



ANNUAL REPORT 2016

HELPING TO BRIDGE THE DIGITAL DIVIDE

THIS REPORT HAS BEEN PREPARED BY:

Author:

Giovanna Bottani

Editorial Team:

Delphine Meilland

Clara Colombo

Salvo La Terra (AiBU)

Thanks to:

Arnaud Arakaza

Farah Arron

Leah Cruz

Kamal Deep Jain

Mohamed Dumbuya

Waly Faye

Karl-Heinz Kremp

Ramlah Mansor

Nalinthiya Navathitikul

Janice Anne Recto

Claude Rioussset

Xiaofeng Wang

Paolo Trevisanato

Geofrey Tumusiime

Rodin Wimba

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MESSAGE FROM THE PRESIDENT

The digital divide phenomenon currently presents itself as one of the major challenges of the digital era, with both direct and indirect impacts over several contexts. As a matter of fact, IT knowledge and the related infrastructures are nowadays seen as important drivers able to boost socioeconomic development while enhancing innovation and wealth generation.

Nevertheless, the existing gap between those who can keep up with the technological advances and those that cannot represent an obstacle for all communities around the world.

Social scientists have, in fact, acknowledged that disparities regarding access to ICT limit people's ability to take part actively in the new e-society we are living in and where key interactions are more and more implemented with the support of technology.

To have access to ICT can have different meanings for different people. It can refer to the use of the internet for searching and applying for jobs, to have access to new educational offers (though e-learning), even to have the chance of be better engaged in political processes and to stay in touch with the rest of the world, just to name few examples.

Clearly, because of the strong interconnections between informatics and daily life, digitally excluded subjects are secluded from a fair quality of life's improvement and cultural enlightenment that are strictly bounded to the access to the IT world.

In other words, digital inclusion has become one of the key tools to promote a more inclusive development where every individual has similar opportunities and no one is left aside.

With this acknowledgment in order to promote a more equal society, the ST Foundation is collaborating with different organizations throughout the world with the unique goal of spreading informatics literacy in disadvantaged areas.

After 13 years of enriching experiences, I am particularly glad to announce that this year we have reached significant goals: we have trained more than 400.000 people in 26 countries of intervention since the inception of the program. Moreover, in 2016 Ethiopia, Haiti and Thailand have become fully operational, enlarging even more the reach of our program.

I feel honored to be part of the DU Family and to have given my personal contribution to support the digital unify cause helping many people to improve their chances of building a better future.

I would also like to add a special thank you to all those partners, volunteers and colleagues around the world who helped us to make it happen.

Sincerely,

Pietro Fox



Pietro Fox, President

METHODOLOGICAL NOTES

The Annual Report is one of the key instruments, organisations of every kind are using independently from their typology (NGOs, public and private organizations) to communicate to relevant stakeholders key information describing activities, targets and results. It shows the concrete willingness to be fully transparent and accountable for the activities carried out along the year.

The ST Foundation is aware of the expectations these subjects have and of its consequent commitments. For this reason in 2013, we have begun publishing this document on a regular basis to present all the activities carried out along the year and described from a narrative, managerial and economic-financial perspective.

Moreover, the Annual Report has also been designed to allow the full engagement of all those stakeholders that are key for the implementation of our activities. It regularly embeds the feedbacks of our local coordinators, teachers, partners and beneficiaries.

The document has been structured into the following thematic chapters:

1. Who we are: Journey, Mission, Strategy and Governance;
2. Digital Divide: the issue;
3. Digital Unify Program: the reply and its tools;
4. 2016 by the numbers and intervention areas;
5. Project monitoring system;
6. Stakeholders' analysis;
7. Impact analysis;
8. 2016 Financial Statements audited by PWC.

The principles that have guided the presentation of the activities are the ones of transparency and precision. The language is on purpose concise and direct, with a particular attention for a visual language able to communicate easily through the use of charts and images.

The file rouge of every information presented in the document is the strong commitment of the Foundation in supporting the Digital Unify cause in order to guarantee a better future to all those people we will be able to reach with our program. Their needs become the targets of our mission and therefore the ultimate reason to operate.

Giovanna Bottani
Senior Operations Consultant



1. WHO WE ARE

1.1 THE JOURNEY

In November 2001, the former UN Secretary-General Kofi Annan established the UN ICT Task force. This was a unique effort designed to have a balanced representation of members from the North and the South of the world, from governments, private sector, non-governmental organizations, foundations and United Nations bodies. The key mission of the Task Force was, quoting Mr. Kofi Annan's opening speech at the inauguration:

"to help build digital bridges to the billions of people who are now trapped in extreme poverty, untouched by the digital revolution and beyond the reach of the global economy. The new technologies that are changing our world are not a panacea or a magic bullet, but they are without doubt enormously powerful tools for development. They create jobs. They are transforming education, health care, commerce, politics and more. They can help in the delivery of humanitarian assistance and even contribute to peace and security."¹

STMicroelectronics² was a member of the initiative and decided to give a concrete example on how it was possible to fight the digital divide issue. In 2001, reflecting its strong social commitment, the corporation set up the STMicroelectronics Foundation, a non-profit organization based in Geneva completely focused on the topic of digital inclusion.

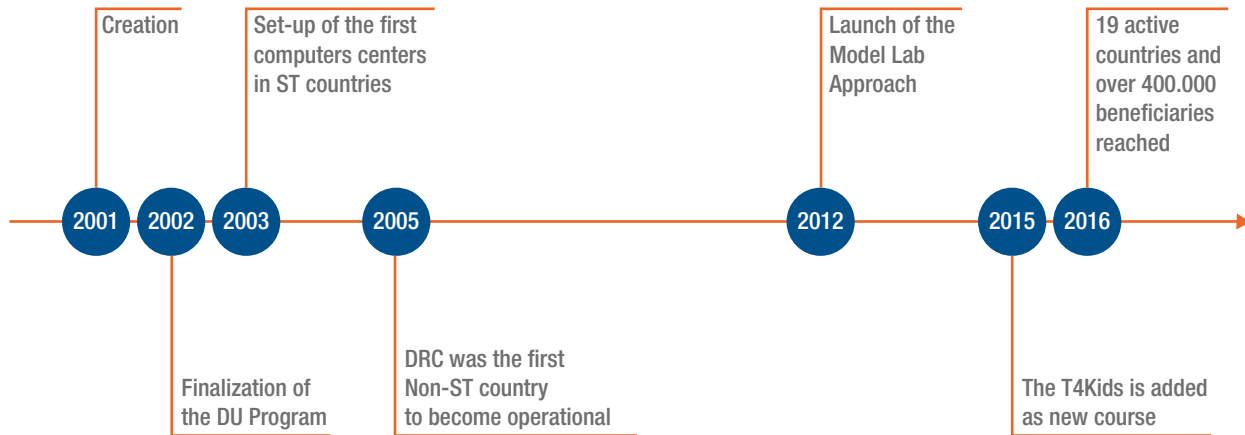
NOTE

¹ For further details: <https://www.un-ngls.org/orf/documents/text/go.between/gb89.htm>

² ST is a global semiconductor company with net revenues of US\$ 6.97 billion in 2016. Offering one of the industry's broadest product portfolios, ST serves customers across the spectrum of electronics applications with innovative semiconductor solutions for Smart Driving and the Internet of Things. Please visit the official website to find out more details: www.st.com

In 2002, the Digital Unify (DU) Program, core activity of the organization, was finalized. In 2003, this program became operational starting first with the set-up of computer centers in those countries where ST was present and more precisely: Italy, India, Malaysia, Malta and Morocco. Today after 13 years of activities, the Foundation has been able to spread its program in 26 countries, touching also disadvantaged areas where ST is not present³.

ST Foundation's milestones



1.2 MISSION

The core mission of the ST Foundation is to develop, implement and sponsor projects that employ the use of modern sciences and high technology to promote human progress and sustainable development in disadvantaged communities around the world.

The mission is supported by the key principles that inspire the implementation of the DU Program and more in details:

- **Accountability:** a particular attention is given to the communication of key information on the implementation, management and evaluation of the activities to relevant stakeholders.
- **Empowerment:** the ST Foundation works with local organizations and not for them, making every possible effort to empower local people to directly manage the activities.
- **Partnership:** the power of a project is related to the possibility of working together. All projects are implemented through the support of local partners to find the best way to adapt the Digital Unify Program to the concrete educational needs of the intervention areas.
- **Impact:** the activities are carried out with a particular focus on the capacity of boosting the social progress of the communities reached through our program.

NOTE

³ Countries touched by the program since 2003: Bolivia, Brazil, Burundi, Cambodia, China, Congo Brazzaville, Democratic Republic of Congo, Dominican Republic, Ethiopia, France, Germany, Haiti, India, Italy, Malaysia, Morocco, Malta, Nepal, Philippines, Rwanda, Sierra Leone, Senegal, South Sudan, Thailand, Tunisia, Uganda.

1.3 STRATEGY

The diffusion of the Digital Unify (DU) Program is the ideal inspiring the strategy at the ST Foundation. The aim of the initiative is to disclose the potential of informatics among disadvantaged people, who have never had the chance to touch a computer before, giving them access to basic education, equipment and internet connection. The distinctive trait of the Foundation is to implement directly its projects with a long-term view based on a six-year period of collaboration. It cooperates closely with selected local partners⁴ that are carefully empowered with an ad hoc training course and supported in becoming gradually independent as the collaboration reaches its maturity level.

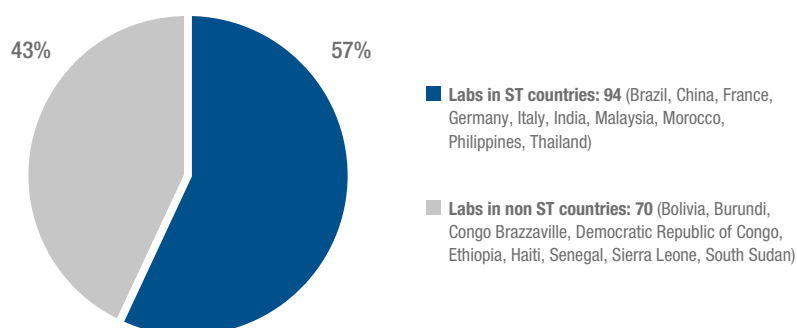
The expansion strategy of the ST Foundation, approved by the board members in 2012 and based on the two main axis of maintaining the focus in Sub-Saharan African countries while reinforcing the importance of the presence in ST countries, was continued also in 2016.

On the base of these guidelines, the operational areas of the organization can be divided as follows:

1. **STMicroelectronics countries:** these are the very first areas in which the DU Program was launched having the chance to count locally on STMicroelectronics' presence, which could offer an ad hoc support for its implementation. Local ST sites have always helped the Foundation with different resources such as volunteers, donations of dismissed computers, logistic support etc.
2. **Non-STMicroelectronics countries:** disadvantaged regions where STMicroelectronics is not active, but where the need to create ad hoc infrastructures and precise competences is very high to fight against social, economic and technological distress improving local general living conditions. In these areas, the Foundation works through dedicated local partners.

Along 2016, the DU Program was boosted, on one side, in Africa with a particular attention to Sierra Leone where the activities have gone back to normality after the Ebola pandemic. In addition, the Foundation reinforced its presence in ST countries, with a particular attention on increasing its presence in China, France, Germany, India, Italy and Thailand.

Split between labs in ST and non ST countries in 2016



In 2016:

- The **ST countries** in which the ST Foundation operates are: Brazil, China, France, Germany, India, Italy, Malaysia, Morocco, Philippines and Thailand.
- The presence of the ST Foundation in **Non-ST countries** is primarily focused in Africa with running DU centers in: Burundi, Congo Brazzaville, Democratic Republic of Congo, Ethiopia, Senegal, Sierra Leone and South Sudan. More limited projects are carried out in Latin America and more precisely in Bolivia and Haiti.

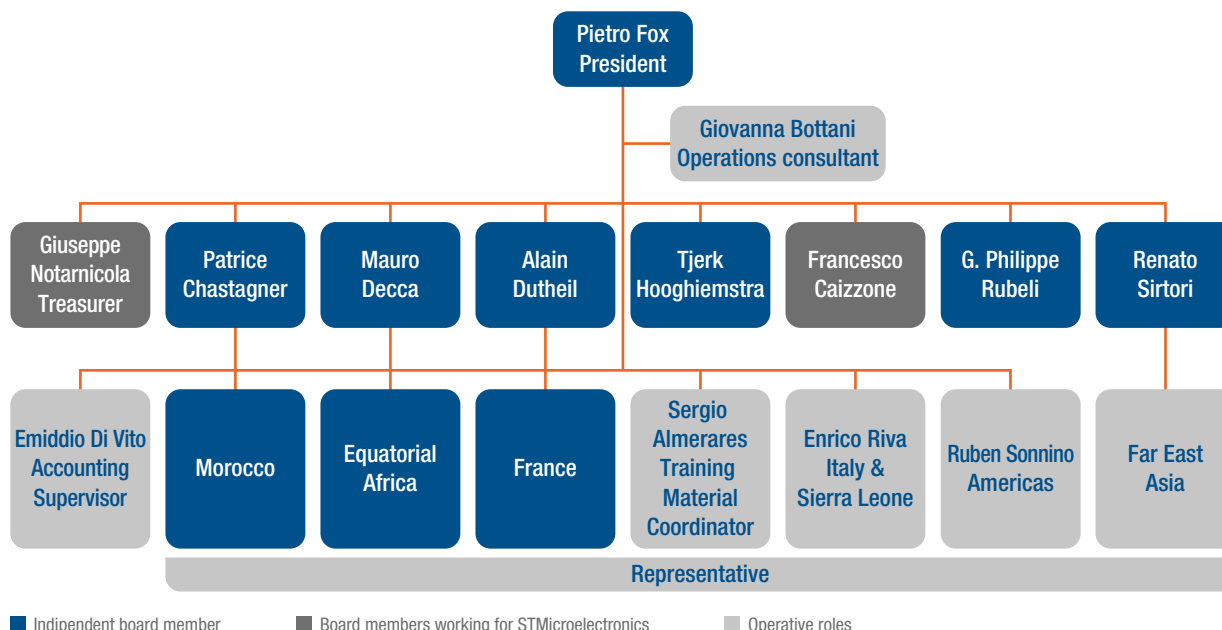
⁴ At the Foundation, a possible partner could be every organization active in the educational field, ready to share the ST Foundation's mission. They can be NGOs, schools, universities, public institutions etc.

1.4 GOVERNANCE

The activities of the ST Foundation are implemented with the support of five key groups of highly dedicated people keen to do their best to boost the reach of the DU Program throughout the world.

1. **Board members:** actual and former STMicroelectronics directors or corporate vice-presidents and a Swiss lawyer. They decide the strategic direction of the organization, working pro-bono and sharing their competences to improve the efficiency of the Foundation. They actively operate in the field as country or region representatives. Their mandate lasts three years and can be renewed or suspended anytime.

Organizational Chart of the ST Foundation as of December 31, 2016



The Board is operationally supported by:

2. **Operations senior consultant:** she/he is appointed by the Board to manage the project in all the active countries and to coordinate the volunteers' activities. Moreover, she/he is also in charge of all the networking, communication and support activities, reporting directly to the president and to the Board members. From 2012, Giovanna Bottani is the person in charge.
3. **Country representatives:** either Board members or ST volunteers, officially appointed by the president in agreement with the Board, in charge of specific areas of intervention. To date, they are: Patrice Chastagner (Morocco), Mauro Decca (Equatorial Africa), Alain Dutheil (France), Renato Sirtori (Far East Asia), Ruben Sonnino (Americas), and Enrico Riva (Italy and Sierra Leone).
4. **Local representatives:** in countries where the presence of the Foundation is more significant, they are precious resources through which the Headquarters operates. They propose and monitor new partners and projects. They all report to the Headquarters and to the country representatives.
5. **Volunteers:** ST volunteers are the soul of the DU Program. Thanks to their precious help, many activities can be finalized and improved such as teaching, training local trainers in the intervention areas, updating the training material and boosting the reach of the global activities.



2.DIGITAL DIVIDE: THE ISSUE

"We have entered the knowledge society and everyone must have access to participate. The internet is the most powerful potential source of enlightenment ever created. Governments must regard it as basic infrastructure, just like roads, waste and water." Dr Hamadoun Toure, Former Secretary-General, ITU.

The Digital Divide can be defined as the inequalities between people who have access to use modern information and communication technology (ICT), such as computers and the Internet, and people who do not. This definition includes also those who have and those who do not have the required competences and abilities to use ICT to improve their education on the subject itself.

The divide exists between economic classes and educational level, between villages and urban areas, and on a global scale, between developed and developing countries. The reasons beyond these gaps can be different such as age, gender, race, income, location, cultural factors, just to name few examples.

On the contrary, the common element for these divides is always the same and it is indicated in Mr. Toure's words as the total exclusion from progress and knowledge. In the e-society, we are living in, a person, who does not have access to the internet, has also no access to that enlightenment that is needed to promote a really shared and balanced development.



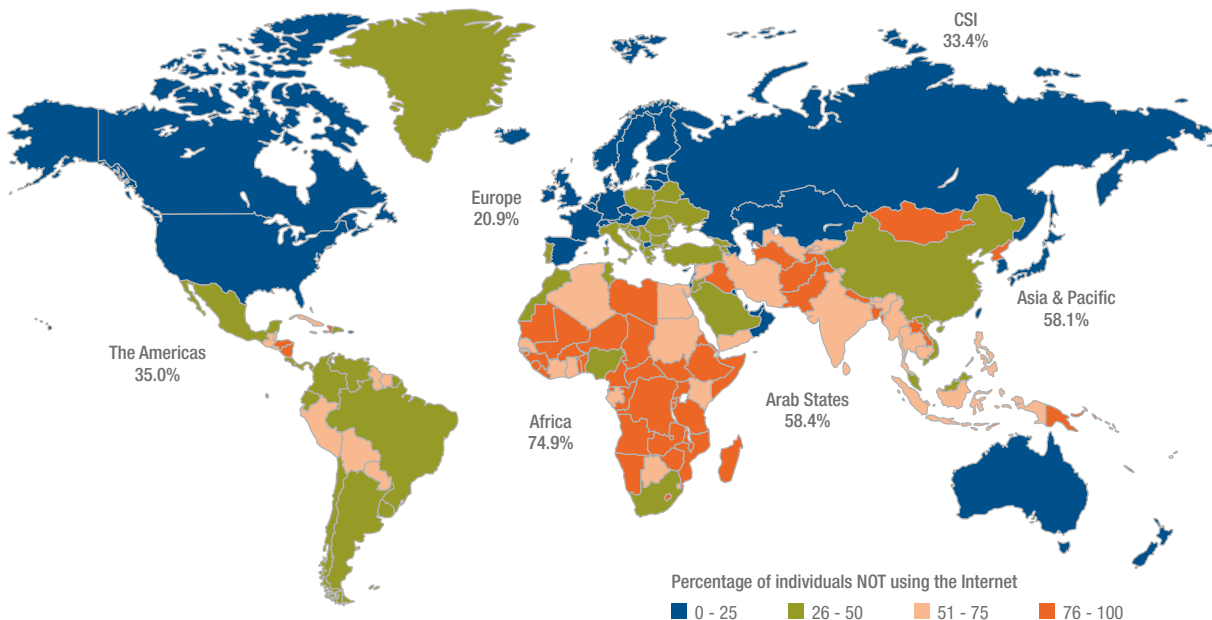
With this perspective, it becomes evident how fighting against the digital divide could help stimulating:

1. Economic development: an active use of IT infrastructures offers a shortcut to economic progress for less developed countries. Information technologies can be linked to productivity improvements and give industries a competitive advantage.
2. Democracy: free communication/information through the Internet can lead to a better democracy, enhancing an increased public participation in decision-making processes.
3. Healthy labor market: IT tools are playing a progressively important role in people's learning, professional work and career development. Through IT skills work becomes more efficient and effective.
4. Social equality: access to the Internet is a basic element of civil life. Key data and information relevant to people's careers, lifestyles, safety, health etc. are progressively provided via the Internet. Even social welfare services nowadays can be administered and offered online.

Synthesizing all the above considerations we could say that ICT tools and skills are now the keys that open the doors to development. This intrinsic power can become a trigger against developing countries, if it is not shared on an equal basis. In fact, this potential could help all those countries that are able to use it to develop even more, while increasingly secluding those areas that do not have the needed infrastructures and competences.

The actual situation is evident if we look at the numbers presented by the International Telecommunication Union⁵, illustrated in the below map that indicates clearly the huge gap in the Internet penetration rate existing between the North and the South of the World. We can estimate, according to ITU's database, that 3.9 billion people (53% of the world population) is not using Internet, with a high concentration of non-users in Africa, where 75% of the people are completely offline.

Percentage of individuals not using the Internet



⁵ Source: ICT Facts and Figures, ITU.

LITERACY



Education is another term of learning or to develop your knowledge, and skills to get better. The methods of education could be done by discussion, storytelling, research, reading, tutoring, training, experiences, and teaching. Normally learner can be educated by educator such as teacher, trainer, or even by themselves.

There are 2 types of education, formal education and informal education. Formal education normally takes place in school, university, college with multiple learners or classroom in the way of teaching by certified teachers of the subject. Informal education can be in places such as home, office, community centres, or even media labs. Many learners will also get the benefit of language, interaction with others, awareness, culturalization, and socialization.

3. DIGITAL UNIFY PROGRAM: THE REPLY

The Foundation has created the Digital Unify (DU) Program to give its personal answer to the digital abyss many countries are still living in and where over the 50% of the world population is not reached by the Internet. It is a very specific educational program with the scope of boosting informatics literacy throughout the world offering two learning paths:

1. The ICB Program

It has the purpose of boosting the familiarization with informatics with a basics course for people from the minimum age of 14 years old. In 20 hours, the students can have a complete overview on the key tools informatics can offer with the aim of generating curiosity towards ICT, disclosing its potential. The Program is based on the following key elements:

- Set up of computer training centers (DU Labs), in partnership with selected local partners (i.e.: schools, universities, NGOs, local administration, etc.).



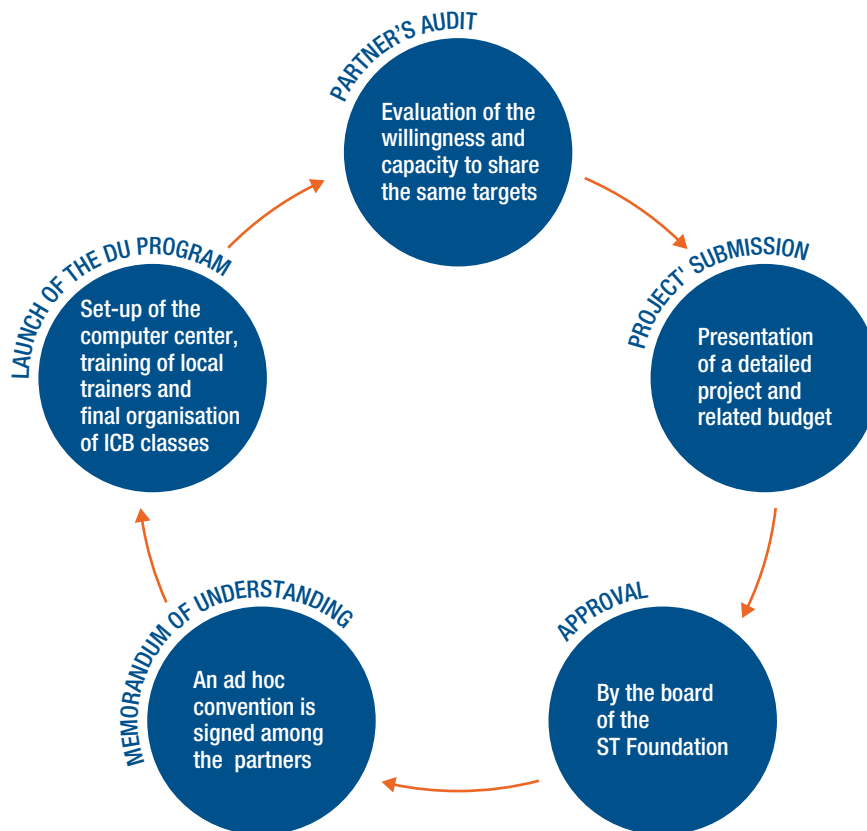
- Capacity of bringing internet connection in disadvantaged areas across the world.
- Delivery of a free computer course, the Informatics and Computer Basics Course (ICB). The 20 hours ICB course is deployed with a standard manual, regularly revised with the help of ST volunteers. It has the target of conveying a basic knowledge while creating curiosity towards this subject.
- Empowerment of local partners through the “train the trainer” approach. When the computer center is equipped, the Foundation trains local trainers to be able and have the competences to further cascade the course.

2. Tablets For Kids (T4K) Program

This learning path has the target of tackling the digital divide issue among younger generations, offering the chance to children aged 9 up to preadolescents aged 13 to discover the informatics world using tablets. The course has been designed with a particular attention on the pedagogical approach that has to convey basic skills in an easy and flexible way, while generating fun and desire to explore the IT world. The phases of the course are similar to the ones of the ICB course, the only difference is that for the T4K only the trainer’s manual is requested while the children are left free to test what informatics is.

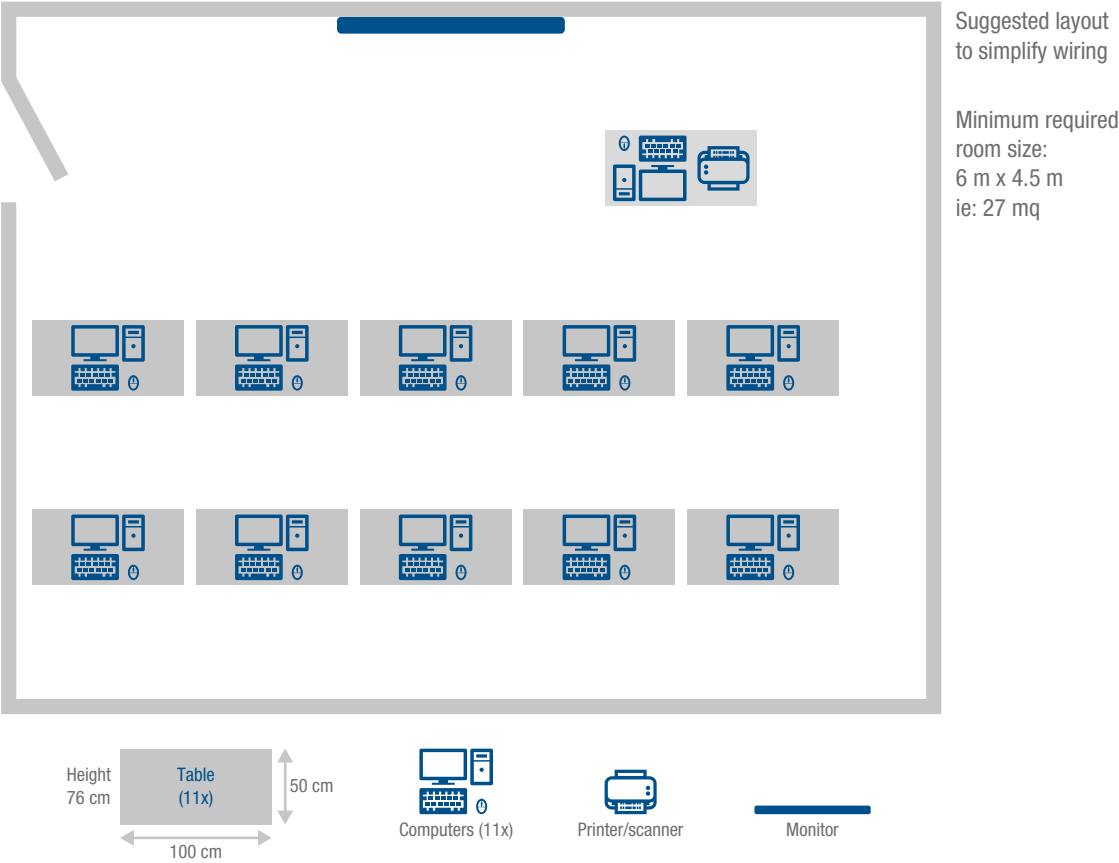
3.1 DU PROGRAM: FROM A TO Z

The ST Foundation operates through the precious support of local partners who decide to join the fight against the digital divide. The procedure for launching every kind of collaboration follows standardized phases:



Once the collaboration is finalized, the ST Foundation sets up the computer training centers following its standard approach: the **Model Lab Approach**. The labs have to follow, worldwide, specific guidelines in terms of layout and equipment. They generally consist of 11 PCs, a projector or large monitor, a scanner printer, a UPS system with back-up batteries if electrical supply is not continuous, internet connection and, when needed, a photovoltaic system if electricity is not available. The idea behind this scheme is to send the full package needed to deploy the Foundation’s program instead of giving “normal “donations. This intervention process has improved along the years the efficiency of the program.

Layout of the typical model lab



3.2 DIGITAL UNIFY PROGRAM: EDUCATIONAL OPTIONS

The training courses offered by the ST Foundation are clustered in two major typologies, targeting different audiences and needs:

ICB Course

The core and historic educational path the Foundation offers is the Informatics and Computer Basics (ICB) course. It is delivered to groups of maximum 20 students. The course currently exists in 7 languages: Chinese, English, French, German, Italian, Portuguese and Spanish (more will follow as the need arises). The key scope of the course is to present the core competences needed to use computers independently. The key modules of the course are dedicated to: learn how to surf on the internet, send an email, create word documents, perform easy calculations using a spreadsheet and understand how to use the “social media world”.

The educational tools of the course are:

1. **Students’ manual:** a power point manual presenting the key learning objectives of the course.
2. **Trainers’ manual:** a detailed guide for future trainers developed to have the right competences to free learners from “computer panic” which often scares them from making good use of computers.

The 20-hour course ends with an online post-test that has the scope of monitoring and evaluating the efficacy of the proposed program. Attendance certificates are distributed at the end of each course to students who have attended at least 80% of the ICB modules. This recognition is highly appreciated because it is well valued on the labor market of different countries of intervention.

Tablets for Kids

The Tablet for Kids (T4K) is a course created for children aged 9 up to 13 years old with the target of facilitating children’s approach to the information society through tablets.

The choice of tablets as a learning tool was done on the base of a specific conviction. A growing number of studies proves how an appropriate use of these touchscreen devices can enhance education. In fact, if these tools are handled properly, they can allow children to work together on sharing projects and ideas more efficiently. This is possible because they are easy-to-understand devices that work in a very logic way, allowing users to see the direct connection between the action and the result with a very easy interface. Through fun, games and new discoveries children not only learn faster how to use informatics, but also they can improve their learning capacities having access to new information in a much more engaging and interactive way.

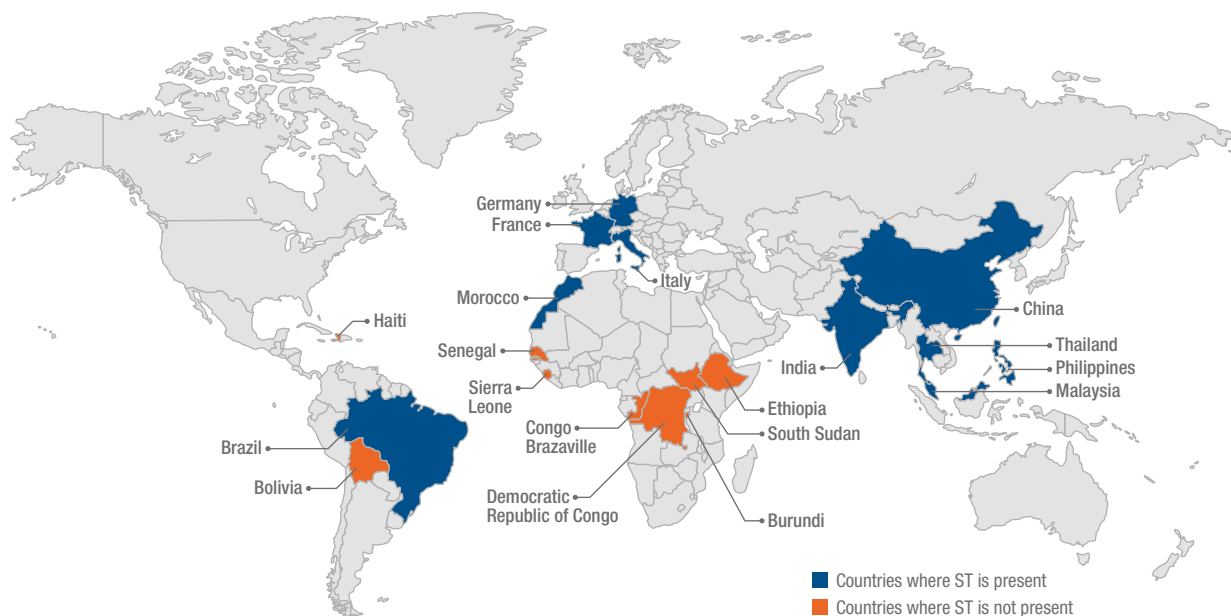
Following this new educational approach the ST Foundation, cooperating with seed⁶, a Swiss based organization, developed the content of the course.

The training material was designed with the goal of providing children with an intuitive understanding of the potential of ICTs as means for problem solving and personal development; helping children to develop basic ICT skills; improving children’s positive attitude towards informatics through fun; and providing them with an experience of ICT as an opportunity to learn how to cooperate.

The core skills that can be developed during the course are the capacities of searching the Internet, writing, calculating, and explaining. In addition, other skills will be presented in parallel such as taking pictures, shooting videos, drawing and creating music.

NOTE

⁶ seed is a non-profit enterprise active in the field of education, digital technologies and international development. Its mission is to provide expertise to nonprofit organizations, both for local activities (including schools, social and healthcare services, etc.) and for international cooperation and development projects. More details can be found on: <http://seedlearn.org/>

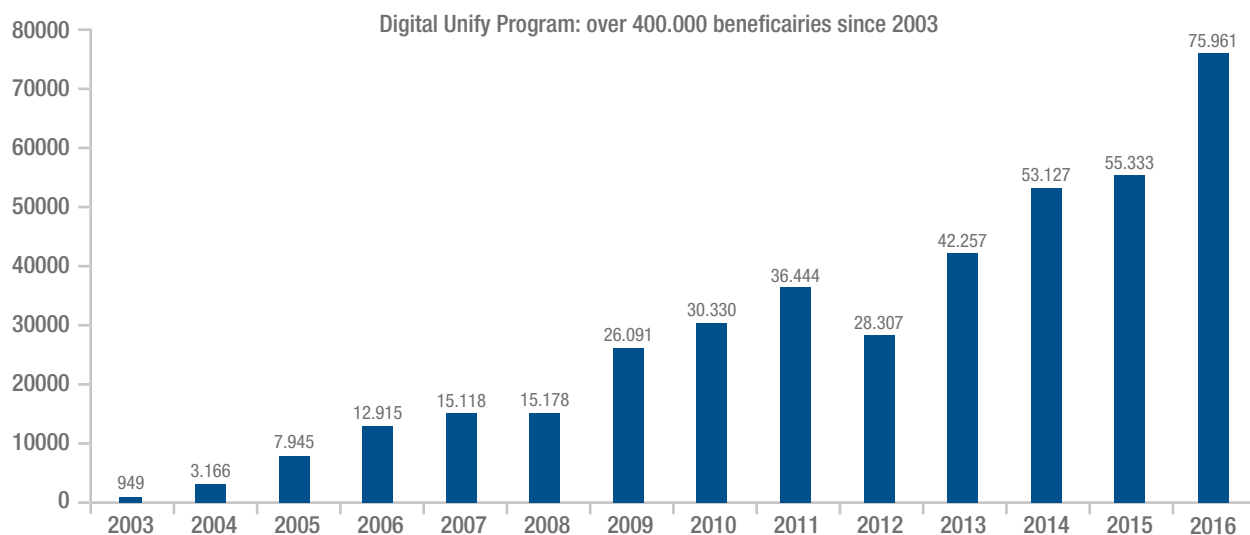


4.2016 BY THE NUMBERS

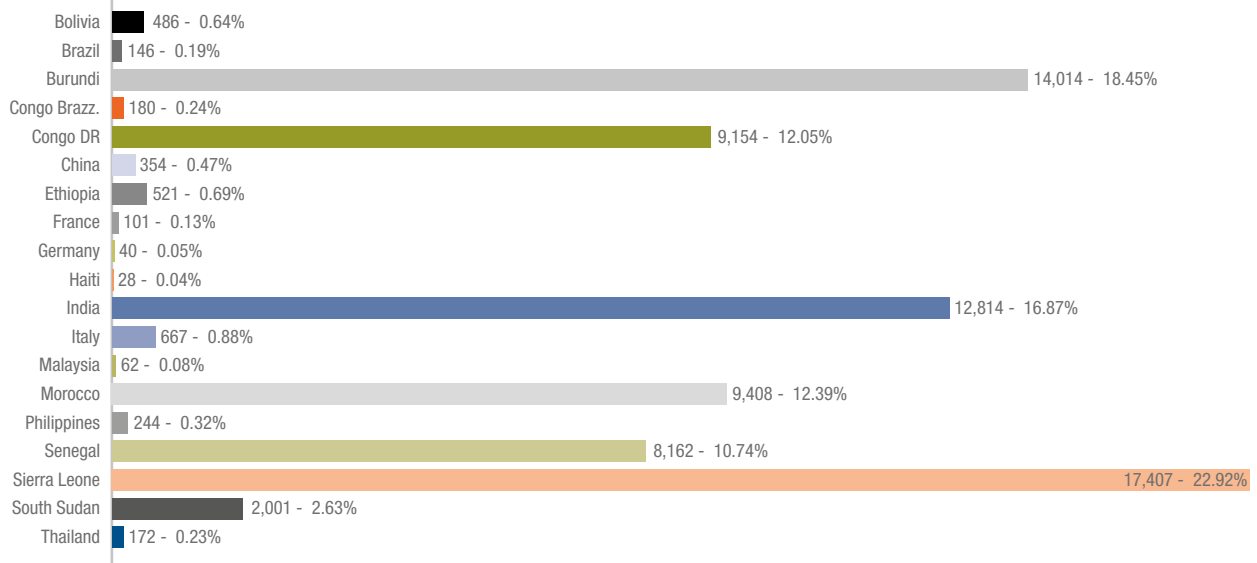
2016 was a successful year that has seen the continuous implementation of the model lab concept in the countries of intervention, highlighting a constant positive trend.

The program has grown steadily along the year in both ST and non ST Countries reaching more than 75.000 people in 19 nations. Moreover, Ethiopia, Haiti and Thailand have become fully operational reinforcing the potential of the activities.

Evolution of the DU Program since the inception as of 31st December 2016



Trainee breakdown by country in 2016



4.1 INTERVENTION AREAS: ST & NON ST COUNTRIES



4.2 STMICROELECTRONICS COUNTRIES

ST countries are key intervention areas where the Foundation can work with the support of those ST volunteers who decide to join the cause of bridging the digital divide. A ST volunteer is a ST employee or a retired ST colleague who is a socially conscious individual willing to engage part of his or her free time to perform socially relevant initiatives. ST volunteers are key to Digital Unify. They are involved in teaching, training DU trainers, updating the training manuals and assisting the Foundation in expanding the coverage of the program. They work in well-organized groups, the so-called local communities, where everyone is free to give his/her contribution according to personal talents and skills.



Brazil

Background

Brazil is South America's most influential country, a growing economic power and one of the world's biggest democracies.

Over the past few years, it has made major progresses in its efforts to raise millions out of poverty, but the gap between rich and poor remains wide. Brazil's inequality levels remain among the highest in the world and millions of people live in poverty.

Social exclusion is still strong in the country and somehow structurally deep-rooted in the society. With a Gini coefficient of 52.7 in 2012, Brazil still shows one of the world's most unequal distributions of income⁷. Rich and poor leave near one another. Big cities like Rio De Janiero, San Paulo are the typical sign of this dichotomy. This situation touches all aspects of life from employment to education introducing huge socio-economic gaps among the population.

A success story: "My name is Miranda and I am 18 years old. Thanks to the ST Foundation course, I discovered a new field of education: Informatics. I attended the ICB course and at the end, I decided to look for a more advanced specialization. Now I have decided to take a class of computer maintenance and because of the solid base, I received in the DU classes, I have no difficulty in learning the new topic. Job market requires advanced skills and now I have the right curiosity and base to develop my knowledge on the subject, clearly improving also my good chance to find a better job."

Miranda Ferreira, Jesus Cristo Ressuscitado

ST Foundation presence in the country

The ST Foundation shared the common effort of Brazil, deeply involved in boosting the educational level among the most unprivileged people, launching in 2014 the DU Program with the active commitment of the ST Subsidiary in Sao Paulo.

In October 2014, the first Memorandum of Understanding was signed with our partners in the country: Associação Voluntários para o Serviço Internacional (AVSI Brazil) and Associação Amigos da Igreja Cristo Ressuscitado. The informatics center was then set up in April 2015 in a new Youth Center opened in one of the poorest and biggest Favelas of the Bahia region.

In 2016, the center continues its activities helping always a growing number of students to come closer to the IT world, fighting a diffused fear in the use of computers.

2016 results of DU Program in Brazil:

- **146 students** were trained in 2016
- Since the inception of the program **402 trainees** successfully attended the DU Program and now know how to use IT devices
- **1 lab** was operational along the year
- **25 courses** have been organized



⁷ For further details: https://www.bti-project.org/fileadmin/files/BTI/Downloads/Reports/2016/pdf/BTI_2016_Brazil.pdf

China

Background

With a population of 1.3 billion, China is the second largest economy in the world. It is increasingly playing an important and influential role in development and in global economy.

Nevertheless, the country remains, according to the World Bank, a developing country and its market reforms are incomplete.

According to China's current poverty standard, there were 55 million poor in rural areas in 2015⁸.

Rapid economic growth has brought on many challenges as well, including high inequality, rapid urbanization, challenges to environmental sustainability and external imbalances. Among the persisting problems we can for sure mention the digital divide gap especially between urban and rural areas, rich and poor segments of society creating always-high barriers to a more balanced and shared education.

A success story: "Since the beginning, the DU course has encouraged students to learn informatics with enthusiasm, improving their ability to use computers. Through the training, we enriched the curricula of our school promoting basic knowledge of computers. Not only, IT skills helped one of my students to become a class leader thanks to his ability to use excel files. In the past, in order to do calculations he has always used a pen and a sheet of paper, now he is a master of excel and use it for fast calculations and statistics. He has really become one of the best students in mathematics classes and a model for his mates."

Teacher at the Heyuan Waxi Middle School

ST Foundation presence in the country

The DU program was launched with the support of the ST plant of Shenzhen in 2013. The first step was the organization of an Informatics and Computers Basics Facilitation Course (ICBF) to train the local volunteers.

The cascading of the ICB course began at the ST premises in 2015 while, in parallel, an extensive research for external partners was carried out. This effort brought to the establishment of a successful collaboration with Shenzhen Charity Foundation in Heyuan city.

Thanks to a collaboration that is improving year after year, in 2016 the number of students has doubled, allowing the Foundation to reach always more areas.

2016 results of DU Program in China:

- **354 students** were trained in 2016
- Since the inception of the program **609 trainees** successfully attended the DU Program and now know how to use IT devices
- **2 labs** were operational along the year
- **30 courses** have been organized



NOTE

⁸ Further details can be found at: <http://www.worldbank.org/en/country/china/overview>

France

Background

The access to social networks and informatics is more and more an important condition for social integration. The existing infrastructures well spread in the country should guarantee everywhere an easy access to these IT tools, but the situation is different because not all the citizens look for them. In fact, in France almost the 30% of the population does not own a computer and do not use the internet with its potential. This issue is directly related to the following divides: a generational gap that leaves elderly people on the margins of the new technologies, a social gap, which excludes the needy groups of society (i.e.: refugees, immigrants etc.), and a cultural gap, which deprives the less educated people from the opportunities computers can offer⁹.

A success story: "In 2016, the City of Montrouge implemented 182 digital projects in all fields: education, culture, citizen services, participatory democracy, information, communication etc. Thanks to these efforts, Montrouge received a special award. It was classified as a five @ Internet City. Moreover, the project Digital for All, realized in collaboration with the ST Foundation, gained the seventh place for the best digital initiative among the 182 projects. To support the success of the program, the ST Foundation has set up a new DU center following its standard approach. This initiative will surely make possible to double the number of the potential beneficiaries we can reach while improving new complementary services we can offer. The key characteristics of the project, which is contributing for sure to its success, is its multi-stakeholders' soul and the competences that all the partners are able to bring. The acknowledgments we are receiving are the concrete sign of the success of the initiative."

Claude Rioussel, ST Foundation's Volunteer

ST Foundation presence in the country

In 2009 thanks to the proactivity of the employees of the ST plant of Grenoble the DU program was launched in the country. The activity was cascaded in collaboration with the historic partner: Secours Catholiques, an NGO member of the Caritas Confederation, committed to manage family, juvenile and migrant issues.

This experience is still proceeding well and in 2016 it was strongly reinforced, with the launch of a new collaboration. In June, the Montrouge project was launched with the signature of a MOU between the Municipality of Montrouge, Montrouge Habitat, Espace Colucci, Acadomia, Secours Populaire de Montrouge, Initiative Emploi, Ecoute Chômage. The initiative is mainly focused on offering free informatics education to disadvantaged people like immigrants, unemployed, dropped outs from schools etc.

With this new collaboration, the Foundation is looking forward to expanding its reach in the country next year.



2016 results of DU Program in France:

- **101 trainees** students were trained in 2016
- Since the inception of the program **961 trainees** successfully attended the DU Program and now know how to use IT devices
- **2 labs** were operational along the year
- **10 courses** have been organized

Germany

Background

Germany has welcomed more than 1 million asylum-seekers over the past two years and it spent only in 2016 more than 20 billion euros to support their housing and integration¹⁰. Huge efforts have been carried out to guarantee that the migrants could arrive smoothly in the country and a particular importance was given to educational activities to assure growing progresses in the access to the labor market.

ST Foundation presence in the country

In 2015, responding to the social needs of the country, the ST Foundation launched the DU program in collaboration with the ST plant of Munich and the first course was cascaded.

In 2016, with the precious support of STMicroelectronics volunteers further courses were organized with a particular attention to a specific audience: migrants and refugees.

A success story: "In Germany, we are working together with two organizations for the implementation of the DU course. They are CARITAS ALVENI for refugees and RED CROSS for seniors, always targeting those that are computer illiterates and eager to learn more about PC and its usage. During 2016, we held four courses in cooperation with our partners. Three of them were dedicated only to refugees mainly coming from Afghanistan, Syria and Africa. It is always extremely impressive to see the motivation of the participants! The refugees' courses typically have a length of 10 days spread over two weeks, so the trainers cannot always be sure to know whether many of the participants would come back every day, having to travel in some cases for a long time and distance to the ST office in Munich. Surprisingly, day after day, there was a high number of participants willing to learn more about the computer and the world of the internet. On the last day, we handed out the certificates of completion to our successful new German neighbors. These courses are gifted with such a positive spirit and those that know already a bit more about browsing, emailing and MS Word help those that are completely new to the topics. It is always a great experience to congratulate the proud graduates and very rewarding versus the effort to organize the courses on behalf of the ST Foundation!"

Karl-Heinz KREMP, ST volunteer

2016 results of DU Program in Germany:

- **40 students** were trained in 2016
- Since the inception of the program **47 trainees** successfully attended the DU Program and now know how to use IT devices
- **3 labs** were operational along the year
- **4 courses** have been organized



NOTE

¹⁰ For further data please visit: <http://www.independent.co.uk/news/world/europe/germany-refugees-spend-20-billion-euros-2016-angela-merkel-crisis-budgets-middle-east-north-africa-a7623466.html>

Italy

Background

According to the digital economy and society index¹¹, an ad hoc European tool designed to evaluate the digital performances of the European countries, Italy is ranked 25th out of 28 nations. The 47% of Italian population has a general informatics knowledge while the European average is around 59%. Only the 30% has advanced competences while the 37% of the population does not use internet on a regular basis and a smaller percentage uses it for complex purposes.

A success story: "Hello, I am Samba and I am from Gambia. I arrived in Italy in 2014 at the age of 17. At that time, I was interested in attending trainings courses that could have helped me in the integration process. A friend of mine who was staying at Caritas informed me about the ICB course. I came here and I enrolled myself. When I first attended the class, I did not know how to use a computer, so I decided to accept this new challenge. Now not only I have succeeded in this but this course helped me receive the residency permit for humanitarian purposes because I demonstrated the will to be integrated in the system."

Samba Sowe, student

ST Foundation presence in the country

With this background in mind, in 2003 the Foundation launched the DU program in the country. At the beginning, the course targeted communities leaving in the neighborhoods of the ST plant of Agrate, in the Milan area, with the scope of helping people in familiarizing with computers. Italian activities follow clearly different approaches if compared to what is done in other ST countries. The inspiring idea is to implement programs that want to make the difference for specific beneficiaries while collaborating with those organizations that can share the same approach. More in detail the Foundation has decided to work with the following partners:

1. Associations for old people: to support them speak the same language of the society, they are living in.
2. Migrants associations and NGOs: to help them have better chances to enter the labor market.
3. Libraries: also this year the partnership with Fondazione per Leggere has been confirmed. targeting the libraries of the Milan area.
4. Prisons: the Foundation started in 2009 to train prisoners as a part of their rehabilitation path.

During 2016, the program was brought to new areas of intervention like Naples and Catania. Thanks to the expansion of the projects, the group of ST volunteers that has always supported the DU Program, is becoming more numerous and active. Thanks to their help in September, the Foundation organized the Energy Run, a mud race designed to raise the awareness on the Foundation's activity in the neighborhoods of the ST plant of Agrate and to raise funds for the local activities.



2016 results of DU Program in Italy:

- **667 students** were trained in 2016
- Since the inception of the program **2.770 trainees** successfully attended the DU Program and now know how to use IT devices
- **17 labs** were operational along the year
- **61 courses** have been organized

¹¹ For all the details please visit: <https://ec.europa.eu/digital-single-market/en/scoreboard/italy>

India

Background

India is the seventh-largest country by area, the second-most populous country, with over 1.2 billion people and the most populous democracy in the world. In 2016, the Indian economy was the world's seventh largest by nominal GDP and third largest by purchasing power parity¹². Despite the economic growth, inequality is evident and rooted in society. India is still the country with the largest absolute number of poor people worldwide. With the \$2-per-day poverty line as a point of reference, in 2011 the 60.6% of the Indian population would have been considered as poor¹³.

Furthermore, it is estimated that 142 million of children are denied to access primary and secondary education due to inadequate schools, lack of infrastructures, ill equipped and untrained teachers, or social and family conditions. 65% of the population is below the age of 35 and a staggering 600 million under the age of 25. The average age of Indian is predicted to be 29 years. In this scenario to provide jobs to millions of young people necessarily means that ad hoc infrastructures and educational path (with a particular attention to IT) have to reach as many beneficiaries as possible avoiding to leave someone behind.

A success story:" I would like to briefly talk about the experience I had deploying the ST Foundation's course devoted to turn computer illiterates into people who had the chance of being touched by "digital knowledge". I am Mohd and I work as a partner at Navjyoti India Foundation. Here I taught to over 220 students and I saw how they were benefitted from the training. They all are more confident now on the use of computers and they can count on a new ally to improve their lives on different levels."

Mohd. Anwar, trainer at Navjyoti India Foundation lab

ST Foundation presence in the country

The DU program was launched in the country in 2003, in the ST Grater Noida plant, with the idea of contributing to the improvement of local infrastructures and educational needs. Today it is continuing to act as a supporting tool to enhance local development, under the light of the latest needs and trends. A digitally connected India, in fact, can contribute improving the social and economic condition of its population.

The Foundation is currently working in the country through ad hoc collaborations with different kinds of partners like schools, colleges, NGOs and prisons. The will of spreading informatics across the country is very strong and only in 2016 10 new Memorandums of Understanding were signed with new organizations to keep on expanding the reach of the program.

2016 results of DU Program in India:

- **12.814 students** were trained in 2016
- Since the inception of the program **51.035 trainees** successfully attended the DU Program and now know how to use IT devices
- **36 labs** were operational along the year
- **707 courses** have been organized
- **40 trainers** got a job within the Foundation



¹² For further details: <http://www.investopedia.com/articles/investing/022415/worlds-top-10-economies.asp>

¹³ The data are available at https://www.bti-project.org/fileadmin/files/BTI/Downloads/Reports/2016/pdf/BTI_2016_India.pdf

Malaysia

Background

Malaysia is one of Southeast Asia's most vibrant economies that can count on the fruits of decades of industrial growth and political stability. Although the government's New Economic Model (NEM) clearly aims at diminishing disparities of wealth between the poorest and richest segments of the population, the gap between the rich and the poor did not decrease. The country is seeing growing inequality among its poorest. With a Gini Index, value of 46.2¹⁴ Malaysia still has the second-widest gap between rich and poor in Asia.

The situation is becoming worse in the last year because of the refugees phenomenon. Only in 2016, over 150.000 refugees and asylum-seekers registered with the United Nations High Commissioner for Refugees (UNHCR) in Malaysia.

A success story: "Before attending the ICB course I did not know how to use a computer. Now I am happy with my new skills and I want to learn more. I can use the Excel Worksheet to compute my monthly salary, overtime etc., I can send emails to my friends and I recommend it to all my Nepalese colleagues, as they are unable to attend external classes in Muar due to their working hours."

Samir, student

ST Foundation presence in the country

Malaysia is one of the first countries where the ST Foundation became operational. The activities began in 2004 at the ST plant of Muar. The beneficiaries of the program were mainly senior citizens, and ST's staff. After a period of inactivity, the DU Program was relaunched in 2015 with the support of the Indian team that organized a train the trainer course in Muar to prepare the local staff. 2016 was dedicated to find new possible partners, with a particular focus, in line with the priorities of the country, on those organizations working with refugees. In this context, the Foundation signed a Convention with the UNHCR and COBEM (Coalition of Burmese Ethnic Minorities). This partnership will bring for sure further successes in the coming months.

2016 results of DU Program in Malaysia:

- **62 students** were trained in 2016
- Since the inception of the program **113 trainees** successfully attended the DU Program and now know how to use IT devices
- **1 lab** was operational along the year
- **6 courses** have been organized



NOTE ¹⁴ For further details: https://www.bti-project.org/fileadmin/files/BTI/Downloads/Reports/2016/pdf/BTI_2016_Malaysia.pdf

Morocco

Background

Digital inclusion is a key leverage for social and economic development enabling citizen to improve their standard of living and productivity independently of their environment and educational level. In this area, Morocco has achieved important results, 57% of individuals are using Internet in 2015 compared to less than 3.5% in 2003 according to the ITU statistics¹⁵. However, incorporating ICT still remains a challenge, which the country is working hard to change.

A success story: "I would like to express my gratitude for the ICBF course that gave me the opportunity to deepen my knowledge in the field of computers and Internet. I would like to thank all those who participated in the organization of this program, i.e. the ST Foundation and the Ministry of Interior of Morocco. Working in the administration, this program was of great help since it taught me how to better use Word and Excel. Before the course, I barely knew how to use a mouse and a keyboard. Now, thanks to the DU program, I am able to do my text processing on Word, my calculations in Excel and exchange them with my colleagues by email. I would like also to thank our trainer M. Hamdaoui for his generosity, his patience and his pedagogical methods that contributed to the success of the course."

Samia, Ministry of Interior, Oriental Region Center

ST Foundation presence in the country

The DU Program was launched in Morocco in 2003 in collaboration with our first partner: the Ministry of Youth and Sport. In the following years, the project kept on expanding with a diversified panel of partners that cooperate with the Foundation to deploy the DU Program in all the regions, fulfilling local needs on different levels and contexts.

In the country, the activities are carried out with the support of different organizations such as schools, universities, NGOs, public organizations, municipalities. With every partner, we have signed a Memorandum of Understanding that fix the rules of the joint projects. Thanks to their commitment, we were able to bring our Program in 43 cities and smaller villages, covering 12 regions across Morocco, contributing to transform this country into a best practice for all the other intervention areas.

In 2016, the activity has continued to grow steadily and

a particular attention was put on the reinforcement of the key role of trainers. For this purpose, a train the trainer course was held in Casablanca with the main objectives to update all the trainers on the education material, on one side, and informing them of what the Foundation is doing around the world, on the other, to give them a stronger sense of belonging to the DU community.



2016 results of DU Program in Morocco:

- **9.408 students** were trained in 2016
- Since the inception of the program **118.934 trainees** successfully attended the DU Program and now know how to use IT devices
- **29 labs** were operational along the year
- **699 courses** have been organized
- **31 trainers** got a job within the Foundation



NOTE

¹⁵ For further details: <https://freedomhouse.org/report/freedom-net/2016/morocco>

Philippines

Background

The Philippines economy is a top performer in South-East Asia in 2016, according to a November report from ratings agency Standard & Poor's (S&P). However according to the latest information of the National Statistical Coordination Board, published in 2014, 24.9%¹⁶ of Filipinos live below the poverty line (which means according to the board's criteria to have an income of less than 350 euros per year). The Philippines ranks 117th out of 187 countries and below average for East Asian and Pacific countries.

A success story:" The partnership activated with Cavinti Municipality was awarded in 2016 with the Literacy Search for Outstanding Local Government Unit prize by the Department of Education, Region 4-A I. The computer center that was set up in the Municipality was recognized to have a positive impact on the life quality of Cavinti residents. In the city, residents are always welcome to visit the lab during their free time for their personal purposes like school research, Facebook use, Skype/Chat with loved ones abroad, writing resumes and reports preparation. They all are very thankful for the chance they are offered to save time and money through the DU facilities that are available totally free of charge".

Department of Education National Capital Region Records and Publications

These numbers tell us that the level of social exclusion due to poverty is still high and the gap between rich and poor has not been closing, but getting wider recently. In this situation, the chances for people from the lower levels of society to find a good job and to advance socially are limited. Therefore, millions of Filipinos choose to migrate temporarily or permanently and to work abroad for years.

ST Foundation presence in the country

The DU program was launched in 2012 with the conviction that informatics competencies were very important for low-income local communities who could benefit from this training program. Since it is a free course, more parents, out-of-school youth, farmers and other people belonging to low-income or unemployed categories can benefit from it.

For the first years, the training activities were concentrated in the ST site of Calamba. Then every effort was devoted to find the best potential partners to deploy ICB courses. Very successful collaborations are now in place with San Jose Antipolo Technology Center and the Municipality of Cavinti Lauguna.

2016 results of DU Program in Philippines:

- **244 students** were trained in 2016
- Since the inception of the program **1.269 trainees** successfully attended the DU Program and now know how to use IT devices
- **2 labs** were operational along the year
- **21 courses** have been organized
- **2 trainers** got a job within the Foundation



Thailand

Background

Thailand became an upper-middle income economy in 2011. In the last 40 years, the country has made outstanding improvements in social and economic development, moving from a low-income country to an upper-income country. Poverty has declined over the last 30 years from 67% in 1986 to 7.2% in 2015 during periods of high growth and rising of agricultural prices. Although the general social situation is improving, the wealth distribution in the country remains unequal compared with many countries in East Asia. Significant and growing disparities in household income and consumption can be seen, especially in rural areas, in the Northeast, North, and Deep South of the country. Poverty can be attributed to several factors, and among those, we can surely mention

the weak educational system.

Inferior and inadequate education is the root of the growing income gap between city dwellers and villagers. As poverty in the rural areas worsened, many rural people could not afford to send their children beyond the 6 years of compulsory schooling, making them unqualified for the higher paying jobs in the manufacturing and service sectors. Consequently, these families are trapped in the cycle of poverty where living conditions of the succeeding generations do not improve due to lack of education.

A success story: "Supachai works at the Pistorio Foundation's Dormitory. He attended the train the trainer course organized by Kamal Deep Jain. This course has helped him acquire new skills becoming more professional. As a matter of fact, he has never sent emails to his colleagues before, but now he can easily do it. He can also use internet to find information. He would like to thank the ST Foundation since this course helped him manage his work in a better and easy way."

Nalinthiya Navathitikul, Pistorio Foundation Country Manager

ST Foundation presence in the country

With the scope of contributing to the lack of ad hoc infrastructures and of quality digital education the DU Program was launched in the country in 2016 with the signature of a Memorandum of Understanding with the Pistorio Foundation¹⁷ and after a train the trainer session that was organized in July 2016.

The Indian team of volunteers supported, with a strong commitment, the launch and organization of the first activities. The center has then become operational in December and will for sure help the Foundation reach more students next year.

2016 results of DU Program in Thailand:

- **172 students** were trained in 2016
- **1 labs** was operational along the year
- **9 courses** have been organized



NOTE

¹⁵ Pistorio Foundation is a non-profit organization based in Vimercate, Italy, founded by Pasquale Pistorio in April 2005, with the mission of improving the living conditions of children in developing countries with a focus on education, by providing long-terms scholarships for underprivileged children from Primary to Professional School, and by building and improving school infrastructure.

4.3 NON-STMICROELECTRONICS COUNTRIES

The Non-ST countries are intervention areas where STMicroelectronics is not present, and where the Foundation has major plans of boosting local activities. Considering the strategic relevance of these areas, it was decided to find the support of local coordinators that can help better supervise the projects. More in detail, we have Arnaud Arakaza (Burundi), Rodin Wimba (DRC) Waly Faye (Senegal) and Mohamed Dumbuya (Sierra Leone).



Bolivia

Background

In 2016, for the tenth consecutive year, Bolivia experienced a positive GDP growth, making it one of the most vibrant economies in Latin America. The country holds the second largest natural gas reserves in South America and it is trying to become a lithium exporter. Many efforts were done to improve the socioeconomic conditions, but nevertheless Bolivia remains one of the poorest countries in Latin America. Indigenous and rural populations are particularly vulnerable, mainly due to their historic exclusion from political and economic power. In Bolivia, inequality is the main cause of social problems: the country is among the five most unequal countries in the region. The wealthiest 10% of Bolivians control roughly half the country's income¹⁸. Among the weak development issues of the country, education is one of the most critical. In fact, one in every seven children in Bolivia does not complete primary school and the majority of Bolivians never goes on to secondary school. Over one million Bolivians over the age of 15 are illiterate. This lack of education contributes to the overall poverty Bolivians face.

ST Foundation presence in the country

The ST Foundation launched the DU Program in Bolivia in 2008 with its historic partner Nuestra Señora del Carmen Centro Educativo with the key scope of replying to the local educational needs of the country.

When the project ended in 2013, a new partner was selected: VIS and Proyecto Don Bosco. With the beginning of this collaboration, two informatics centers were set up in Santa Cruz de la Sierra. Since the inception, the activities are progressing extremely well, allowing the Foundation to reach the common goal of boosting digital literacy in the country.

A success story: "C. is a girl hosted in Mano Amiga shelter house. She is 16 years old and the social workers of the municipality accompanied her here because of her dramatic experience. She was, in fact, victim of a sexual assault in the street and then she tried to commit suicide.

Thanks to the ST Foundation's DU course, she was not only able to learn how to use a computer, but she also learned how this tool can bring further data and information useful to assist her all along the personal path of building a new positive self-esteem".

*Paolo Trevisanato,
local DU Program Coordinator*



2016 results of DU Program in Bolivia:

- **486 students** were trained in 2016
- Since the inception of the program **4.939 trainees** successfully attended the DU Program and now know how to use IT devices
- **2 labs** were operational along the year
- **32 courses** have been organized

NOTE

¹⁸ For further details: <http://www.sos-usa.org/where-we-are/americas/bolivia>

Burundi

Background

Burundi is a landlocked, resource-poor country. An ethnic war that ended in 2005 resulted in more than 200.000 deaths, forced more than 48.000 refugees into Tanzania and displaced 140.000 others internally. Political stability, aid flows and economic activity improved at the end of the civil war, but underlying weaknesses - a high poverty rate, poor education rates, a weak legal system, a poor transportation network, overburdened utilities and low administrative capacity - have prevented the government from realizing the planned economic reforms.

Government corruption has also delayed the growth of a sound private sector, as companies have to deal with changing procedures. The purchasing power of most Burundians has declined as wage increases have not kept pace with inflation¹⁹.

A success story: "Hello my name is Chantal I come from the hill of Kamuvu in the zone of Muyange located in the Mwaro Province. To attend this informatics class I used to leave the house at 5 am and I walked 4 hours to arrive here in Giheta. Once the lesson was finished I walked for other 6 hours to go back home. I did it every day, because I really wanted to learn how to use a computer. When I first began, I did not know how to use a computer, now I feel comfortable with what I know. I take this chance to thank all those people who made this free initiative available for us. On my side, I will raise awareness in my community, because to know how to use informatics is very important and it makes you happy!"

Chantal, former student at the Giheta informatics center

ST Foundation presence in the country

The DU Program was launched in Burundi in 2009 as a concrete reply to the governmental initiative of boosting the use of informatics in the regular schools' curricula. With the 12 centers, that are currently



2016 results of DU Program in Burundi:

- **14.014 students** were trained in 2016
- Since the inception of the program **54.530 trainees** successfully attended the DU Program and know how to use IT devices
- **12 labs** were fully operational along the year
- **837 courses** have been organized
- **29 trainers** got a job within the Foundation

operational, and with the support of the trainers the Foundation has been able to disclose the potential of informatics to students that before the arrival of the DU Program thought that computers were something magic or miraculous. The activity and the availability of the internet connection not only helped bringing students closer to informatics, but it also enabled teachers to better prepare their classes having access to all the updates and information available in the internet. The evidence of the benefits the DU centers are bringing to the beneficiaries is clearly proved by the large number of people who come from far just to attend the classes. Many students are ready to walk 20-30 kilometers a day just to come to school²⁰.

NOTE

¹⁹ For further details: https://www.cia.gov/library/publications/the-world-factbook/geos/print_by.html

²⁰ A full testimony is available on the STFoundation website: <http://www.stfoundation.org/digital-unify/burundi/>

Congo Brazzaville

Background

Civil wars and militia conflicts have largely afflicted the Republic of Congo, which is also known as Congo-Brazzaville. Nearly half the population lives in poverty, according to the World Bank, even though the country is one of the Sub-Saharan Africa's main oil producers. Strong social and economic imbalances are largely diffused in the country slowing down the pace of a sound development²¹.

A success story: "My name is Emmanuel and I had the chance to attend the ICB course at the Vouela school few months ago. When I started the course, for me everything was new because I have never had the chance to touch a computer before. I was also a bit scared of this weird machine. Then the teacher with a lot of patience helped me in overcoming all my worries. Today after having obtained my certificate, I feel fully independent and I decided to go further with my studies. My dream now is to become an informatics trainer. It will not be easy, but I know I can make it!"

Emmanuel, former student at the Vouela informatics center

ST Foundation presence in the country

The DU Program was launched in the country in 2010 thanks to a train-the-trainer session that was organized in Morocco to reach all the French speaking DU teachers working with the Foundation at that time. The representatives of the Sister of the Cross, historic local partner in the country, were invited to join. Since then they have been promoting the ICB courses in the two centers that were set up in the following locations: Vouela, urban neighborhood of the capital Brazzaville and Makoua, remote and rural area.

After 6 years of fruitful collaboration, the project ended in December 2016 having reached all the potential beneficiaries of the surrounding areas. The equipment was donated to the partner so that further activities can anyhow be continued autonomously.

2016 results of DU Program in Congo Brazzaville:

- **180 students** were trained in 2016
- Since the inception of the program **3.375 trainees** successfully attended the DU Program and know how to use IT devices
- **1 lab** was fully operational along the year
- **10 courses** have been organized
- **1 trainer** got a job within the Foundation



NOTE

²¹ For further details: <http://www.bbc.com/news/world-africa-14121191>

Democratic Republic of Congo

Background

The Democratic Republic of the Congo (DRC), the largest country in Francophone Africa, has huge natural resources. Fewer than 40% of the nearly 77 million inhabitants live in urban areas. With 80 million hectares of arable land and over 1.100 minerals and precious metals identified, the DRC could become one of the richest economies in Africa, boosting the African growth²². On the contrary, year of conflicts and wars are creating a protracted economic and social collapse. The country is among the poorest in the world and it was ranked 176 out of 187 countries on the latest United Nations Human Development Index (2015). The United Nations estimates that there are some 2.3 million displaced persons and refugees in the country and 323.000 DRC nationals living in refugee camps outside the country.



A success story: "I am Christoh and I'm currently working as informatics trainer at the Kashusha Midima center. I have started approaching informatics some time ago attending the ICB course at the lab of Katana. I was so interested in what I was learning that I decided to go on studying on my own. Afterwards I thought that I could share my competences within my community. I was so determined in continuing working on this new subject that I decided to go further. Now I am the responsible for the training activities deployed at the Kasusha lab. I am so proud to say that to me informatics has given a specific knowledge and a job. Thank you for this opportunity!"

Christoh RUSANGIZA, DU Trainer

ST Foundation presence in the country

The Democratic Republic of Congo was the first Non-ST country in which the ST Foundation decided to operate in 2005. The project was first implemented with the support of an Italian NGO, Movimento per la Lotta contro la Fame nel Mondo (MLFM) and with this partner, two DU labs were set up in the South Kivu Region.

As the years went by the intervention in the country grew and between 2013 and 2015, the ST Foundation set up new informatics centers in different cities and rural areas to reply concretely to the huge need of infrastructures. At present, 10 centers are running well with positive feedbacks and results.



2016 results of DU Program in Democratic Republic of Congo:

- **9.154 students** were trained in 2016
- Since the inception of the program **46.638 trainees** successfully attended the DU Program and know how to use IT devices
- **10 labs** were fully operational along the year
- **505 courses** have been organized
- **14 trainers** got a job within the Foundation

NOTE

²² For further details: <https://assets.kpmg.com/content/dam/kpmg/pdf/2016/05/kpmg-sub-saharan-africa-power-outlook.pdf>

Ethiopia

Background

With a total population of approximately 99.4 million, Ethiopia is the second largest populous country in Africa. It is also one of the world's oldest civilizations and one of the world's poorest countries. Despite the efforts undertaken by the country, over the last decade, to improve education, health and food security, it still remains one of the ten poorest countries in the world. Ethiopian GDP has increased significantly in the past few years, but per capita income, at about 1.000 USD, is still one of the lowest in the world²³.

A success story: "In the past, school teachers used to prepare semester rosters form on a piece of paper spending many hours to create the document correctly. After attending the train the trainer session they can prepare everything using an excel sheet. They are extremely excited about this new possibility. They have saved time and are working in a more professional way. At the same time, some of them have also started exploring the internet to have access to further data, enriching their competences."

Amsale Mulugeta, ESD Executive Director

ST Foundation presence in the country

In 2015, the ST Foundation decided to add Ethiopia to the intervention areas. The intervention began with the signature of a Memorandum of Understanding with:

Fondation pour une Solidarité Internationale, a registered Swiss Family Foundation active in the educational domain and Education for Sustainable Development (ESD), an Ethiopian Residents' Charity Organization established in March 2007 working in the areas of pre-school education, quality primary education, women livelihood support and youth vocational skill training.

The project's focus is to provide, in Debre Birhan area, basic informatics training and access to internet. The initiative will reach students from Birhan vocational skill training center, primary and secondary school students (selected from six targeted schools) and adults /teachers selected from six partner schools, community members and local government administration staffs. The courses are now regularly ongoing and the first results are extremely positive with over 500 students trained in 6 months.



2016 results of DU Program in Ethiopia:

- **521 students** were trained in 2016
- **1 lab** was fully operational along the year
- **33 courses** have been organized



NOTE

²³ Further details: <http://www.aljazeera.com/news/africa/2012/08/201282175054957247.html>

Haiti

Background

Haiti is one of the poorest countries in the area of the Caribbean and Latin America in general. According to the 2015 UNDP Human Development Report Haiti is the 163rd place (out of 188 countries) with an HDI index equal to 0.493, a value that ranks Haiti among the countries with the lowest human development index²⁴. Chronic instability, dictatorships and natural disasters in recent decades have left it as the poorest nation in the Americas. An earthquake in 2010 killed more than 200.000 people and caused extensive damage to infrastructure and economy.



The lack of infrastructures affected, among the others, the school system that continues to face challenges. Among the several factors that cause the situation, we can count a reduced investment budget support of the government, the poverty of the population, inadequate legislation, unfavorable social crisis, recurrent natural disasters and a very limited Ministry of Education organizational skill and management.

ST Foundation presence in the country

On the base of these considerations, the ST Foundation has decided to launch the DU Program in the country. The first step was to sign, in October 2015, an agreement with VIS and a Local Salesian Center where the DU Lab has been located. Along 2016, the DU center was set up and it has become now operational.



2016 results of DU Program in Haiti:

- **28 students** were trained in 2016
- **1 lab** was fully operational along the year
- **2 courses** have been organized



NOTE

²⁴ For further details: http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/HTI.pdf

Senegal

Background

The Human Development Index of 2016 ranks Senegal as 162nd out of 187 countries. Poverty remains high, affecting 46.7% of the population. GDP growth is below the rates needed for substantial poverty reduction, and an increasing dependence on capital-intensive exports rather than labor-intensive sectors limits the creation of new jobs. Inequality is moderate; however, geographic disparities are evident, with almost two out of every three residents considered poor in rural areas, especially in the south, versus one in four in Dakar. Poverty is endemic in rural areas and it is pushing the migration into cities where people try to build a better future while, on the contrary, the only realities they can find are limited opportunities that worsen social exclusion and marginalization. Despite some limited successes, the formal economy is far from providing sufficient employment to assure more balanced social conditions²⁵.



ST Foundation presence in the country

The DU Program was initiated in 2008 in collaboration with the ANEJ (National Agency for Youth Employment). The activities have grown steadily along the years and a new cooperation was launched with a new partner, the CNID (National Center for Youth Information and Documentation). In 2014 the political elections that took place in the country brought to the replacement of the ANEJ with a new agency, the ANPEJ (National Agency for Youth Employment Promotion). After



a first fine-tuning phase with the new partner along 2015, this year the results of the program confirm the commitment of both the agencies the Foundation is working with and the beneficiaries of the program have increased by almost 60% if compared to the previous year.

A success story: "My name is Samba. I joined the ST Foundation after having attended the ICBF course. I knew how to use a computer already, but this course gave me more trust and confidence in what I could do. I worked for a couple of years as an informatics teacher and then through this experience I decided to setup my own e-center. I would like to thank the Foundation for the opportunity that was offered to me and that gave me the possibility of realizing my dream."

Samba, Former trainer



2016 results of DU Program in Senegal:

- **8.162 students** were trained in 2016
- Since the inception of the program **52.375 trainees** successfully attended the DU Program and know how to use IT devices
- **19 labs** were fully operational along the year
- **502 courses** have been organized
- **30 trainers** got a job within the Foundation

NOTE

²⁵ For further details: http://www.iberglobal.com/files/2017/senegal_bertelsmann.pdf

Sierra Leone

Background

Sierra Leone has traditionally been one of the weakest performers in the annually published UNDP Human Development Report. In the latest available report (2015), Sierra Leone ranked 179th out of 187 countries. Sierra Leoneans suffer from mass poverty (more than half of the population lives under conditions of “severe” poverty), widespread malnutrition, high infant and child mortality rates, low life expectancy, lacking infrastructure, a poor education system, and insufficient availability of basic medical services to cope with tropical diseases, malaria, tuberculosis, HIV/AIDS and, more recently, Ebola.

The economic situation of the nation is so fragile that programs of self-sustaining development seem unrealistic and in fact, a large part of the population depends on economic, social and medical services offered by international agencies and NGOs. Social exclusion is a reality for the overwhelming majority of the population and many families barely manage a hand-to-mouth existence.

ST Foundation presence in the country

The STMicroelectronics Foundation established its presence in Sierra Leone in

January 2009 at a time when the country was recovering from a ten-year rebel war that devastated the entire nation. The war affected every sector in the country including education. At that time, only few informatics centers existed, mainly in Freetown, and used to ask high fees for the access.

The Digital Unify Program was a reply to these needs and it was launched first in Freetown with the set-up of four labs. Since then the program has grown steadily along the years. In 2014, with the beginning of the Ebola pandemic, the local activities were suspended. Nevertheless, the Foundation offered part of its equipment (60 computers) to set up the Ebola National Call Center whose scope was to support possible callers with detailed medical information. In 2016, the activities have gone back to normality with results that not only have met the expectations but also have gone largely beyond.

A success story: “Moving around the country, many Sierra Leoneans have stopped me, thanking the ST Foundation for giving them the privilege to be literate in informatics. IT competences have helped different former student find a new job or become more efficient and professional at work. Universities and high school students have said that now knowing how to surf the internet they can easily look for data and information to enhance their learnings. They also have created several peer groups to communicate through social media like Facebook and LinkedIn”

Mohamed Dumbuya, DU Program coordinator



2016 results of DU Program in Sierra Leone:

- **17.407 students** were trained in 2016
- Since the inception of the program **45.559 trainees** successfully attended the DU Program and know how to use IT devices
- **19 labs** were fully operational along the year
- **902 courses** have been organized
- **30 trainers** got a job within the Foundation

South Sudan

Background

The Republic of South Sudan is a landlocked country in northeastern Africa that reached the independence from Sudan in 2011. The renewed conflict that began in July 2016 has once again undermined the slow development gains realized since independence, deteriorating the humanitarian situation. Without conflict resolution and stable peace, the country's longer-term development and prosperity are extremely vulnerable. In this situation, poverty is clearly a common characteristic of the country's living standards. The recent political situation has had clearly a significant financial impact on South Sudan with 2015/16 GDP contracting by 6.3%²⁶. The general situation caused an overall worsening of the poverty rate that has increased to 65.9%.

A success story: "Throughout 2016, the ICB courses organized in the different informatics centers have positively impacted the social lives of the trainees in different ways depending on their respective education levels. Those students, attending secondary schools, have definitely become more curious on the subject and are now eager to deepen their knowledge about computers. Most of the students I personally followed at the St. Mary's center have continued to attend Information Technology courses when they joined university."

Geofrey Tumusiime, AVSI project manager and trainer

ST Foundation presence in the country

In 2014, the ST Foundation signed a Memorandum of Understanding with AVSI Foundation²⁷ in order to launch the DU Program in South Sudan. Thanks to the partnership 5 computer centers were set up in Torit and Juba.

The DU center of Torit has become popular in the Eastern part of the country. Very good results were achieved this year through the involvement of the neighboring communities where the majority of the students lives. The center has also attracted employees from other international NGOs (in July for instance staff from the United Nations Mission in the Republic of South Sudan attended sessions of the ICB courses organized during that period). There has been also a good collaboration between the trainer at St. Kizito School and the parish of St. Kizito church. Throughout 2016, in fact, the awareness, on the ongoing courses, was raised during the Sunday services at the church.



2016 results of DU Program in South Sudan:

- **2.001 students** were trained in 2016
- Since the inception of the program **3.702 trainees** successfully attended the DU Program and know how to use IT devices
- **5 labs** were fully operational along the year
- **130 courses** have been organized
- All centers are equipped with **photovoltaic systems**

²⁶ For further details: <http://www.worldbank.org/en/country/southsudan/overview>

²⁷ AVSI Foundation is an NGO created in 1972 with the scope of carrying out cooperation projects for development, with particular emphasis on education. In its work, its attention is focused on the defense and promotion of the dignity of the person, the cornerstone of every project. The organization works all around the world thanks to a network of 35 founding members and more than 700 partners.



5. PROJECT MONITORING SYSTEM

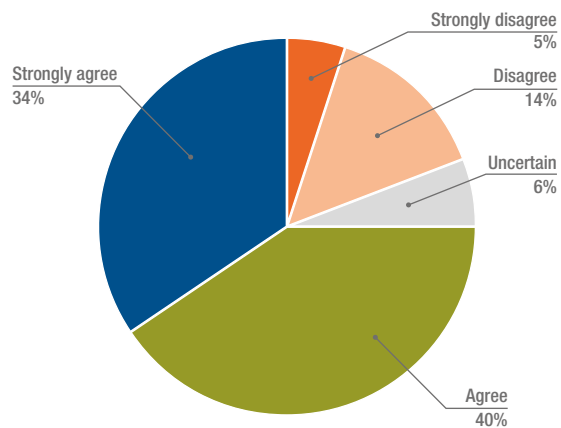
The ST Foundation has officially introduced an online reporting system that has become mandatory starting from January 1. Thanks to this tool, the Foundation can guarantee, on a real time basis, a stable control on the activities carried out in all countries of intervention giving the possibility of implementing corrective actions, whenever it is needed.

At the same time, the system collects feedbacks from the students, in order to understand if what is proposed is in line with the needs of the key stakeholder: the beneficiary.

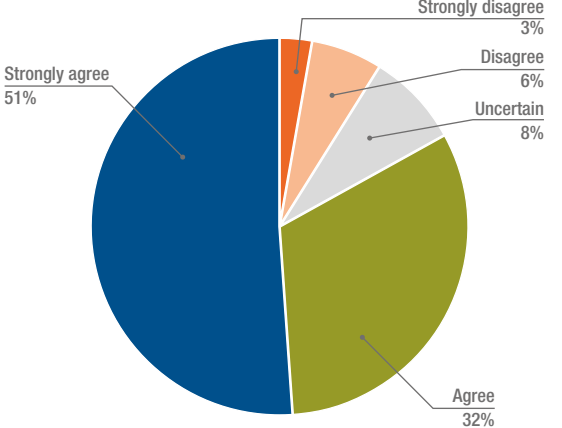
Analyzing the data of 2016, illustrated in the charts in the next page we see that 74% of our students are satisfied with what the ST Foundation is proposing and 83% of the respondents thinks that the approach used for teaching was appropriate and clear.

The system investigates also the reasons why the students attend the courses. Synthesizing the results, we note how the 43% of the participants decides to join because they think the course will help them finding a better job, while the 33 % thinks that it will support them to have access to a higher level of education.

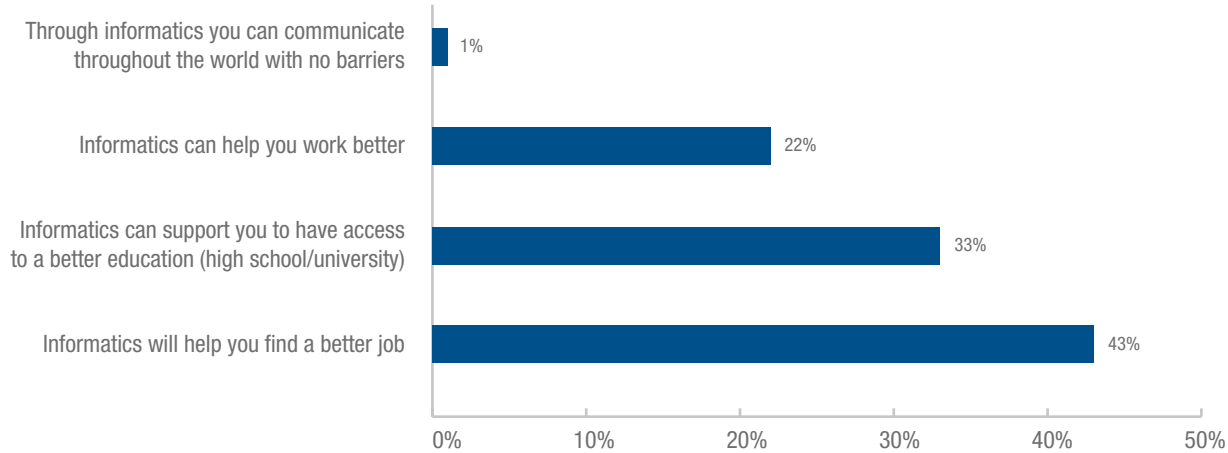
Course content met my needs



The teacher explanations were clear



Why did you decide to attend the ICB course?





6. THE ST FOUNDATION' STAKEHOLDERS

The ST Foundation is conscious of the importance of involving its key stakeholders in the decision-making processes. Engaging the stakeholders in a continuous dialogue provides, in fact, important feedbacks that inform the organization how to improve its mission and its efficacy.

Through the years, we have developed an articulated system to collect their inputs and ideas based on their roles, and interests. More in detail, we have:

1. Missions stakeholders (i.e. those subjects that are integral part of our Mission): direct beneficiaries, trainers, local communities.
2. Functional stakeholders (i.e. those subjects that are concretely supporting the mission's implementation with their skills and expertise): STMicroelectronics, ST Foundation members, ST volunteers and partners.

Every cluster has specific characteristics and brings specific needs. In order to find the best answer to their expectations we have developed ad hoc involvement channels as shown in the table below.

Stakeholder	Expectations	Involvement channels
Direct beneficiaries	Coherence in the mission's implementation, satisfaction of the different education's needs	Trainers, ad hoc questions in the post test to verify the satisfaction level, impact analysis project
Trainers	Professional growth, ad hoc training	Field missions, constant contacts with local representatives, online reporting system, involvement in the impact analysis project, a dedicated space on the ST Foundation website where they can find all the updates of the training materials, and Facebook groups
Local Communities	Availability of the Foundation to evaluate new requests in needy neighborhood; improvement in the local infrastructure offers and services	The local responsible are always ready to evaluate new interventions; website and social networks
STMicroelectronics	Efficacy and efficiency in the implantation of the activities, to see the Foundation as a tool of the local community approach of the company, constant updates on the projects	Monthly reports, annual reports, website, board meetings
ST Foundation members	To work in an environment where they can contribute to a shared social cause, research of coherence between, mission, values and actions	Fields missions, ad hoc meetings, online reporting system, board members who are personally committed in the implementations of the activities and work as representatives of the different world regions
ST volunteers	Concrete participation in the mission's implementation, valorization of their support	ST Foundation website, online reporting system, Facebook, meetings and recognition ceremonies
Partners	Know-how, infrastructures, financial support, collaboration	Field missions, constant contacts with local representatives, involvement in the impact analysis project



7. IMPACT ANALYSIS

The ST Foundation, recognizing the importance of stakeholders' engagement, in the past editions of the Annual Report, has always interviewed and presented the feedbacks that different subjects such as countries representatives, partners, ST volunteers and students have on the DU Program.

The focus has always been on understanding if the activities carried out are in line with the local needs and what benefits the DU Program is able to generate. In order to have a better view on the impact of the program in 2016 the Foundation decided to go further in the analysis of the activities. In April, supporting the proposal presented by the Senior Operations Consultant, the board members approved a collaboration with ALTIS (research center of the Catholic University of Milan²⁸) to develop a study on the DU Program's impact in the intervention areas. The project has been designed to have a multi-stakeholder perspective, involving the key parties that take part in the Program (i.e.: students, local staff, teachers, partners and families). The project will use quantitative methods, envisaging the submission of structured questionnaires to trainers, students and students' families of selected DU centers. It will be completed by a qualitative analysis developed through ad hoc interviews to specific stakeholders' samples.

The main target of the initiative, that will be carried out in Q1 and Q2 2017 in three selected countries (Burundi, India and Morocco), is to understand the economic and social returns produced by the DU program. The evaluation will help the Foundation develop an ad hoc "data collection and analysis model" that will be integrated into the already existing online reporting system, allowing the organization to be autonomous for further evaluations in all intervention areas. The process of fine-tuning among the Foundation, the country managers of the three selected countries and the Catholic University, together with a pilot project was finalized in December 2016. On the base of the results, the kick off of the project has been scheduled for February 2017.

NOTE

²⁸ ALTIS, the Postgraduate School Business & Society of the Università Cattolica del Sacro Cuore of Milan, is an international research and education center for the study and promotion of a responsible and competitive business culture.

8.IMAGES FROM THE FIELD

At the ST Foundation, drawing on 15 years of continuous experiences and successes, we work on a daily basis together with our local partners to ensure needy people's voices are heard and their issues are given top priority. We do whatever it takes to give our contribution to change their lives, securing a better future for all. It's a unique feeling to have the chance of seeing smiling faces and know that at the end of the day you help them improving their "worlds".







9. FINANCIAL REPORT

These financial statements are prepared in accordance with the provisions of the Swiss law. The ST Foundation is committed to improving its operational efficiency and to ensuring quality and transparency in its financial reporting.

The total amount of grants in 2016 reached CHF 954'991, which corresponds to ad hoc donations financing the Digital Unify Program in the following countries: Bolivia, Brazil, Burundi, China, Congo Brazzaville, Democratic Republic of Congo, Ethiopia, France, Germany, Haiti, India, Italy, Malaysia, Morocco, Philippines, Senegal, Sierra Leone, South Sudan and Thailand.

STMicroelectronics Foundation

Geneva

***Report of the statutory auditors
to the Board
on the financial statements 2016***





Report of the statutory auditors **on the limited statutory examination to the Board of** **STMicroelectronics Foundation** **Geneva**

As statutory auditors, we have examined the financial statements of STMicroelectronics Foundation, which comprise the balance sheet, income statement and notes, for the year ended 31 December 2016.

These financial statements are the responsibility of the Board. Our responsibility is to perform a limited statutory examination on these financial statements. We confirm that we meet the licensing and independence requirements as stipulated by Swiss law.

We conducted our examination in accordance with the Swiss Standard on Limited Statutory Examination. This standard requires that we plan and perform a limited statutory examination to identify material misstatements in the financial statements. A limited statutory examination consists primarily of inquiries of foundation personnel and analytical procedures as well as detailed tests of foundation documents as considered appropriate in the circumstances. However, the testing of the operational processes and the internal control system, as well as inquiries and further testing procedures to detect fraud or other legal violations, are not within the scope of this examination.

Based on our limited statutory examination, nothing has come to our attention that causes us to believe that the financial statements do not comply with Swiss law and the foundation's deed.

PricewaterhouseCoopers SA



Nicolas Biderbost

Audit expert
Auditor in charge



Charlotte Tavernier

Audit expert

Geneva, 3 April 2017

Enclosure:

- Financial statements (balance sheet, income statement and notes)

PricewaterhouseCoopers SA, avenue Giuseppe-Motta 50, case postale, CH-1211 Genève 2, Switzerland
Téléphone: +41 58 792 91 00, Téléfax: +41 58 792 91 10, www.pwc.ch

PricewaterhouseCoopers SA is a member of the global PricewaterhouseCoopers network of firms, each of which is a separate and independent legal entity.

Balance sheet as at 31 December
(in Swiss francs)

Assets	Note	2016	2015
Current assets			
Cash and cash equivalents	4	487'020	1'287'728
Marketable securities	5	11'348'033	11'261'390
Other Receivables	6	31'074	17'929
Total current assets		11'866'127	12'567'047
Total assets		11'866'127	12'567'047

Liabilities	Note	2016	2015
Current liabilities			
Accrued expenses	7	129'134	93'031
Total current liabilities		129'134	93'031
Shareholders' Equity			
Donated Capital		11'000'000	11'000'000
Profit brought forward		1'474'016	2'255'967
Loss for the year		-737'023	-781'951
Total Shareholders' Equity		11'736'993	12'474'016
Total liabilities		11'866'127	12'567'047

ST Microelectronics Foundation



Operating statement for the financial year
ended 31 December
(in Swiss francs)

	Note	2016	2015
Income			
Donations	8	22'943	520'200
Expenses			
Project-associated expenses	9	-954'991	-772'522
Operating expenses	11	-179'413	-185'296
Earnings before financial result		-1'111'461	-437'618
Financial result :			
Gain/ (Loss) on marketable securities		414'258	-293'898
Interest - Other Income		555	249
Bank fees and commissions		-40'375	-50'684
Loss for the year		-737'023	-781'951

Notes to the Financial statements for the financial year
ended 31 December
(in Swiss francs)

1. Presentation

STMicroelectronics Foundation is a Foundation incorporated in Switzerland, registered in the Swiss Trade Register on October, 12 2001 and with registered office in rue du Rhône 62, c/o MeGuy-Philippe Rubeli, attorney.

The Foundation's scope is to develop and support, in Geneva as well as in Switzerland and internationally, the research, spearheading and awareness of the knowledge of modern sciences, especially for what concerns high technology, in a social, human and environmental perspective, as well as the protection of the environment and the research in the field of ecology. The Foundation is committed to the promotion of the Digital Unify program, aiming at spearheading the benefits of digital technology by offering free of cost the access and training to people who have no knowledge of computer technologies and internet. The operations are currently carried out in the following countries: Bolivia, Brazil, Burundi, China, Congo Brazzaville, Democratic Republic of Congo, Ethiopia, France, Germany, Haiti, India, Italy, Malaysia, Morocco, the Philippines, Senegal, Sierra Leone, South Sudan and Thailand.

2. Organization

- a) Board members :
- Fox Pietro
 - Notarnicola Giuseppe
 - Caizzone Francesco
 - Chastagner Patrice
 - Decca Mauro
 - Dutheil Alain
 - Hooghiemstra Tjerk
 - Rubeli Guy-Philippe
 - Sirtori Silvio

The board members are not remunerated.

b) Fiscal situation :

The Foundation is exonerated of tax on its benefits and its capital according to article 9, alinea 1, letter f of the LIPM.

c) Audit

The statutory auditor is PricewaterhouseCoopers SA, avenue Giuseppe-Motta 50, 1211 Geneva.

3. Significant accounting policies

The association's financial statements have been prepared in accordance with the statutes of February 17, 2011 and the applicable provisions of the Swiss Code of Obligations (art. 957 to 963b) effective since 1 January 2013.

Notes to the Financial statements for the financial year
ended 31 December
(in Swiss francs)

The financial statements have been prepared using historical cost principles and are presented in Swiss francs. Except for marketable securities that are carried out at their stock market value at the end of each reporting year.

Income from financing contracts signed between donors and the foundation is recognized once they are received.

4. Cash & cash equivalents

	2016	2015
Bank accounts	487'020	1'287'728
	487'020	1'287'728

5. Marketable securities

The Foundation's funds are primarily invested in marketable securities. The investments are split in three portfolios, one with main exposure in CHF, another one with main exposure in EUR and the third one with main exposure in USD. The securities are recorded in the books at their purchase value, with the exchange rate of the day of purchase. At the end of each accounting year, they are reevaluated at their stock market value, allowing to estimate the capital gain or loss (unrealized) on the stock market rate and exchange rate.

6. Receivables

	2016	2015
Petty cash advanced into various projects (as per enclosed details)	31'074	17'929
	31'074	17'929

7. Payables and accruals

	2016	2015
Auditing fees	7'020	7'020
Accruals for bookkeeping fees	10'400	11'438
Other payables	111'714	74'573
	129'134	93'031

Notes to the Financial statements for the financial year
ended 31 December
(in Swiss francs)

8. Donations

	2016	2015
Donation from third parties	22'943	-
STMicroelectronics	-	505'200
Fondation pour une solidarité internationale	-	10'000
Dr. Jenoe Staehelin Stiftung	-	5'000
	22'943	520'200

Donations and grants are recognized when they are received

9. Project-associated expenses

	2016	2015
Bolivia	5'894	3'300
Brazil	0	5'200
Burundi	86'522	101'253
China	10'851	9'588
Congo Congo-Brazzaville	5'739	5'600
Congo D.R.	95'239	67'029
Ethiopia	6'927	1'403
France	46'471	2'552
Germany	326	0
Haiti	11'656	6'109
India	86'078	134'747
Italy	115'337	33'805
Malaysia	5'894	1'377
Morocco	166'890	213'875
Philippines	38	12'877
Senegal	75'509	69'067
Sierra Leone	163'090	61'040
South Sudan	26'607	29'685
Switzerland	36'707	13'309
Thailand	9'215	706
	954'991	772'522

ST Microelectronics Foundation

Notes to the Financial statements for the financial year
ended 31 December
(in Swiss francs)

10. Operating expenses

	2016	2015
Consultancy fees	89'146	82'772
Audit fees	8'100	7'540
Accounting fees	42'003	50'584
Travel expenses	10'585	15'305
Office expenses (phone, fax etc.)	7'702	10'205
Taxes	21'876	18'890
	179'413	185'296



10. CONTACTS OF ST FOUNDATION

CONTACT PERSON

Giovanna Bottani

Operations Senior Consultant
STMicroelectronics Foundation
39, Chemin du Champ des Filles
CH 1228 Plan Les Ouates - Geneva
Switzerland
Phone: + 41(22)9302629
Mobile.+ 39 3333208696
<http://www.stfoundation.org/>

BANK ACCOUNT

UBS SA CH-1211 Genève 2
IBAN CH21 0024 0240 47660600 P
BIC UBSWCHZH80A
STMicroelectronics Foundation



HELPING TO BRIDGE THE DIGITAL DIVIDE