



ANNUAL REPORT 2019
HELPING TO BRIDGE THE DIGITAL DIVIDE

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MESSAGE FROM THE PRESIDENT

January 7th, 2020

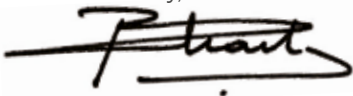
Dear Friends,

Over the past years, it has been commonly understood that the mission of the Foundation is to help bridge the digital divide among the population of the countries where most of the communities have never had access to technology. This was the right approach in a period when not all the citizens of the so-called developed countries had to use computers on a daily basis. Times have changed. The world is now acknowledging a rapid digitalization process, which modifies the nature and the extent of the digital divide. Everywhere, the average citizen is confronted with the use of technology in his/her day-to-day life. This does not come without difficulties. Too many people are not able to use the Internet properly. Too many people are looking for the help of their neighbours or their children to complete administrative tasks which, once upon a time, were so simple. All in all, the digital divide has become more global, more insidious, and too many people are suffering from this evolution.

The Foundation has decided to take this important change into consideration, and in 2019 it slightly updated its mission statement. Slightly, meaning just changing the words identifying the potential beneficiaries, changing from “underprivileged countries” to “underprivileged populations”. At the same time, we have also begun the strengthening of the activities in the ST Countries to be able to reply to the needs of our closer communities. These approaches have significant consequences, as it means that the Foundation also wants to be present in the so-called Global North, while maintaining or developing its global operations in Africa and in Asia. We want to be close to those identified as fragile populations, like people in the Italian prisons, young people in France’s rural areas, migrants and the elderly who are facing increasing difficulties in their daily lives. To achieve this new set of objectives, it was essential to reinforce our local teams, highlighting again the role of ST volunteers vis-a-vis the Foundation, and reshaping the organization to better cope with the new needs arising in the fast changing contexts we are working in. Last but not least, in 2019 the Foundation also decided to develop its educational offer. Our basic program (the Digital Unify Program) is still the solution to many situations, but the Foundation is prepared to develop amended versions of it, which, depending upon the environment, will be less complex or more advanced. The program for the kids, Tablets for Kids, has been proposed in more countries with ad hoc customizations to the local contexts. Moreover, the Foundation decided to intervene throughout the year by developing two new courses, which addressed the specific needs of very vulnerable groups: the visually impaired and the elderly. This decision led the organization to develop the Tablet for Senior course and the Informatics and Computer Basics for visually impaired people.

The Foundation is continuing and reinforcing its supporting activities in Africa and in Asia, which are useful to the communities of the countries where we operate. At the same time, we are entering into a new adventure, a challenging one, where all volunteers will be more than welcome, especially those from ST. We are, also, always keen to welcome new partners, who want to share our mission and values. We are pursuing extraordinary goals which are meant to change not only the lives of those who we aim to assist, but also, speaking from a personal experience, the ones of the benefactors. Quoting William Shakespeare “The meaning of life is to find your gift. The purpose of life is to give it away!” Join the Foundation and make it happen!

Yours sincerely,



Patrice Chastagner, President

METHODOLOGICAL NOTES

The Annual Report aims to provide the most comprehensive and updated overview of the projects carried out by the ST Foundation throughout the world in 2019.

The document is the core instrument, that the organization uses to communicate with relevant stakeholders key information describing targets, activities, and achieved results. The report's purpose is to serve as material evidence towards the transparency and accountability efforts for the initiatives implemented throughout the year and updated as of December 31st, 2019.

The ST Foundation is aware of the expectations these subjects have and of its consequent commitments. For this reason, starting in 2013, it has begun publishing the Annual Report, presenting the major achievements reached year after year, describing them from a narrative, managerial and economic-financial perspective.

The reporting approach has been constantly updated and improved in order to better address the ST Foundation's stakeholders growing demands. The organization has been focused on enhancing the concepts of transparency, relevance, and impact. Therefore, this document reflects ST Foundation's determination of communicating significant information and data, in an open manner, by presenting not only the factual activities, but also their social impact in the different intervention areas.

This result is achieved through the active and constant engagement of our key stakeholders, specifically: beneficiaries, trainers, and partners. The document presents their feedback and input, enriching the quantitative data of the measuring tool the organization uses to evaluate the impact of the DU Program. The combination of the quantitative data and qualitative testimonies presents a comprehensive image of the social value the Foundation is generating in the intervention areas.

This year the document has been structured into the following thematic chapters:

- About us, presenting the ST Foundation's world with its Vision, Mission, Values, Governance and Stakeholders.
- Digital Divide Phenomenon and the ST Foundation's reply.
- 2019 by the Numbers and Impact Measurement by Region.
- 2019 Financial Statements audited by PWC.

The Foundation presents its global financial and operational figures, indicating the consolidated performance of all the local bodies it is working with and/or through. The principles followed in the presentation of the activities are the ones of accountability and accuracy. The language is intentionally concise and direct, with a focus on a visual approach to easily communicate through the use of charts and images.

The document reflects our personal journey and efforts of communicating the true essence of what we are doing in our daily jobs. We are clearly open to any kind of comment and request our stakeholders might have and if you have any suggestion or question do not hesitate to contact us at info@stfoundation.org

Giovanna Bottani
Senior Operations Consultant

GLOSSARY

Accountability

This term, based on its literal meaning, is synonymous with responsibility. An organization is «accountable» if it regularly communicates and accounts for what has been done during its activities, transparently and continuously collaborating with all interested parties.

Digital Divide

This term refers to the existing uneven distribution of the access to and the use of Information and Communication Technologies (ICT) among different populations caused by social, geographical, and/or geopolitical barriers.

Digital Unify Program

It is the ST Foundation's core program, through which the organization aims to address the Digital Divide issue by spreading the benefits of digital technology among disadvantaged individuals all over the world with the support of specific educational programs.

Digital Unify Center

It is an Informatic hub created with a precise layout and equipment, where different computer courses are offered free of charge.

Informatics and Computer Basics Course

The ICB course is a 20-hour course designed for people who are illiterate from a technological point of view, in order to give them a general overview on the use of Microsoft Office, Social Media, and the Internet with a focus on information security risks 'reduction.

Information Communication Technology

ICT is an umbrella term that includes all technologies for the communication of information. It encompasses any medium to record information, any technology for broadcasting information and any technology for communicating through voice and sound or image.

Informatics and Computer Basics course for Visually Impaired people

The ICBVI course for Visually Impaired people is a new training path fully designed for the blind.

Indicators

An indicator can be either a quantitative or a qualitative variable, that measures and describes the effectiveness or efficiency of a project. Its main purpose is to assess the organization's capacity to meet its objectives with the achievement of its goals, while also giving the possibility of tracking the performance over the years.

Mission

The mission of an organization represents its ultimate goals, the reason for its very existence and, at the same time, what differentiates it among all others. The mission establishes the fundamental objects that the entity plans to pursue and the results it intends to achieve through its activities. In other words, it is the organization's *raison d'être*.

Partners

Individuals and organizations that collaborate for the achievement of common goals following predefined rules formalized in an agreement of cooperation.

Partnership Agreement

A Partnership Agreement is an ad hoc contract between two or more parties which expresses a convergence of will towards a common goal that will be reached following specific and shared rules.

SDGs

In September 2015, the General Assembly adopted the 2030 Agenda for Sustainable Development that includes 17 Sustainable Development Goals (SDGs). Building on the principle of "leaving no one behind", the new Agenda underlines an inclusive approach to achieving sustainable development for all.

Social Impact

It is frequently understood as the effects on people and communities that happen as a result of an organization's activity, project, or program. A common way to think about social impact is to consider it as the change that happens for/to people as a result of an action or activity. In this context it is about the positive contribution that organizations can make to the communities in which they operate.

Stakeholders

A person, group, organization, or system who affects or can be affected by an organization's action.

Stakeholder Engagement

It is an overarching expression that includes a range of interactions with stakeholders throughout the life of a project. The successful completion of a project usually depends on how key stakeholders contribute to the final result. Their needs, expectations, and concerns can influence an organization's activity, shaping its success or failure. Effective stakeholder engagement is therefore a vital prerequisite for qualified project management.

Tablet for Kids Course

The T4K course that tackles the digital divide issue among children aged from 9 to 13 years old helping them familiarize with ICTs through fun and self-directed education.

Tablet for Seniors

The T4S is a new training option proposed to target the new need of elderly people to use IT tools to become "digital".

1 ABOUT US

ST Foundation at a glance

16 years in the field

OPERATIONAL INDICATORS

15 active countries

729,865 beneficiaries since the inception of the activities

109,025 students trained in 2019 only

FINANCIAL INDICATORS

\$892,527 invested in field initiatives

12% administrative costs

With \$8 a student can receive a good quality education

KEY BENEFICIARIES

Young students

Adults

Visually impaired

Elderly



IMPROVING EDUCATION CAN CHANGE LIVES: VISION, MISSION AND VALUES

The STMicroelectronics Foundation is a non-profit organization, that was founded by STMicroelectronics¹ in 2001. It is an independent legal entity, based in Geneva. The Foundation aims to promote digital inclusion among disadvantaged communities around the world, by equally focusing on underdeveloped, developing, and developed countries. Its journey started 18 years ago, when the former UN Secretary-General, Kofi Annan, established the UN ICT Task force. This initiative brought to the same table representatives from governments, private sector, non-governmental organizations, foundations, and United Nations bodies from all four corners of the world. Its key mission was to help build concrete solutions to bridge the digital gaps existing for billions of people imprisoned in extreme poverty situations, keeping them far from the benefits that the digital revolution was bringing to the global economy. STMicroelectronics, being a member of the Task Force, decided to give its own personal contribution to the initiative by creating a Foundation that reflected its strong social commitment. Since then the organization has maintained the same spirit and it has always been dedicated to this cause.

Vision

The ST Foundation is recognized as one of the leading NGOs working on reducing the Digital Divide throughout the world. Its contribution is known and esteemed at regional, national, and international levels. Its work for the common good is officially acknowledged in many countries and appreciated among the most prestigious international organizations.

Mission

The ST Foundation's primary mission is to develop, coordinate and sponsor projects that employ the use of modern sciences and high technology to promote the fight against the Digital Divide identifying informatics illiterates, notably in less privileged communities around the world.

Values

The Foundation's Vision and Mission are guided, promoted, and supported through its daily activities by strong values and more precisely:

- **Accountability:** the organization delivers on its promises, while embracing the responsibilities for all its actions. And, although it operates at a large scale and in a culturally diverse environment, the organization maintains its high standards of execution while striving to achieve larger social impacts.
- **Innovation:** the worlds of education and technology are not only connected but also constantly changing. Therefore, the Foundation challenges the status quo, embracing change, continuously seeking solutions for new needs arising out of the areas in which it operates.
- **Empowerment:** the Foundation is striving to develop the competencies and skills of its local partners and trainers through the DU Program. The organization empowers them to manage the activities in an independent manner, while sharing competences, know-how tools and skills in a dynamic environment of mutual learning.
- **Partnership Approach:** the strength of any initiative is closely related to the ability of working together. All projects are designed and customized to local needs and contexts, therefore they are developed in close collaboration with the local partners.
- **Social Impact:** the educational efforts promoted by the Foundation all over the world are designed and implemented to bring a positive social change to the lives of the beneficiaries, and therefore of the communities that they belong to, causing a positive impact.

NOTE

1: ST is a global semiconductor company with net revenues of US\$ 9.56 billion in 2019. Offering one of the industry's broadest product portfolios. STMicroelectronics is a world leader in providing the semiconductor solutions that make a positive contribution to people's lives, today and into the future. By getting more from technology to get more from life, ST stands for life augmented.

GOVERNANCE

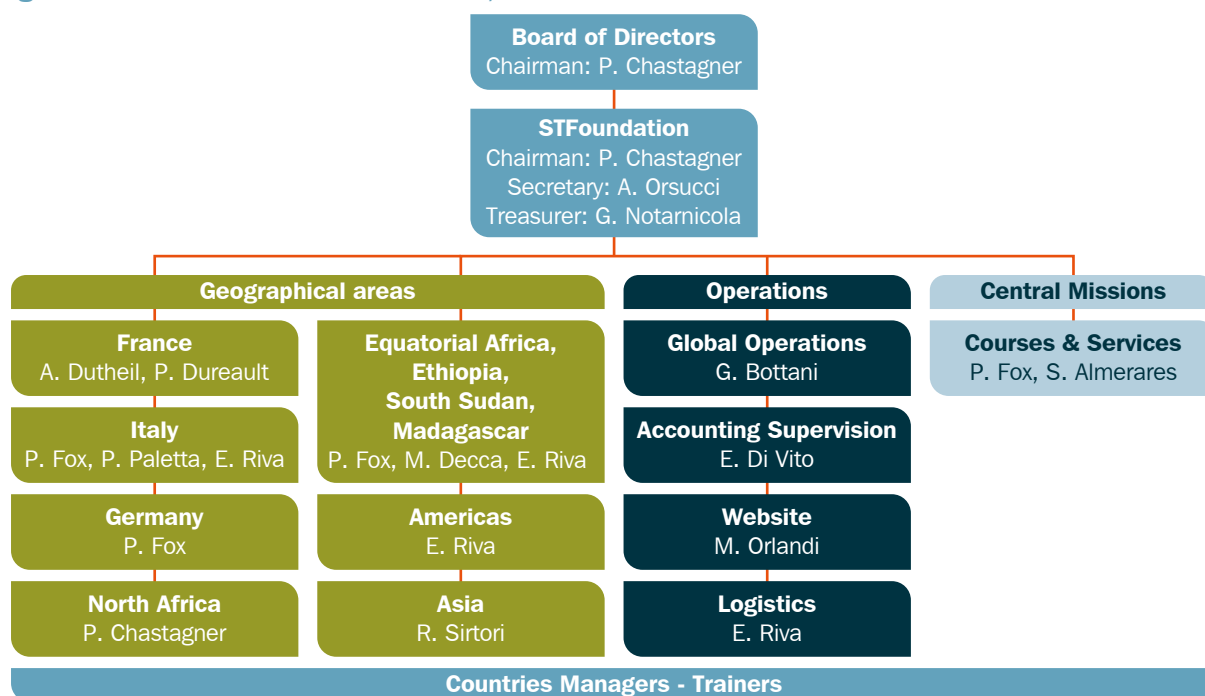
The Foundation's strategic decisions are set by the Board of Directors which is composed of current and former STMicroelectronics Corporate Vice Presidents and a Swiss lawyer. The Board Members share their expertise and competences with the organization contributing pro bono to the revision and improvement of the existing Foundation's activities by providing orientations and implementation guidance.

In 2019 the Board of Directors elected Patrice Chastagner as the new President and two new Directors were also appointed to help the Foundation cope with the growing activities and projects.

At the same time, with the changes in the Board of Directors, the Foundation finalized a revision of the organization where the following functions were clearly defined:

- 1 Geographical areas:** managed by either Board Members or ST volunteers, formally appointed by the President to directly supervise the DU Program developments in the key intervention areas assuring a continuous strategic guidance for the local partners.
- 2 Operations activities:** managed by an external consultant appointed by the Board to carry out all the initiatives formerly carried out by the Director of Operations. Since 2012, Giovanna Bottani has been the person in charge reporting directly to the President, and she is supported by dedicated volunteers with specific tasks.
- 3 Central mission activities:** mostly related to the update and development of the educational material. This area is managed by ST volunteers and Board Members. Their role is particularly important to assure a continuous improvement approach and the capacity of being always very responsive towards different emerging needs. They guide the Foundation towards the constant enhancement of its existing learning paths.

Organizational Chart as of December 31, 2019



ST FOUNDATION' STAKEHOLDERS

The ST Foundation interacts with different stakeholders on a daily basis. Each stakeholder has a precise interest and a consequent expectation towards the initiatives of the organization. The typology of potential stakeholder is diverse and may include: targeted beneficiary groups, local communities, national governments and local authorities, civil society, politicians, the academic community, private sector entities, employees, different organizations, UN agencies and donors, as well as other special interest groups. The “stake” that each of these groups has in our projects may vary. However, it is crucial to the success of any initiative that is striving to be integrated in the local contexts for which it is designed, by allowing everyone to be not only part of the conversation, but also the solution. The ST Foundation 'system of interactions is clearly articulated. Due to the fact that each type of stakeholder has specific interests/expectations, the ST Foundation has put in place ad hoc tools to engage them as shown in the following table.



Stakeholder	Key expectations	Engagement channels
Direct beneficiaries	<ul style="list-style-type: none"> • Coherence in the mission's implementation • Satisfaction of the different educational needs 	<ul style="list-style-type: none"> • Trainers • Ad hoc questions in the post test for impact measurement verification • Regular collection of feedbacks and testimonies
Trainers	<ul style="list-style-type: none"> • Professional growth through ad hoc training • Differentiation between the educational offering 	<ul style="list-style-type: none"> • Field missions • Constant dialogues with local representatives, Facebook and WhatsApp groups • Surveys and data collections for the Annual Report
Local Communities	<ul style="list-style-type: none"> • Foundation's readiness to evaluate new requests of needy neighborhood. • Improvement in the local infrastructure offers and services 	<ul style="list-style-type: none"> • Dialogue with local representatives • Website, social networks and communication kits
STMicroelectronics	<ul style="list-style-type: none"> • Efficacy and efficiency in the implementation of the activities • Collaboration with the Foundation in the educational and volunteering activities • Constant updates of the projects and mutual collaboration 	<ul style="list-style-type: none"> • Newsletters, annual reports & website • Board meetings & ad hoc events • Site visits • Open channels of communication
ST Foundation Members	<ul style="list-style-type: none"> • Contribution to a shared social cause • Coherence between mission, values, and actions 	<ul style="list-style-type: none"> • Field missions & ad hoc meetings • Direct involvement and guidance of the different implementation of initiatives
ST Volunteers	<ul style="list-style-type: none"> • Concrete participation in the mission's implementation • Valorization of their support and cocreation of the initiatives 	<ul style="list-style-type: none"> • ST Foundation website, Newsletter, Facebook, and landing page • Meetings and recognition ceremonies • Field missions
Partners	<ul style="list-style-type: none"> • Know-how and infrastructures • Financial support • Cocreation of projects 	<ul style="list-style-type: none"> • Field missions • Constant communication with local representatives • Interviews and testimonies
Donors	<ul style="list-style-type: none"> • Efficiency, transparency, and accountability • Involvement in the implementation of the initiatives 	<ul style="list-style-type: none"> • Regular updates/reports • Field missions

FOCUS ON THE TRAINERS

The Annual Report tries to give a voice to a different category of stakeholder through each published edition. The 2019 edition is dedicated to the 227 trainers (108 based in ST countries and 119 in non-ST countries) that are working for the DU Program and the vital role they have in its implementations.

The trainers are the operational arm of the organization. They represent the bridge between our courses and the different contexts in which they are presented. The trainers also play a vital role in helping us be better informed regarding the specifics of each environment. This, in turn, allows us to present not only a culturally sensitive appropriate portfolio of educational paths, but also a truly diverse one, which can be updated as recommended by them.

The greatest gift, that one human can bestow on another human, is the gift of knowledge. The power of a person to successfully teach another person is a very special ability, as it requires the capability not only to explain something in terms that the other person would understand, but that he or she will also remember and ultimately also put in practice. With the newly acquired knowledge and ability, the student's perspective will forever be changed, opening the door to other horizons, and therefore, also altering the way they would approach different subjects. And, while there is a lot of emphasis placed on the technical skills needed to succeed in a certain professional environment, the true impact of a technical course comes when the transfer of knowledge happens at the hands of a good teacher.



For this very reason at the Foundation we perceive how central the role of the trainer is and therefore much energy is dedicated to their selection, training, and preparation. A specific course, the Train the Trainer course, is devoted to preparing them for their future tasks. Moreover, on a regular basis, we organize specific events to reinforce both their competences and commitment to the cause. This approach helps both us and our trainer to enter into mutual learning paths where we can learn from one another.

The experience at the ST Foundation is perceived as a journey where the individual has the possibility to grow from a personal and professional point of view. Through this experience teachers support their students build a better future. In return while they are contributing to develop wider perspectives for their students, they can enhance their professionalism becoming more capable of managing their classes. The Train the Trainer course, the day to day experience made from interactions with different students and demands give the trainers the possibility of deepening their own competences while helping students achieving their goals whether this is finding a new job, passing an exam, or having the possibility of learning in a more efficient way, just to name a few examples.

Trainers' enthusiasm and passion for their work and role can be clearly felt in the testimonies we received from every country. Their words speak for themselves.



Dieudonné,
ICB Trainer, Burundi

Let me first of all say that I am grateful to the ST Foundation for having become one of its trainers in Burundi. For me, this opportunity was greatly beneficial because during the training period, I discovered new ideas and inputs improving my competences. I passed this idea on to my students and this is why they are satisfied with our courses. The surrounding population is still thirsty to know more, which allows me to suggest to the Heads of the ST Foundation to allow the continuity of such training to quench the thirst of the majority of people who want to enrich themselves in IT. The proof is that we regularly welcome those who wish to follow computer training. Thank you!

Révérien,
ICB trainer, Congo D.R.

I started working as an ST Foundation's trainer in 2017. Thanks to this program I was able to improve my competences in informatics. Every day I teach, I have to manage students' questions and comments and in order to give them good support I feel compelled to learn as much I can. Moreover, I am working in a good environment where all trainers constantly exchange their own experiences on different subjects and issues they are encountering, mutually enriching our experiences. At the end of the courses we see how happy students are about their classes and when we meet afterwards, they keep telling us how the ICB course helped them improve their lives from a social and professional point of view.

Raicylin,
T4K trainers, Philippines

“ On behalf of my co-T4K teachers, we would like to thank the ST Foundation for the generous gifts it gave to our children. The T4K course provides children with an experience of technology wherein they gain confidence and boost their self-esteem. The students develop an independent learning especially when we allow them to browse the Internet. And because of this program children now have clearer ideas on what they want to do in life. We can say that thanks to this course we are helping them forge their future. Some of them are telling us that they want to become reporters, businessmen, engineers and so on. Moreover, the course is not only helping the kids, but it is also having positive effects on ourselves. In fact, after the first batches I have become more aware of the potential of my students in different areas and simultaneously I can understand them better. I can do nothing but thank you for choosing us to conduct this course!

”

Tarik Amazigh,
ICB trainer, Morocco

“ I have lived an enriching experience during the period I have been working at the Foundation. I have very much appreciated the possibility I had to meet many people coming from different contexts and backgrounds. Through this experience I taught, of course, informatics, but I also had the chance to build new skills that have become fundamental in the field of education: capacity of interacting with diverse people and needs, managing their requests, understanding their key interests just to name a few examples. And all these experiences favoured the development of my professional career. For this, I would like to underline the role played by the DU Program, it is very well structured not only for the student but also for the trainer. At the end of each batch, my students feel at ease using computers which are undeniable assets in their daily and professional lives, while I feel stronger in my capacities as a trainer.

”

Anonymous,
ICB trainer, Italy

“ In each course you constantly learn something new. First of all, you always look for different ways to communicate because every batch is unique, and we have to deal with people with different problems and ages. For a trainer, it is a challenge to be able to involve the whole class and try to follow everyone at the same pace, considering the fact that everyone has different learning times that might need different teaching methods. This is a challenge but, of course, it is also a very rewarding opportunity to learn while helping our students approach the informatics world and getting the best results from it.

”

COMMUNICATION AND FUNDRAISING



14

Throughout 2019 the Foundation continued its networking and communication activities focusing its attention on sharing competences and experiences on the impact and value creation of its activities.

ST Foundation's events served as evidence towards its 2019 commitments and goals. We were invited to "gli aperitivi di ALTIS², measuring impacts motivations and approaches. On May 23rd, Giovanna Bottani was invited to the roundtable to present the ST Foundation's experience of impact measurement at the Catholic University of Milan. The public was essentially composed of experts of the field and it was a good occasion to share ideas and approaches. On July 20th, we were also invited to the Executive Master in Social Entrepreneurship, at the Catholic University of Milan, where Giovanna Bottani gave a lecture on the ST Foundation's experience in the field of impact measurement receiving a high appreciation by the participants and the organizers.

These moments are accompanied by other fundraising and partnership activities, like the well-known Energy Run. In close cooperation with the ST Volunteers of the ST plant of Agrate Brianza (Italy) the fourth edition of the Energy Run was organized in the Aldo Moro Park on September 22nd. The event has shown a renewed and enriched "look" compared to previous years, allowing over 1,000 registered participants, including children and adults, to give their best to reach the finish line dirty and happy. The Foundation welcomed the ST teams, composed of ST employees coming from the nearby plant, who contributed to conducting the run. Thanks to the positive participation of public and sponsors the Foundation collected extra funds to support the ongoing activities in Italy and its intervention areas.

NOTE

2: ALTIS, Graduate School of Business and Society, conceived in 2002 with the mission of favouring, through research, training and strategic consultancy to companies, the diffusion of a responsible managerial culture.

Together with these awareness initiatives, the Foundation officially launched two partnerships to implement interventions that represent a new approach to the standard project's implementation, since both have been launched and supported with a relevant contribution of the Foundation's counterparts.

In fact, the AICS project "Start from the Youth: Engine for Local Development and Conscious Migration" has finally entered in the operational phase. The Foundation received €27,958 from this institutional donor to set up, during the third and fourth trimesters, three new informatics hubs in Senegal and Guinea Bissau.

At the same time, the ICBVI project was developed and tested in the second part of the year thanks to the precious support of the English organization Sustain for Life, who donated €13,993 to bear part of project's activities.

Update on the Italian Agency for Development Cooperation (AICS) Project

The project in a nutshell: this three-year initiative has the target of contributing to the limitation of the migration phenomenon in the Senegalese-Guinean corridor among the regions of Kolda (Senegal) and Gabu (Guinea Bissau). Precisely, it aims at improving the living conditions and educational/job opportunities of young people aged from 15 to 35 years old living in the regions of Sédhiou, Kolda and Gabu (key starting points of migration flows) creating awareness of the concept of what migration really means and implies while improving the educational local offers to boost employability.

Key activities carried out during the second semester of 2019:

- **Field analysis to understand the needs in terms of infrastructures and equipment for the future training activities.**
- **Setup of three informatics centers in the areas of Sédhiou, Kolda and Gabu in close collaboration with ACRA Foundation and Mani Tese.**
- **Organization of the Train the Trainers' course in the three selected areas to present the ICB course to fourteen local teachers to help them familiarize themselves with the course's content.**

2 THE DIGITAL DIVIDE PHENOMENON





The notion of “digital divide” was first introduced in the mid-90s, when the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce issued “Falling Through the Net: A Survey of the ‘Have Nots’ in Rural and Urban America” (1995), a research report³ on the Internet distribution among Americans.

As the years went by, the same concept began to be utilized to present the existing differences in the use of IT tools around the world. More specifically, the “digital divide” has been frequently used to describe the irregular distribution of information and communication technologies (ICTs) in our society. This phenomenon includes imbalances of both access and usage of computers and the Internet between industrialized and developing countries, as well as among different socioeconomic groups within the same country. These differences cause both knowledge and resource gaps, which in turn reinforce inequalities between those people with access to and using the new technology and those people without.

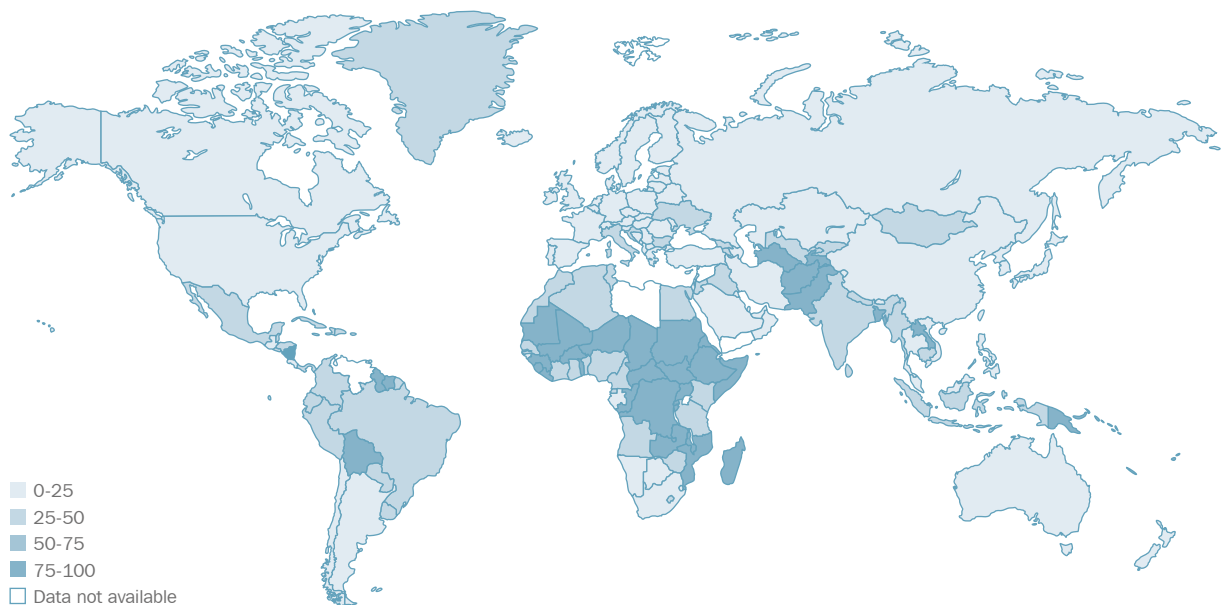
The concept of development is transforming fast as a result of the rapid spread of new digital technologies. As a consequence, higher levels of digitalization of both economies and societies,

produce new global development challenges by allowing the benefits of the digital era to be captured only by those who have already been introduced to its usage and benefits. This outcome has the opposite effect of a more inclusive growth, as it leaves those without access to and knowledge behind.

This awareness is well summarized and expressed by the words of António Guterres, UN Secretary-General: “We also need to understand the relationship between digital advances and inequality.... We know that inequality and exclusion drive social unrest and conflict. We also know that digital technologies, depending on their use, can be a force that widens social gaps or reduces them⁴.”

With this concept as a starting point, we have to acknowledge that globally over 3.6⁵ billion people do not have affordable Internet access and the majority of these excluded communities live in the world’s least developed nations. Therefore, if we want to use the potential of technology to create a more equal socioeconomic growth in the most fragile areas of the planet, enhancing people’s lives, we have to concentrate all our efforts and resources on creating the required infrastructures and on sharing the needed competences.

Percentage of the population not using the Internet, 2019 (ITU Publications, 2019)



NOTE

3: The full text of the document can be found at the following link: <https://www.ntia.doc.gov/ntiahome/fallingthru.html>

4: For further details: <https://europeansting.com/2019/11/27/guterres-underscores-un-role-in-achieving-a-free-secure-internet/>

5: For further details: <https://www.itu.int/en/mediacentre/Pages/2019-PR19.aspx>

OUR COMMITMENT TO THE DIGITAL DIVIDE FIGHT: THE DU PROGRAM



Born in 2001, under the umbrella of the UN ICT task force, the Foundation continues its commitment to the UN principles and values. And, throughout the 18 years of existence, the Foundation has been striving to give its personal contribution against the insidious Digital Divide Phenomenon.

This contribution has evolved over the years into the Digital Unify (DU) Program a well-articulated initiative that has been constantly updated in order to become more efficient and effective in spreading the benefits of informatics tools and the life changing effects they can have when used properly, among the more disadvantaged groups of people.

The initiative's main goal is to boost the informatics competencies of those people, who had never touched a computer before, by using a standardized approach. The scope of the Program, in partnership with prestigious and reputable local organization, is to provide free, efficient, and accessible:

- Equipment for the setup of standard computer training centers (DU Labs)
- Internet connection in remote areas all over the world
- Training material for the different courses that are offered
- Local support system, empowering each community to manage the courses by providing local teachers with solid competences, through the “train the trainer” approach.

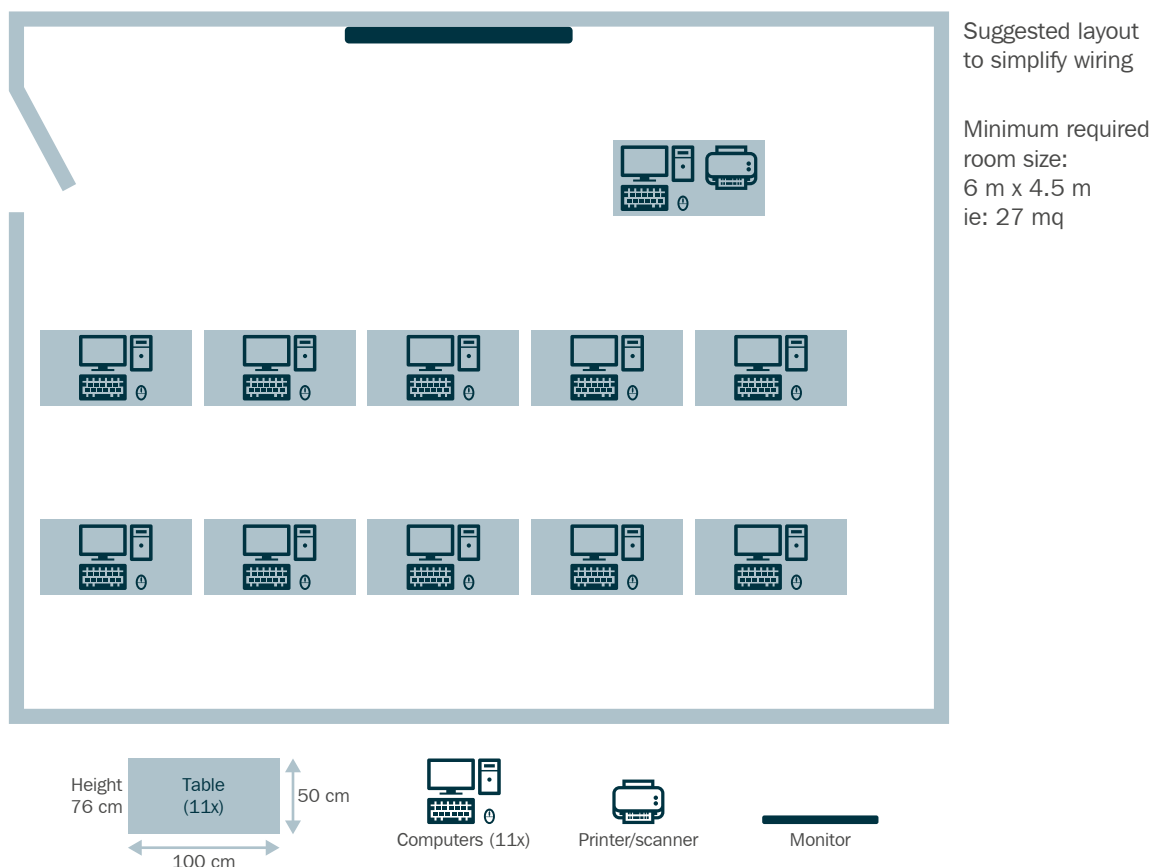
Every initiative starts with the assessment of the collected proposals in order to evaluate if they are in line with the mission and strategy of the organization. After analyzing both the potential partner and the corresponding proposed project, the initiative is shaped and customized in order to meet the Foundation's high operational standards which lead to the desired positive social outcome.

The beginning of a new a collaboration follows the following steps:



The computer training centers (DU Labs) are set up by following the Model Lab Approach - a very detailed standard, that is applied in every country of intervention.

The Foundation has learned and determined, through the support of its volunteers, fixed hardware features and characteristics for all projects. Therefore, a DU center typically consists of 11 PCs, a projector or large monitor, a 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 EDUCATIONAL OFFER

ST Foundation's DU Program is, currently, composed of two major courses that want to tackle the digital illiteracy phenomenon offering basic informatics competences among two main audiences, specifically: children, and young adults and adults. They are completed by Advanced Courses used only in few countries to give to the beneficiaries of the previous courses the possibility to deepen their competences with more complex programs.

ICB Course

The Informatics and Computer Basics course (ICB) is the Foundation's core learning path - established and operational since 2003. Each module is fully customized to the local culture in order to have the most educational impact and it is only introduced to groups with a maximum number of 20 students, in order to



ensure equal distribution of resources. The ICB course is currently available in 7 languages: Chinese, English, French, German, Italian, Portuguese and Spanish, however other options can be available if the need for additional languages should arise. The main goal of the course is to assist the beneficiaries overcome their inhibitions and fears of using computers, while introducing the essential competencies needed to use these tools independently. During the different classes, the students will be taught how to use: the Internet as a resource for information and knowledge; the email as a means of communication; Microsoft Office, as a value adding skill; and the “social media world”, as a tool to create virtual communities.

The training materials are available for both students and trainers. The **Students’ manual** explains the key learning objectives of the course to the participants, while the **Trainers’ manual** guides the teachers on how to present the different topics of the course efficiently and effectively. At the end of the 20-hour course, students are asked to take an online assessment in order to evaluate both their new learnings assimilation as well as the effectiveness of the proposed program. Certificates of attendance are distributed to those students who attended at least 80% of the modules. This recognition is particularly important as it is often used to find a new or better job in many countries.

Tablets for Kids

The Tablet for Kids (T4K) course was developed in India, in 2015 with the goal of tackling the Digital Divide issue among younger generations, specifically for children with ages between 9 and 13 years old.

The ST Foundation decided to use tablets as a delivery method for its courses following the indications of many research studies revealing that a correct use of touchscreen devices can improve the learning process by increasing the students’ engagement. With appropriate guidance from the teacher, tablets can both emulate natural social interaction as well as create interactive learning. Tablets offer problem-solving activities by allowing students to set attainable goals while providing instant and continuous feedback. For the youngest group of students, this delivery method, by being more interactive, not only gets them more involved in the activity, but research also shows that it is perceived as effortless facilitating the learning process.

On the basis of this clear evidence the Foundation with the support of Paolo Brunello⁶ and the Swiss based organization, seed⁷, started developing the content of the course. Thus, the teaching material was prepared with the idea of giving children an intuitive understanding of the potential of ICTs, helping them build basic ICT skills, while they associate informatics with positive experiences and therefore, fun. The goal of the program is that, by the end of the course, children will have developed basic skills (i.e.: taking pictures, shooting videos, drawing, and creating music) along with more advanced competences (i.e.: searching the Internet, writing, calculating, and presenting complex topics in front of the class).

Advanced Courses

The ST Foundation started working on developing a new set of Advanced courses in 2018 with the valuable support of ST volunteers from the Greater Noida plant, in India. They supported the organization to create and test the modules composing the educational offer. The goal of these courses was to offer in-depth and complete knowledge on Microsoft Office. These Advanced courses consist of sixty hours of classes in total and it is organized in four modules: 1) Microsoft Word section - 14 hours; 2) PowerPoint section - 14 hours; 3) Excel section - 28 hours; 4) and Outlook section - 4 hours.

Each section is presented in a detailed manner, in order to prepare students to face those growing needs characterizing schools, and the labour market. All students have to take a comprehensive test on completion of their course, in order to evaluate the competencies they acquired.



NOTE

3: Dr. Paolo Brunello, psychologist, expert on communication and informatics, supported the Foundation over a period of two years for the update of the ICB course and the development and test of the T4K course.

7: Seed is a non-profit enterprise active in the field of education, digital technologies, and international development.

INTRODUCTION OF NEW EDUCATIONAL OPTIONS

Two new educational offers were finalized, and they were gradually introduced throughout the year. The need for both arose through the implementation of the DU Program and as a result two major priorities were identified. Specifically, the Foundation focused on the design and testing of:

- **Tablet for Senior course (T4S)**

It was introduced in close collaboration with our partner seed. This initiative has the scope of addressing the rising IT usage need among the elderly. The project was designed specifically for the rapidly aging population of European countries that has been asked to adapt to new technologies brought upon the demands of a modern and ever evolving society. The course is divided into ten modules of two-hour classes each, where the participants will first learn and perform basic activities on tablets such as: surfing the Internet, taking photos, shooting videos, etc. These basic competencies will then be further developed into more advanced ones such as: organizing trips, use of customized apps for the daily activity planning, etc. The first pilot for the T4S course is expected to be launched in the second half of 2020, after the identification of committed partners.



- **ICB for Visually Impaired people (ICBVI)**



It was created for Sierra Leone, in order to enrich the existing activities in the country, which is considered to be among the least developed in the world. Since 2009, when the Foundation started its local operations, the results of its initiatives have been remarkable. More than 146,000 people became e-literate through the DU Program over the years. Through its presence as a privileged observer, the organization realized that the country's extreme fragility in infrastructure and education system is a great hardship for the visually impaired community.

For this reason, it was decided to adapt the existing ICB course into a format that could be customized for this at-risk community. The pilot run was launched in October 2019 with an ad hoc field mission. The project's output was the creation of a 48-hour course dedicated to the visually impaired community. This result has been achieved thanks to excellent teamwork done by the involved stakeholders, and specifically: ST Foundation, Sustain for Life⁸, an independent not-for-profit organization that supported most of the project's costs, and Dr. Bernareggi from the University of Milan. The course is structured in twenty four lessons of two-hour classes each and it has six modules that offer instructions on well-defined topics such as: training on how to touch type, how to create and save Word and Excel documents, how to create and fully manage an email account and how to use an Internet browser in order to look for information. This course will be available for implementation in Sierra Leone as soon as the Foundation can find favorable conditions to further cascade the course from the first trimester of 2020.

NOTE

⁸: Sustain for Life is an independent not-for-profit organization with no political or religious affiliations. It aims to better the world one community at a time. It makes a direct contribution to improving the lives of some of the poorest people on the planet by helping them to help themselves.

THE DU PROGRAM AS A CONCRETE CONTRIBUTION TO THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)



The SDGs, also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a global call to action to fight poverty, defend the planet and guarantee that all people can live in peace and prosperity by 2030. Their main goal is to address the major concerns of a large part of the globe's population being left behind in the context of the Global North's development and life style, which are no longer sustainable, thus creating a negative social and environmental impact on the whole planet.

In this context, ICTs become the bridge towards an equally spread economic and cultural development. Digital illiteracy is one of society's biggest challenges in the context of reaching its full potential which, at this point, can only be accessed through the use of IT tools. As everything is digitalised or becoming digitalised, IT tools have the ability of improving people's lives by accelerating human progress from a social and economic perspective.

The ST Foundation was born as a concrete reply to the UN's call for action against the Digital Divide and it wants to demonstrate its true commitment to this cause by contributing to its achievement. The SDGs are both reflected and brought to life through the DU Program, which is actively supporting the efforts of not leaving anyone behind in the context of world's digitalization and its consequences. Specifically, through our activities we actively work on the reinforcement of the following goals:



The Foundation operates in different disadvantaged countries by bringing the necessary technology and know-how, in an effort to close the resources' gap that still exists in different contexts. This support gives our stakeholders the possibility of having access to those tools that can be used to build stronger educational paths and, as a consequence, better job opportunities. In many African countries the certificates of accomplishment distributed at the end of each ICB course are extremely useful to find new job opportunities.



Through the DU Program the Foundation increases the access to education by using ICTs. The ICB, T4K and Advanced courses are precious tools offered by the organization to disadvantaged beneficiaries, totally free of charge, to strengthen those skills that are now fundamental to progress in the studies. We also train the trainers giving them the possibility of learning those soft skills that can improve the way in which they work and interact with students.



We foster access to training for women and young girls in all intervention areas: Africa, Asia, and Europe. The attendance at our courses sees a higher participation of women mainly in every age group. In 2019, 56% of DU students were women coming from fragile contexts who, through our learning paths, found new tools to either have access to further educational options or new jobs.



We support long-lasting and inclusive economic growth, as well as productive employment by creating solid professional skills focused on Informatics. These days, Informatics literacy is as basic as literacy used to be, knowing how to use technology is fundamental to accessing the employment market. Moreover, as highlighted in our impact measurement indicators, the reach of our courses goes beyond the student population we reach directly, as we also indirectly touch their families and communities, therefore maximizing the effects of the program.



The equipment provided by the Foundation along with the empowerment of local staff contribute to reducing inequality in the intervention areas and therefore, allows everyone to have access to the potential ICTs can offer. A concurrent effect of the organization's activities in most countries of intervention, is that by working with local trainers, they also find in our environment a safe and motivating job that helps them improve their skills.

COMMITMENT FOR THE FUTURE



We are living in a fast-changing world, in which we experience on a daily basis how the education field is quickly moving to target the needs of diversified groups of people, each one with specific characteristics and dedicated solutions. However, a frequent side effect is to be left aside from the benefits that knowledge and information can have as the right infrastructures and competences are not available for everyone. This vicious cycle pushes developed contexts to move, learn and progress fast, while the underprivileged areas lag behind from a real inclusive progress.

In this context, the Foundation will always be committed to assisting and serving the rising needs of the most vulnerable and fragile population. The organization will closely work with its partners, collaborators, and volunteers in supporting and promoting all SDGs, particularly the SDG 4: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

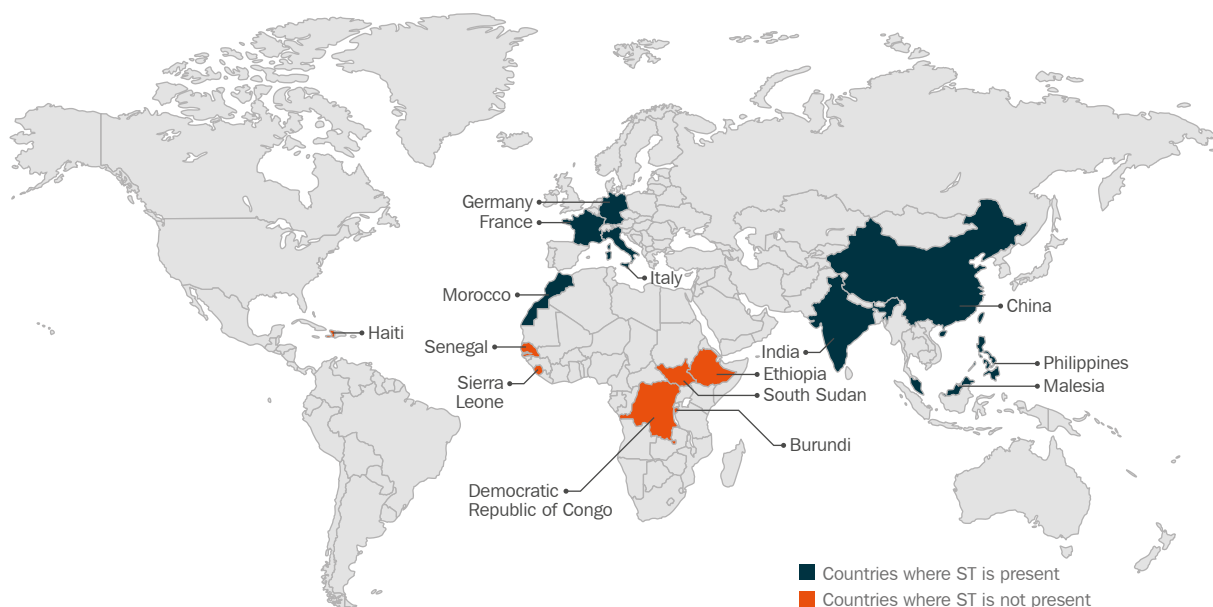
The Foundation is ready to evaluate new educational offers as a response to changing needs and changing scenarios as it was in the case of the Tablet for Kids and the Tablet for Seniors courses. The organization also strives to find more efficient and effective methods and approaches for its regular classes, while trying to increase its reach among the underserved population. The daily activity focus will always be to support fragile and vulnerable individuals, living in difficult contexts, who would like to approach this universal language, that is now informatics in its many forms.

The world has changed over the years, and as a result, in 2019 the Foundation reviewed its strategy to emphatically define which contexts and beneficiaries are most in need of its support, therefore marking the beginning of a long and evolving journey. Along this journey, the organization also recognizes the need for constant internal progress and continuous improvement, as it strives to evolve and stay relevant in the landscape of donors and partners. The key challenge is, and will always be, to be able to detect and interpret the rising needs of the key intervention areas, prioritizing among them the most urgent and relevant ones.

3 MILESTONES OF THE YEAR

- Throughout 2019 ST Foundation India finalizes the transition of all the projects formerly carried out by the liaison office and guarantees a smooth transition of all the activities and running programs to the new organisation.
- In February the procedure to establish Fondation ST pour le Maroc under the form of declared association is completed.
- At the end of Q2 the Foundation rationalises its presense in non ST countries, with major actions in the Democratic Reublic of Congo and Sierra Leone.
- In September two new Board Members are appointed underlining a reinforced attention of the organisations for initiatives implemented in Italy and France.
- In October the Tablet 4 Kids course is launched in Malaysia.
- In Q4 two new educational projects are developed: ICBVI and T4S.



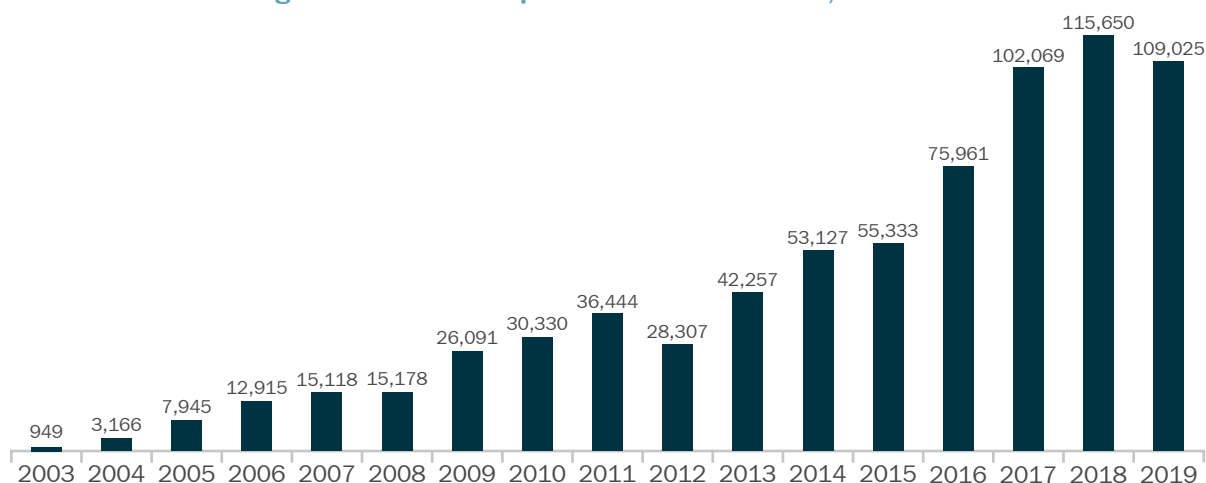


2019 BY THE NUMBERS

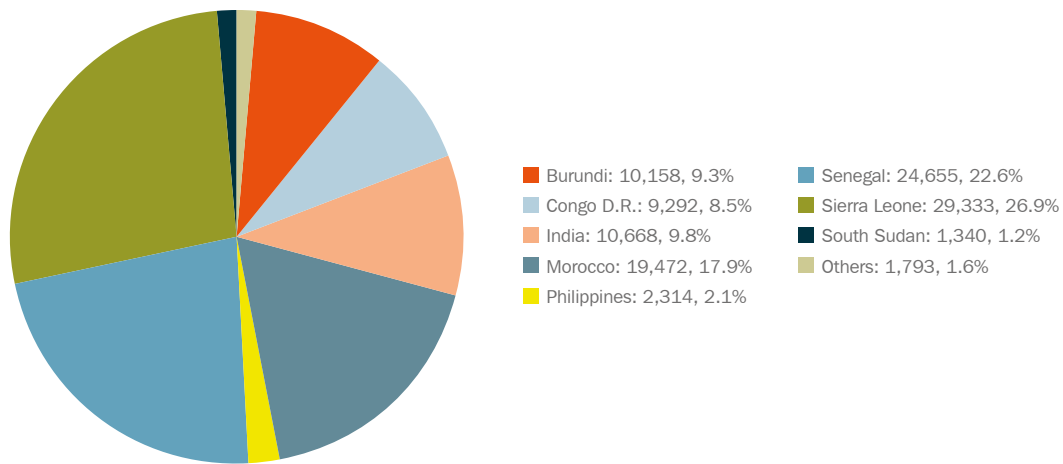
The Foundation's activities progressed steadily during 2019. The implementation of the model lab concept, in the areas of intervention, help the organization reach two important objectives: **729,865** trainees have been reached since the inception of the program, and **109,025** students took part in the ICB, Tablet for Kids and Advanced classes in 2019 alone.

The slight decrease in the numbers of reached beneficiaries, compared to 2018 (115,650 beneficiaries) was strategically planned and it was directly related to the closure of most of the DU labs in the Democratic Republic of Congo and to the creation of the ST Foundation India, which brought with it a general revision of the ongoing partnerships, suspending old and non-efficient collaborations.

Evolution of the DU Program since the inception as of December 31, 2019



Breakdown of student numbers by country in 2019. Under the “Others” category we grouped those countries that are accounting for less than 1% of the total. More in details we have: China, Ethiopia, France, Germany, Haiti, Italy, and Malaysia.



Throughout the year, the Foundation confirmed its focus on developing fruitful collaborations and strengthening its presence in ST countries, shifting its priorities from needy countries to needy populations around the world. This approach is translated into a reinforcement of the European activities where a specific focus is on Italy and France. At the same time, the development of North Africa has become a new priority together with the plan of increasing the initiatives in Far East Asia, while activities in Africa are stabilized and have become more efficient.

Based on these strategic approaches for 2019 the operational countries can be divided into:

- 1 STMicroelectronics countries**, consisting of both developing and developed countries, where STMicroelectronics has an operational presence.
- 2 Non-STMicroelectronics countries**, those developing contexts, in which STMicroelectronics is not present, that have a strong need to overcome socioeconomic and technological disparities in order to boost human progress.

Based on the above-mentioned new guidelines, the DU Program is, therefore, proposed in both developing and developed countries. The program reaches needy populations in every context of vulnerability both in the Global North and in the Global South of the world, with a distinct attention to creating positive social impacts on the beneficiaries' lives.

The key performance indicators used by the Foundation reflect the adopted strategy. The following tables and charts illustrate how:

- Activities increase in ST countries with 59% of the computer centers set up in those regions where ST sites are present.
- Resource allocation is becoming stronger in ST countries with 52% of the total expenditure.
- The number of beneficiaries reached in non-ST countries is 69% of the total number of students reached throughout the year.

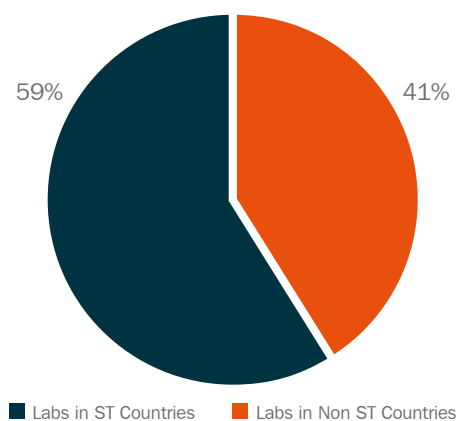
ST Countries key indicators in 2019

ST Countries	Years of activity	Partners	Active DU centers	Cities Touched by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
China	6	5	6	4	-	866	70
France	10	2	2	2	-	74	13
Germany	4	1	2	1	-	14	2
India	16	14	35	14	31	10,668	671
Italy	16	17	19	13	-	671	67
Malaysia	4	2	2	2	2	134	7
Morocco	16	22	40	17	36	19,472	1,273
Philippines	7	8	5	3	39	2,314	119
Total		71	111	56	108	34,213	2,222

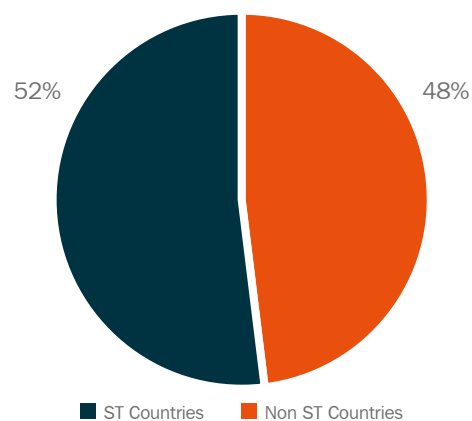
Non-ST Countries key indicators in 2019

Non-ST Countries	Years of activity	Partners	Active DU centers	Cities Touched by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
Burundi	10	7	8	7	16	10,158	625
Congo DR	14	17	17	8	18	9,292	496
Ethiopia	4	1	1	1	-	14	1
Senegal	11	21	23	20	42	24,655	1,384
Haiti	4	1	1	1	1	20	1
Sierra Leone	10	21	23	12	42	29,333	1,511
South Sudan	5	6	4	2	-	1,340	80
Total		74	77	51	119	74,812	4,098

% of DU labs in ST vs. Non-ST countries



% of investment in ST countries vs. Non-ST Countries



WORLDWIDE IMPACT OF THE ST FOUNDATION

In 2019, the ST Foundation reconfirmed, for a second year in a row, its effort to monitor, not only the output of the DU Program, but also the effects its key educational option, the ICB course, is having on the beneficiaries and on their communities.

The method was created and tested through a twelve-month project, in 2017, in collaboration with ALTIS (Research Center of the Catholic University of Milan). And since then, it has been fully embedded in the ST Foundation's online reporting system in order to better understand the added value the organization is bringing to people's lives and habits. Specifically, the developed system was designed to outline the changes that the ICB course can bring to students' attitudes in terms of: employability, competence on the new subject, confidence on the acquired skills, and manner in which the computers are used.

The data presented in the Annual Report synthesize the results of a feedback questionnaire filled by all of our graduating ICB students worldwide. The purely quantitative replies are, then, matched with qualitative testimonies, that provide insights into and explanations for the numbers.

The worldwide evaluation of the quantitative data generally reflects positive and encouraging results. The beneficiaries of the ICB course, specifically the people, who were almost illiterate from an informatics point of view, at the end of the classes, state that:

- They would relate what they learned to family and friends (91% of the respondents).
- They would recommend attending the course to their friends (90% of the respondents).
- They are comfortable with using a PC after having attended the course (69% of the respondents).
- They are no longer hesitant in performing different activities on a computer (65% of the respondents).

The results are particularly encouraging, especially, if we consider that the respondents are former e-illiterates, who have never used a computer before. However, after completing the ST Foundation's course, they not only feel that they can do it easily, but that they are also confident in showing what they learned to their families and close communities' members.

Key indicators:

91%

of the respondents have shown friends and relatives what they learned

90%

of the students would recommend the course to their friends

69%

of previously e-illiterate beneficiaries are comfortable using a PC



IMPACT ANALYSIS IN ST COUNTRIES

Asia

The ST Foundation is at present operating in the following countries: China, India, Malaysia, and the Philippines. The beneficiaries of the Foundation in the Region are mainly young students aged from 11 to 16 years old (57%) and from 17 to 22 years old (20%) with equal participation of men and women.



Key indicators:

91%

of the respondents have shown friends and relatives what they learned

90%

of the students would recommend the course to their friends

69%

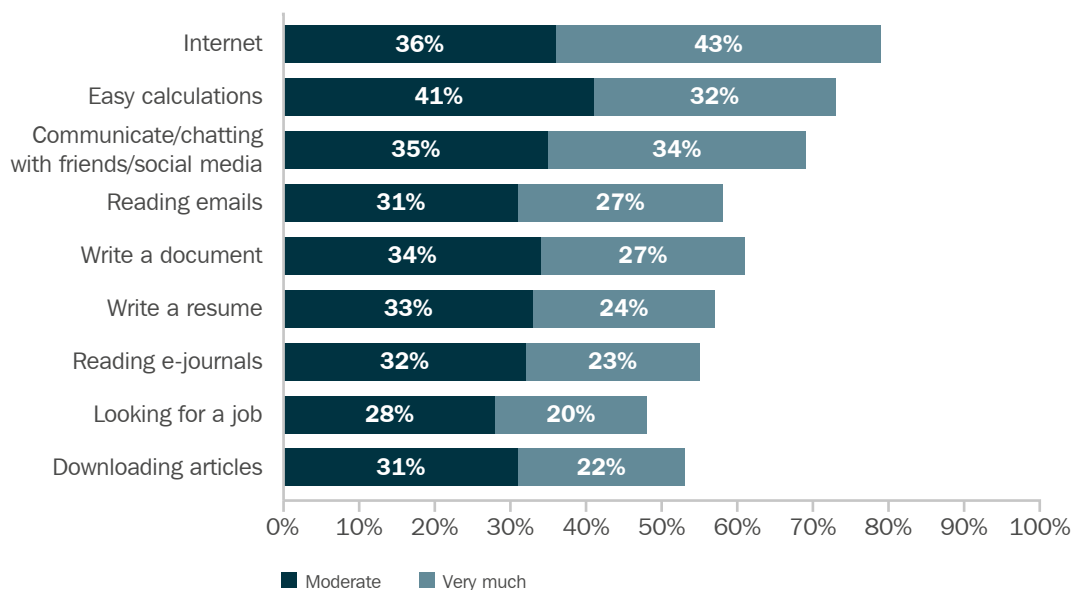
of previously e-illiterate beneficiaries are comfortable using a PC

30

Analyzing the quantitative data, we understand the priorities of the beneficiaries who at the end of the ICB classes tend to use computers to:

- 1 Surf the Internet looking for relevant information for their daily life tasks (79%).
- 2 Use Excel to be more efficient at school or in the management of personal/professional budgets (73%).
- 3 Use social media to communicate with friends (70%).

Level of agreement with the statement “Currently I use computers for” clustering the moderate and very much options





The quantitative figures can be better interpreted and clarified through the support of qualitative testimonies that have been collected during the year from our beneficiaries and partners to help us have a more in-depth perception of the numbers. Reading the words of the ST Foundation's young beneficiaries it is clear how most of them are coming from situations of informatics illiteracy where the chances of using computers are not common. When

they attend the courses, they are keen to learn this specific subject, being aware of its potential. They look for all those kinds of contents that can help them improve their lives in many different ways, like for example being able to prepare a personal budget to manage the family's expenses or writing documents to be more efficient at work. Their overall interest for informatics is strong and is supported by the fact that there is a general appreciation for the proposed ICB course and 94% of the respondents would suggest it to family and friends. Last but not least, almost all beneficiaries (96%) would be keen to share what they learned with families and friends contributing in this way to increase the impact of the project.



Nimraj,
former ICB student, India

I really liked the ICB course offered at NIIT Foundation. I enjoyed the time spent with our trainers. During the batch I was given the chance to look at computers from a different perspective. For instance, now I know how the Internet can be used wisely to look for new opportunities and not just for fun. Following these new ideas, I used the web in an efficient way to look for a job and I found one! During the course I also learned how to use Microsoft Office to write a CV or to do easy calculations for my monthly budgets, just to name a few examples. In other words, I learned how the computer can become a "friend" that is able to support you to perform different day to day activities in a very efficient way.

Priscilla,
former ICB student, Malaysia

Hello, my name is Priscilla. I came to Malaysia as a refugee a few years ago with a suitcase full of hopes and dreams. I wanted to be able to build a new and brighter future for myself. In this direction, I decided to attend the ICB course to have better chances of finding a good job which is certainly the starting point to rebuilding my life in a different country. The ICB course helps me refine my computer skills to be more employable and it also increased my capacity to be more dynamic in the workplace. At the end of this experience, the newly acquired competences boosted my self-esteem and with this renewed optimism I was able to find a better job. Thank you, ST Foundation!

Case Study: The Philippines

The Philippines is one of the most vibrant economies in East Asia and it is on its way from being a lower middle-income country to becoming an upper middle-income country. However, the ongoing economic growth is not embracing every sector of society. The 40 richest families account for about 76% of the economy while the country's poverty headcount ratio, has only decreased slightly from 27% in 2006 to 22% in 2016. This overall situation also had an impact on education. And in fact, the country has over 3.6 million out-of-school children and youth due to different reasons such as marriage/family matters, high cost of education and insufficient family income, and lack of interest in education. Moreover, even the students who decide to proceed with their studies may encounter different issues, since most of them are attending state schools where education is free on one side, but lacking facilities, resources, and teachers on the other.



Aware of this situation the ST Foundation launched the DU Program in 2012 with the key scope to make



infrastructures and good quality education available to marginalized sectors of society. The activity, which has always kept evolving over the years, is now serving the areas of Cavinti, Calamba and Antipolo where the majority of beneficiaries are attending public schools with limited provision of computers. In these areas, considering the lack of adequate infrastructures

especially in public primary schools, it was decided to maintain a focus on the education of younger generations and to largely propose the Tablet for Kids course with a strong partnership with the Calamba Department of Education. This approach has now brought five T4K centers to the set-up where children are experimenting how informatics can become a “wise friend” that teaches remarkably interesting subjects.

Jobelle,
T4K trainer, the Philippines

It has always been a great pleasure to be part of the Digital Unify Program of this trustworthy Foundation. Being a T4K teacher, I feel happy to share my knowledge with our students. This program is helping both the teachers and the students. In fact, it is improving our teaching and learning process at the JRM school. Tablets can, in fact, be used by us during different classes making discussions easier, funnier, and enriched with many hints collected through the Internet. And if we propose more interesting lessons our students can profit and learn better. Last but not least, they can have free access to informatics in a context where this is still a luxury for many families who cannot afford to have technology in their own homes. For all this a big thank you to the ST Foundation!

Alexis,
former T4K student, the Philippines

The T4K course covers many topics in its 10 lessons. We learned how we can share files using the Bluetooth, how we can use Excel, Word, and many other applications. In using some Apps, I realized that mathematics and science are not as complicated as I thought, and they can also be funny! With this program, we were given many tasks becoming businessmen, reporters, and doctors. I easily understood how our body works and it inspired me to continue my dream of becoming a doctor someday, or maybe a businessman, so I can help other people. For me T4K has been so helpful and we are hoping that our friends at the Foundation will stay in our school for a long time.

Europe

The ST Foundation is also operating in Europe and more specifically in France, Germany, and Italy. The focus of the activities in these areas is mainly to reach what can be considered as fragile beneficiaries with specific needs and precisely: the elderly, migrants, and inmates.



With each group the organization works to reply to different demands. With old people we help them become more e-literate and as a consequence be ready to live in a society where almost every activity is going digital. Together with migrants we try to give them stronger competences

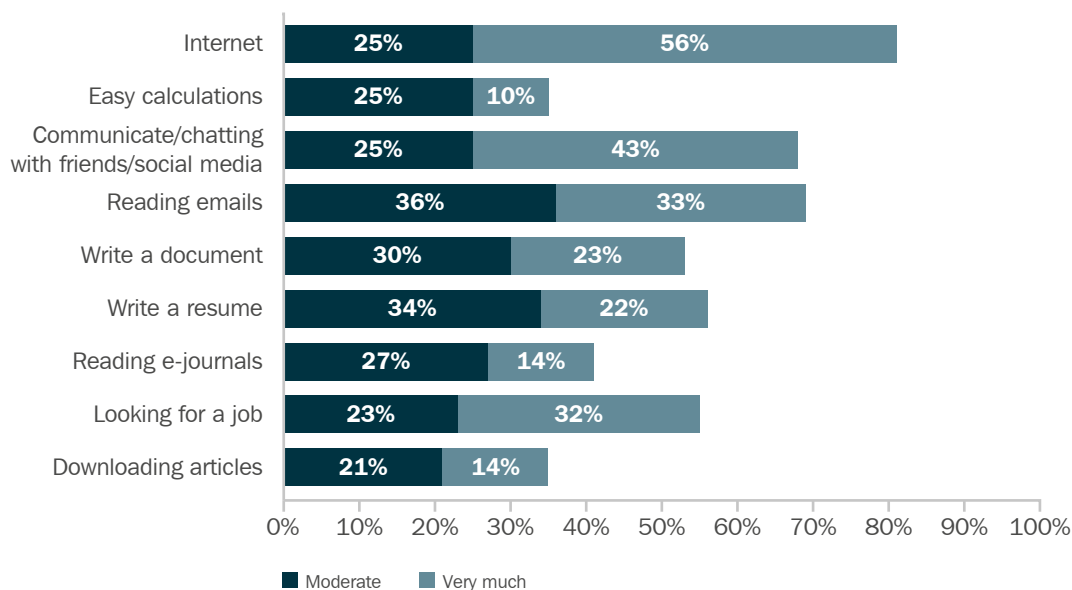
so that they can find better jobs or decide to continue studying. And with inmates the DU Program is used to complete their rehabilitation path preparing them for returning to a normal life.

Their profiles are quite different if compared with the ones of the other areas we work in. In Europe, the participants are mainly men (72%) and older than their colleagues coming from other areas. To be precise, the DU students are young adults from 23 to 34 years old (27.3%) and adults aged from 35 to 58 years old (32.4%), with also a good representation of the elderly (24.5%).

The analysis of the quantitative data shows how they are using the key learnings of the course to:

- 1 Surf the Internet (81%) to find relevant information and data.
- 2 Read e-mails (69%).
- 3 Communicate and use social media (68%).

Level of agreement with the statement “Currently I use computers for” clustering the moderate and very much options



Key indicators:

96%

of the students would recommend the course to their friends

74%

of previously e-illiterate beneficiaries are comfortable using a PC

62%

of the respondents have shown friends and relatives what they learned

The quantitative data along with the testimonies collected take a very precise picture of European beneficiaries. We have, as already mentioned, more adult “students”, mainly coming from situations of fragility, who attend the ICB course to find either a new dimension in life or to acquire modern skills in a world that is always more digital. In this context the use of the Internet is the priority to find a job and this is particularly true for marginalized people who need to be prepared for society’s needs and to be motivated to try to make it again. It’s interesting to see how more than 50% of our beneficiaries use the acquired competences to find a new or better job in a labor market where informatics literacy is surely a prerequisite not only to work, but also to find the right work knowing on which platform there could be relevant offers and how to find the right contacts to send well prepared curriculum vitae.



Antonio,
former ICB student, Italy

“Hello, my name is Antonio and I am a church caretaker. When I decided to attend the course I almost couldn’t do anything with a computer, I could not send an email or even write a document, and every time I needed something specific I had to ask for help from my son or nephew. When I was informed about this course I decided to participate, even if with a bit of reluctance because I thought that I would not have been successful. On the contrary, with a little patience and goodwill I started noticing things that had seemed so complicated were, in fact, simpler. Today, I am not only independent, but I am also eager to learn something new. In the end knowledge has no age!”

Giuseppe,
representative of the partner organization Insieme Onlus, Italy

“My name is Giuseppe and I am in charge of the organization “Insieme Onlus”. It is a volunteering association working on the promotion and recovery of fragile people. This year we have been delighted to begin a new initiative with the ST Foundation. To start the initiation course, we chose people living in difficult conditions who felt cast aside by society. When they came in our class, we saw something incredible happen, they were able to find a new dimension. People who were really on the margins, now have been requalified through the course. You can see joy and happiness in their eyes because they had an opportunity to feel different. This experience changed some of the participants’ approach to life, turning them into more motivated people that want to have an active role in the community they live in once more.”

North Africa

Morocco

Morocco has developed a national strategy to drive digital transformation throughout the Plan “Digital Morocco”. It has the aim of accelerating innovative digital solutions through e-government and private e-services to promote individuals’ inclusion. However, this requires upgrading digital infrastructures and addressing spatial inequalities in ICT access. There is, in fact, a deep digital divide between urban and rural areas, which the authorities are trying to address⁹. As it was shown in the 2018 National Telecommunications Agency ICT Indicators’ survey, 32.6% of citizens in urban areas own a computer or tablet, against only 5.1% percent in rural areas. In this situation we clearly see a country where opportunities are not the same for everyone and where the informatics gap is slowing a nationwide progress. If we consider the National Plan of the country, we understand that being “Digital” is now more than ever an essential lever to promote that inclusion and development the government would like to achieve. In this context the Foundation is willing not only to continue the activities that were initiated 18 years ago, but also to strengthen its presence to contribute actively to the growth of the country.

The path of the Foundation in the country started back in 2003, with the strong will of contributing to the development of Morocco.

The organization signed a first partnership with the Ministry of Youth and Sport and many more followed throughout the years with the scope of diversifying the reach of the activity from a social and geographic point of view fulfilling the needs of different “publics”.

Key indicators:

96%

**of the respondents
have shown friends
and relatives what they
learned**

94%

**of the students would
recommend the course
to their friends**

77%

**of previously e-illiterate
beneficiaries are
comfortable using a PC**



NOTE

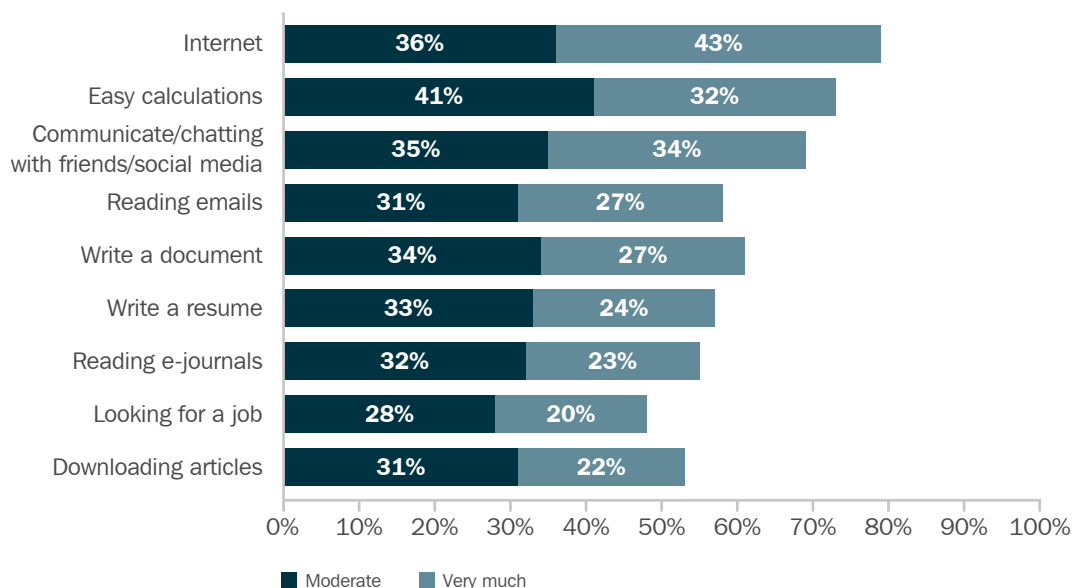
⁹: For further details please visit: <https://www.gtai.de/resource/blob/45198/52156e594245c170b10c249bbad6f177/pro201903135004-data.pdf>

After 16 years of presence and many fruitful experiences, it was decided to have a stronger local representation and in February the procedure to establish the Fondation ST pour le Maroc under the form of declared association was completed. Accordingly, the new association has started all the needed procedures to become fully operational under the guidance of the new board. All the activities will be gradually managed by the new organization starting from January 2020. Throughout the year the educational activities have grown constantly with 39 operational DU centers distributed in 17 cities where over 19,000 beneficiaries were trained, with a 30% performance increase compared to 2018. For the third year in a row, ST Foundation organized the season of summer camps offering ICB courses as free of charge educational activity to the enrolled children. The program continues its development by increasing the number of labs from 11 in 2018, to 21 labs in 2019, in different regions of Morocco training over 7,600 children.

The public, to whom the courses are offered, is mainly composed of young students aged from 11 to 16 years old (43%), young adults from 17 to 28 years old (25%) and children aged from 5 to 10 years old (23%), with an equal participation of men and women. In these clusters ICB students are using the newly acquired skills for the following purposes:

- 1 Surf the Internet (79%).
- 2 Work on Easy calculations (73%).
- 3 Communicate and use social media to stay in contact with relatives, and friends (70%).

Level of agreement with the statement “Currently I use computers for” clustering the moderate and very much options



With the support of the collected testimonies used to better read the quantitative data, we can see clearly how for our beneficiaries the added value of the ICB course is represented by the possibility of understanding how to use the Internet and its full potential. Our trainees, who are for the majority students (82%), Internet usage is very important basically to study more effectively and to find better orientations for their educational paths. Microsoft Office is well appreciated as a tool to improve the way in which these young students learn and prepare their assignments. The networking and social media activities are also well appreciated by them, being fully aware of the fast-growing e-society's potential and of the related communication channels that build its foundations.



Zahir Fatima,
trainer, Morocco

I am Zahir Fatima and I am a trainer in two DU centers where I teach both the T4K and the ICB courses to different groups of students (children, adults, employees, unemployed, young people etc.). I am teaching and learning at the same time. Working as a ST Foundation trainer I have the chance of improving my level of communication and pedagogy and at the same time I am teaching my students how they can take full advantage of this amazing tool called "the computer". I acknowledge, day after day, how this experience is important for them. The DU Program is helping everyone in different ways: job seekers are supported to find a better or new job, students find an orientation in their studies, and already employed people become better organized and can work in more efficient ways in that digital "contexts" which are spreading everywhere. Thank you, ST Foundation, for your presence in Morocco!

Salsabile,
former ICB student, Morocco

My name is Salsabile and I came from Fes to follow the DU Program during my vacation. Today in class we had the chance to type a text on the computer and we also learned how to correct our mistakes. This course represents a good opportunity to learn how informatics can become a sort of classmate that can help you in finding interesting content and information to study better or to prepare your assignments. These skills will certainly help me in the future to progress in school. So, thank you for offering this course!

IMPACT ANALYSIS IN NON-ST COUNTRIES

Africa

The ST Foundation started working in Africa in 2005 setting up the first two DU labs in the South Kivu Region in the Democratic Republic of Congo. On the basis of the profound needs of infrastructures found and the local populations' thirst for knowledge the organization decided to reach new frontiers adding new countries. In 2019, after 14 years, the activities were successfully carried out in Burundi, Congo D.R., Ethiopia, Senegal, Sierra Leone, and South Sudan.



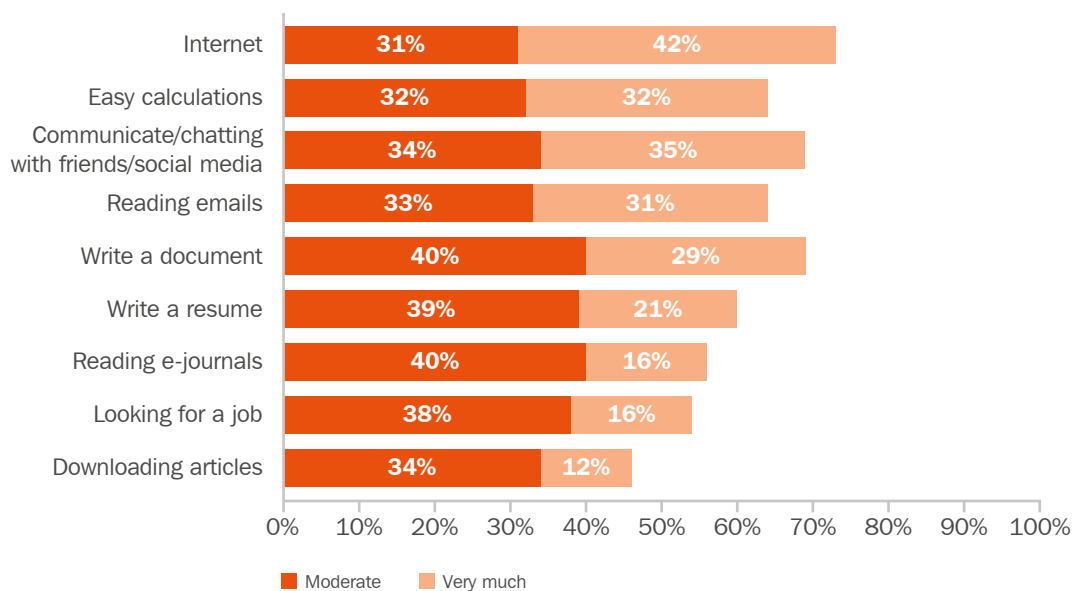
The areas of intervention were all chosen among the most deprived contexts of the Region that were lacking the basic infrastructures that would have guaranteed the right of a good quality education for the local populations. A particular attention has been devoted to remote and rural areas as they have always been experiencing even more difficult situations and hardships.

In Africa, the majority of the ICB beneficiaries is represented by women (57%) with a strong participation of young students aged from 11 to 16 years old (24%) and from 17 to 22 years old (46%).

The ICB students after the conclusion of the course use the newly acquired skills to:

- 1 Surf the Internet to find information (73%).
- 2 Write documents and communicate with friends (69%).
- 3 Read emails (65%).

Level of agreement with the statement "Currently I use computers for" clustering the moderate and very much options



Key indicators:

92%

of the respondents have shown friends and relatives what they learned

90%

of the students would recommend the course to their friends

67%

of previously e-illiterate beneficiaries are comfortable using a PC

The young students who attend the ICB classes are usually e-illiterate, who have never used a computer before reaching our DU labs. Despite this situation they all understand the importance of knowing how to manipulate computers to study better and to have access to higher education. With the support of the testimonies combined with the quantitative data, we see a strong interest for the use of the Internet, that is perceived as a good tool to reinforce one's competence to succeed at high school or university. Strictly related to the use of the Internet is the mastering of Microsoft Office, that is also central (especially Word and Excel) in the educational environment to do school's assignments and try to find a job at the end of the educational path. The ICB course is also appreciated for presenting the concepts of internet security and conscious use of the information. In fact, the Internet is perceived as an excellent source of information, but for an untrained eye it can also become dangerous. In this situation the hints, given by the Foundation during the ICB course, on the existing internet risks are seen as a key tool to use computers in a conscious way.



Jean Claud,
former ICB student, Burundi

The ICB course was an interesting experience and it gave me those easy notions on the use of computers I was looking for. It was in November 2019, when I touched a computer for the first time. Everything was unknown to me, but little by little I became confident using my new learnings at schools also for subjects that were not directly related to informatics. With the basis I received I started to experiment, and I began using the Internet to find data and information for my assignments. Moreover, I learned how to use the web in a conscious way, paying attention to what I can find, because not everything that is posted is always true. Computers are a powerful tool we can use to do many activities, but we have to do them wisely, and the Foundation showed me how. Thank you!

Babacar,
former ICB student, Senegal

My name is Babacar and I successfully completed the ICB course. This training helped me to improve my computer skills on Word, Excel, and the Internet. It allowed me to be fully independent in the use of computers. And thanks to this, I was chosen for the position of Assistant at the reception desk of the Guinguinéo Health District. I was so happy about the course that I also started sharing the learning I acquired with friends and colleagues. I take this chance also to thank my trainer, Mrs. Oumou Sidibe, for her availability, professionalism, and expertise. Thank you, ST Foundation, for the attention you demonstrate in the organization of your courses and in the training of your teachers this makes the difference and we feel it.

Case Study: Sierra Leone

Sierra Leone is one of the poorest countries in the world. As a former country devastated by war, Sierra Leone, belongs to the Least Developed Countries and the Heavily Indebted Poor Countries. Sierra Leoneans suffer from massive poverty, as half of the population live in a situation of multidimensional poverty, which means prevalent malnutrition, high child mortality rates, low life expectancy, lacking both infrastructures, and good education systems.



Back in 2009, with the launch of DU Program the ST Foundation wanted to give its contribution to respond to the severe lack of basic infrastructures in the country and it began deploying its courses concentrating its efforts in Freetown where the first 4 schools were equipped. The Foundation was then able to answer the growing number of requests for support bringing education, not only to big cities like Freetown, but throughout the years, it set up labs in many towns and villages giving access to informatics literacy to as many people as possible. Following this approach, the Foundation has kept on expanding, managing a total of 23 DU labs in 12 different areas working with public schools, universities, NGOs, and private organizations. The activities are managed through a local NGO, Bridge the Digital Divide Sierra Leone, that can be considered as the operational arm of the Foundation in the country. Thanks to its support and to the outstanding partners' commitment, the country has become the best performer out of the group.

In 2019, the solid experience cumulated throughout the years, the network and the deep understanding of the country's needs helped the Foundation decide to reply to a new educational gap, tackling new demands of a new category of beneficiaries: the visually impaired. Figures, in fact show that out of a population of around 6 million people, over 100,000 people in the country are blind and the numbers grow even more if we consider visually impaired generally speaking. As we can imagine, in an already weak and poor context, the issues people living with blindness have to face in the daily life are even worse since they are often unable to access education or earn a living, and many experience various forms of discrimination and neglect. Therefore, in 2019 the Foundation decided, in collaboration with its partners, Sustain for Life, to translate its ICB course into a format that could suit these very particular beneficiaries with the key scope of:

- 1 Creating an informatics course using adaptive technology for the visually impaired.
- 2 Enhancing the living conditions of these fragile beneficiaries offering them the possibility of having access for the first time to a good quality education.
- 3 Offering special needs students equal opportunities to gain basic literacy and computer skills overcoming the existing barriers caused by the disability.

In October 2019, the pilot course was officially launched in Freetown and it will end in the first trimester of 2020. With the finalization of the course's content, the Foundation will be ready to further present it, not only in this country, but also in every other context where it will be needed.



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Sia,
former ICB student, Sierra Leone

“Hello, my name is Sia and I decided to attend the ICB course because I wanted to be computer literate before going to the university in order to be able to study better and in a more autonomous way. Now after taking my classes, I can communicate using Emails, search for learning materials for my study and conveniently use computer to do online courses. Thanks to the ST Foundation all these new skills were offered to me completely free of charge. This was a gift to me, because, in my country we can find similar opportunities, but they are quite costly and not everybody can afford them. On the contrary the Foundation has succeeded in democratizing education, bringing it free of cost to disadvantaged people. For this reason, let me say God bless the ST Foundation!”

Abdulai Samuel,
former ICB student and trainer, Sierra Leone

“Hello, my name is Abdulai Samuel and I am a third-year student at Njala University studying computer science. In 2009 I joined the ICB course at the Albert Academy DU lab. There I had the chance of approaching informatics for the first time and I also started building my interest in it. In fact, I went on studying and I became DU trainer for more than 4 years. Now I am an android developer, with expertise in both front and back-end development. I have worked with a lot of IT companies in Sierra Leone and I am still trying to improve my competences and career. Probably without the Foundation I would never have become who I am today. It disclosed a new world to me and now thanks to that first course I am a graphic designer. A big thanks to STMicroelectronics Foundation for bringing such an amazing learning program in my country”

4 FINANCIAL REPORT



The Financial Statements¹⁰ are prepared in accordance with the Swiss law provisions. 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 2019 reached USD 892,527 which corresponds to ad hoc donations financing the Digital Unify Program running in the following countries: Burundi, China, Democratic Republic of Congo, Ethiopia, France, Germany, Haiti, India, Italy, Malaysia, Morocco, the Philippines, Senegal, Sierra Leone and South Sudan.

STMicroelectronics Foundation

Geneva

Review Report to the Board on the Consolidated financial statements as of 31 December 2019



NOTE

10: For the first year the ST Foundation presents the consolidated version of the Financial Statements.

Report on the Review

of Consolidated financial statements to the Board of STMicroelectronics Foundation

Geneva

According to your request, we have reviewed the consolidated financial statements (consolidated balance sheet, consolidated operating statement and notes) of STMicroelectronics Foundation for the period ended 31 December 2019.

These consolidated financial statements are the responsibility of the Board. Our responsibility is to issue a report on these consolidated financial statements based on our review.

Our review was conducted in accordance with the Swiss Auditing Standard 910, which requires that a review be planned and performed to obtain limited assurance about whether the consolidated financial statements are free from material misstatement. A review is limited primarily to inquiries of foundation personnel and analytical procedures applied to financial data and thus provides less assurance than an audit. We have not performed an audit and, accordingly, we do not express an audit opinion.

Based on our review, nothing has come to our attention that causes us to believe that the consolidated financial statements are not in accordance with Swiss law.

PricewaterhouseCoopers SA



Nicolas Biderbost



Charlotte Tavernier

Geneva, 25 May 2020

Enclosure:

- Consolidated financial statements (consolidated balance sheet, consolidated operating statement and notes)

*PricewaterhouseCoopers SA, avenue Giuseppe-Motta 50, case postale, CH-1211 Genève 2, Switzerland
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Consolidated Financial Statements

Company	STMicroelectronics Foundation
Financial year	2019
Closing date	31.12.2019

Consolidated Balance sheet as at 31 December

Assets	Note	USD		CHF	
		2019	2018 Not consolidated	2019	2018 Not consolidated
Current assets					
Cash and cash equivalents	4	617'320	615'243	596'023	606'630
Marketable securities	5	11'834'387	10'990'526	11'426'098	10'836'658
Other Receivables	6	8'392	1'272	8'102	1'255
Total current assets		12'460'099	11'607'041	12'030'223	11'444'543
Total assets		12'460'099	11'607'041	12'030'223	11'444'543

Liabilities	Note	USD		CHF	
		2019	2018 Not consolidated	2019	2018 Not consolidated
Current liabilities					
Bank overdraft	4		21		21
Accrued expenses	7	170'684	142'546	164'796	140'550
Total current liabilities		170'684	142'567	164'796	140'571
Equity					
Donated Capital		11'273'495	11'273'495	11'000'000	11'000'000
Profit brought forward	8	205'318	1'318'584	317'816	1'286'595
Profit / Loss for the year		810'602	-1'127'605	547'611	-982'623
Treasury shares (as a negative item)					
Total Equity		12'289'415	11'464'474	11'865'427	11'303'972
Total liabilities		12'460'099	11'607'041	12'030'223	11'444'543

Consolidated Operating statement for the financial year ended 31 December

	Note	USD		CHF	
		2019	2018 Not consolidated	2019	2018 Not consolidated
Income					
Donations	9	552'004	504'533	548'531	498'121
Expenses					
Project-associated expenses	10	-892'527	-851'100	-886'911	-840'284
Operating expenses	11	-154'401	-214'379	-153'430	-211'662
Earnings before financial result		-494'924	-560'947	-491'810	-553'825
Financial result :					
Gain/ (Loss) on marketable securities		1'316'771	-506'430	1'308'476	-499'990
Interest - Other Income		66'543	32'494	66'124	32'077
Bank fees and commissions		-77'788	-92'724	-77'298	-91'538
Currency translation adjustment				-257'881	130'651
Profit / Loss for the year		810'602	-1'127'605	547'611	-982'623

Notes to the consolidated financial statements for the financial year ended 31 December

1. Presentation

STMicroelectronics Foundation (STF) is a Foundation incorporated in Switzerland, registered in the Swiss Trade Register on October, 12 2001 and with registered office in rue du Rhône 65, c/o Me Guy-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: Burundi, China, Democratic Republic of Congo, Ethiopia, France, Germany, Haiti, India, Italy, Malaysia, Madagascar, Morocco, the Philippines, Senegal, Sierra Leone and South Sudan.

Since 2019, STF is operating in India and Philippines through separate legal entities while under the control and supervision of the Board of Directors overseeing global STF and in consequence the financial statements of 2019 were prepared on a consolidated basis. The entities consolidated are:

- Geneva
- India
- Philippines

2. Organization

a) Board members :

- Chastagner Patrice - President
- Notarnicola Giuseppe - Treasurer
- Caizzone Francesco
- Fox Pietro
- Decca Mauro
- Dureault Patrick
- Dutheil Alain
- Palella Pietro
- Rubeli Guy-Philippe
- Sirtori Silvio
- Brun Philippe

b) Board secretary :

- Orsucci Alessandro

The board members are not remunerated.

c) 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.

d) Audit

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

3. Significant consolidation 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.

The financial statements have been prepared using historical cost principles and are presented in US dollars since 01.01.2018. 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.

Since the first of January 2018, the financial statements are presented in US dollars. The resulting exchange differences are recognized in the operating statement on the line "Currency translation adjustment". Conversion rates used for comparative figures in CHF in this financial statements are :

Balance Sheet

2019			2018		
USD	PHP	INR	USD	PHP	INR
1.036	52.414	73.760	1.014	N/A	N/A

Operating Statement

2019			2018		
USD	PHP	INR	USD	PHP	INR
1.006	52.135	70.631	1.013	N/A	N/A

Some figures of 2018 of the Balance Sheet and Operating Statement have been reclassified to ensure consistency in the presentation with 2019.

Notes to the consolidated financial statements for the financial year ended 31 December

4. Cash & cash equivalents

	USD		CHF	
	2019	2018	2019	2018
Bank accounts	617'320	615'243	596'023	606'630
Bank overdraft	-	-21	-	-21
	617'320	615'222	596'023	606'609

5. Marketable securities

The Foundation's funds are primarily invested in marketable securities. The investments are split in two portfolios, one with main exposure in USD, another one with main exposure in EUR. 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

	USD		CHF	
	2019	2018	2019	2018
Loan	6'265	1'272	6'049	1'255
Other Receivable	2'127	-	2'053	-
	8'392	1'272	8'102	1'255

7. Payables and accruals

	USD		CHF	
	2019	2018	2019	2018
Auditing fees	8'677	10'144	8'378	10'002
Accruals for bookkeeping fees	-	12'225	-	12'054
Other payables	162'007	120'177	156'418	118'494
	170'684	142'546	164'796	140'551

8. Profit brought forward

	USD		CHF	
	2019	2018	2019	2018
Profit brought forward	205'318	1'318'584	317'816	1'286'595
Profit / Loss for the year	810'602	-1'127'605	547'611	-982'623
	1'015'920	190'979	865'427	303'972

Since 2019, STF consolidates the entities STF India and STF Philippines and the impact on the profit brought forward 2019 is:

	USD	CHF
Retained Earnings STF	190'979	303'972
Retained Earnings STF India	4'176	4'032
Retained Earnings STF Philippines	10'163	9'812
Total	205'318	317'816

Notes to the consolidated financial statements for the financial year ended 31 December

9. Donations (2018 not consolidated)

	USD		CHF	
	2019	2018	2019	2018
STMicroelectronics Int. N.V.	400'000	500'000	397'484	493'646
STMicroelectronics, India	100'377	-	99'745	-
STMicroelectronics, Italy	4'387	-	4'359	-
Donation from third parties	47'239	4'533	46'943	4'475
	552'004	504'533	548'531	498'121

Donations and grants are recognized when they are received

10. Project-associated expenses (2018 not consolidated)

	USD		CHF	
	2019	2018	2019	2018
Bolivia	-	2'012	-	1'986
Brazil	226	-	224	0
Burundi	55'116	82'713	54'768	81'662
China	17'692	15'510	17'580	15'313
Congo D.R.	43'606	81'488	43'331	80'452
France	1'106	1'797	1'099	1'774
Germany	135	-	134	-
Guinea	16'121	-	16'019	-
Haiti	4'845	9'819	4'815	9'694
India	77'149	75'027	76'666	74'074
Italy	33'712	29'300	33'500	28'928
Malaysia	10'082	3'683	10'019	3'636
Morocco	238'017	277'594	236'524	274'066
Philippines	23'625	9'595	23'475	9'473
Senegal	143'972	124'993	143'065	123'405
Sierra Leone	146'977	99'910	146'050	98'640
South Sudan	12'686	9'222	12'606	9'105
Switzerland	58'860	24'943	58'490	24'626
Thailand	-	2'796	-	2'760
Madagascar	8'600	698	8'546	689
	892'527	851'100	886'911	840'284

The foundation supports all the running costs of the different projects, paying for the equipment, the internet and electricity costs together with the trainers that deploy the courses, the technicians who do the maintenance and the local coordinators that work for the different local partners.

11. Operating expenses (2018 not consolidated)

	USD		CHF	
	2019	2018	2019	2018
Consultancy fees	85'429	99'289	84'892	98'027
Audit fees	7'348	12'235	7'301	12'080
Accounting fees	10'028	49'887	9'965	49'253
Travel expenses	10'496	9'625	10'430	9'503
Other expenses	8'935	10'098	8'879	9'977
Taxes (mainly VAT)	32'165	33'245	31'963	32'823
	154'401	214'379	153'430	211'662

5ST FOUNDATION'S CONTACTS





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HELPING TO BRIDGE THE DIGITAL DIVIDE