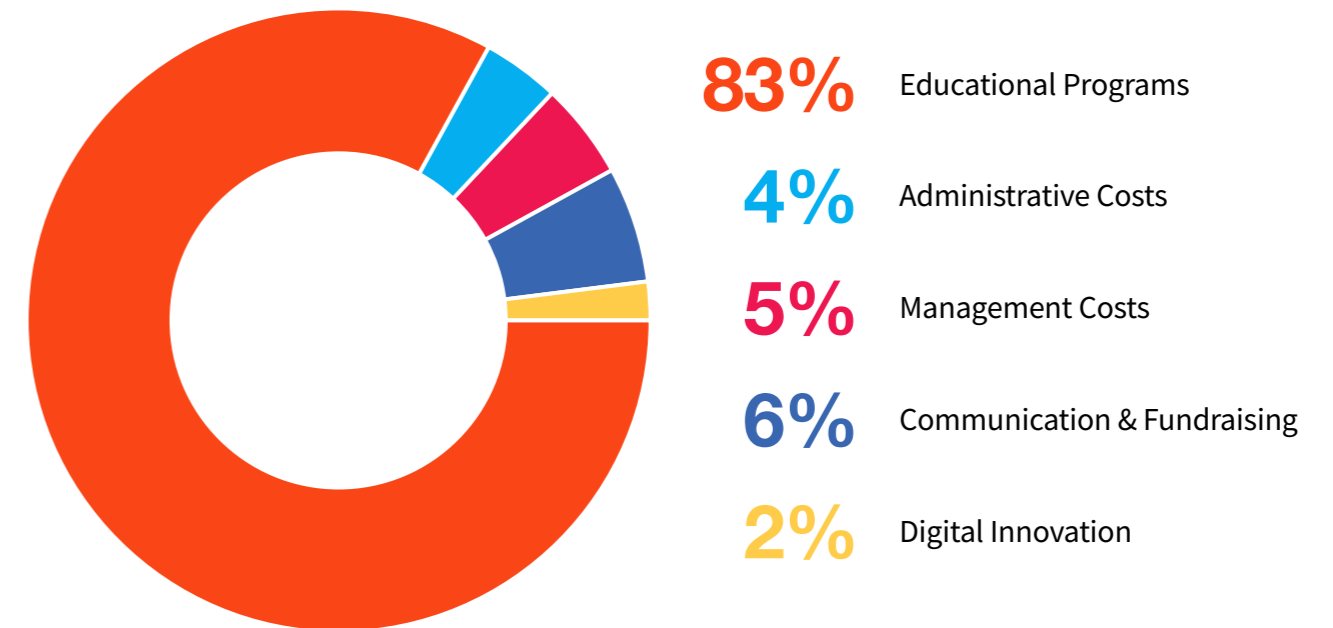
Akila Somasegar

UiPath Foundation Team

Alina Rădoi – Regional Coordinator
Andrada Ciocoi – Senior Communication Officer
Andreea Irimia – Program Manager
Andreea Pănoiu – Project Manager
Andrei Constantin – Regional Coordinator
Bogdan Mihăescu – Finance Director
Cătălina Rață – Acting Executive Director
Ciprian Tehei – Community Development Coordinator
Coralia Radu – Senior Program Officer
Cosmina Schiau – Global Donors Engagement Manager
Denisa Colțea – Communication Manager
Despina Donca – Digital Innovation Manager
Diana Dragoș-Răuță – Global Donors Engagement Manager (maternity leave)
Georgiana Giba – Program Manager
Irina Lonean – Monitoring & Impact Evaluation Consultant
Laura Călin – Institutional Partnerships Coordinator
Magda Țucăr – Volunteering Program Manager
Mădălina Lescai – Program Manager
Mina Oros – Program Manager (maternity leave)
Moriann Cohen-Tzedec - Volunteering Program Trainee
Oana Hera – Project Manager (maternity leave)
Raluca Negulescu-Balaci – Executive Director (maternity leave)
Șinziana Săndică – Program Officer
Șinziana Sumbasacu – Project Manager
Ștefania Mihăilă – Program Officer
Tihamer Bokor – Program Officer
Valentina Cardaș – Local Coordinator

FINANCIAL DATA 2025

Total Expenses: **\$4.3M**



CERTIFICATIONS



Keeping Children Safe
Member
Certified 2024

LIGHT ANOTHER PATH

You have read the distance they walked this year.

A child in Vaslui who sat down for a tutoring session and, for the first time, found it fun. A teenager in Iași who built an AI application and discovered she could shape technology, not just use it. An educator in a rural kindergarten who learned that change starts with her. A teacher in Botoșani who sat in a workshop on Artificial Intelligence and realized the future had already arrived in her classroom. A young adult who came back to the summer camp where his own journey began, this time as a volunteer, carrying the light forward.

None of it happened by accident. It happened because someone chose to light a path.

A scholarship that kept a student in school. A tablet that opened a window into the world. A book placed in the hands of a child who had never owned one. A volunteer who showed up on a Tuesday evening, teaching a class, week after week. Every contribution, no matter its size, became part of a journey that is longer and deeper than any single gesture.

In 2026, close to 600 teenagers will graduate from **Own Your Path**, the largest cohort in the program's history. The **AI Generation** curriculum will reach classrooms in countries we have never even worked in. A new generation of educators will implement projects that change how children experience their first years of learning. The path ahead is wide, and it needs more light.

You lit the path for them. Now, light another.

Donate through the Light a Path campaign at lightapath.uipathfoundation.com





THANK YOU!

 UiPath
Foundation

uipathfoundation.com

