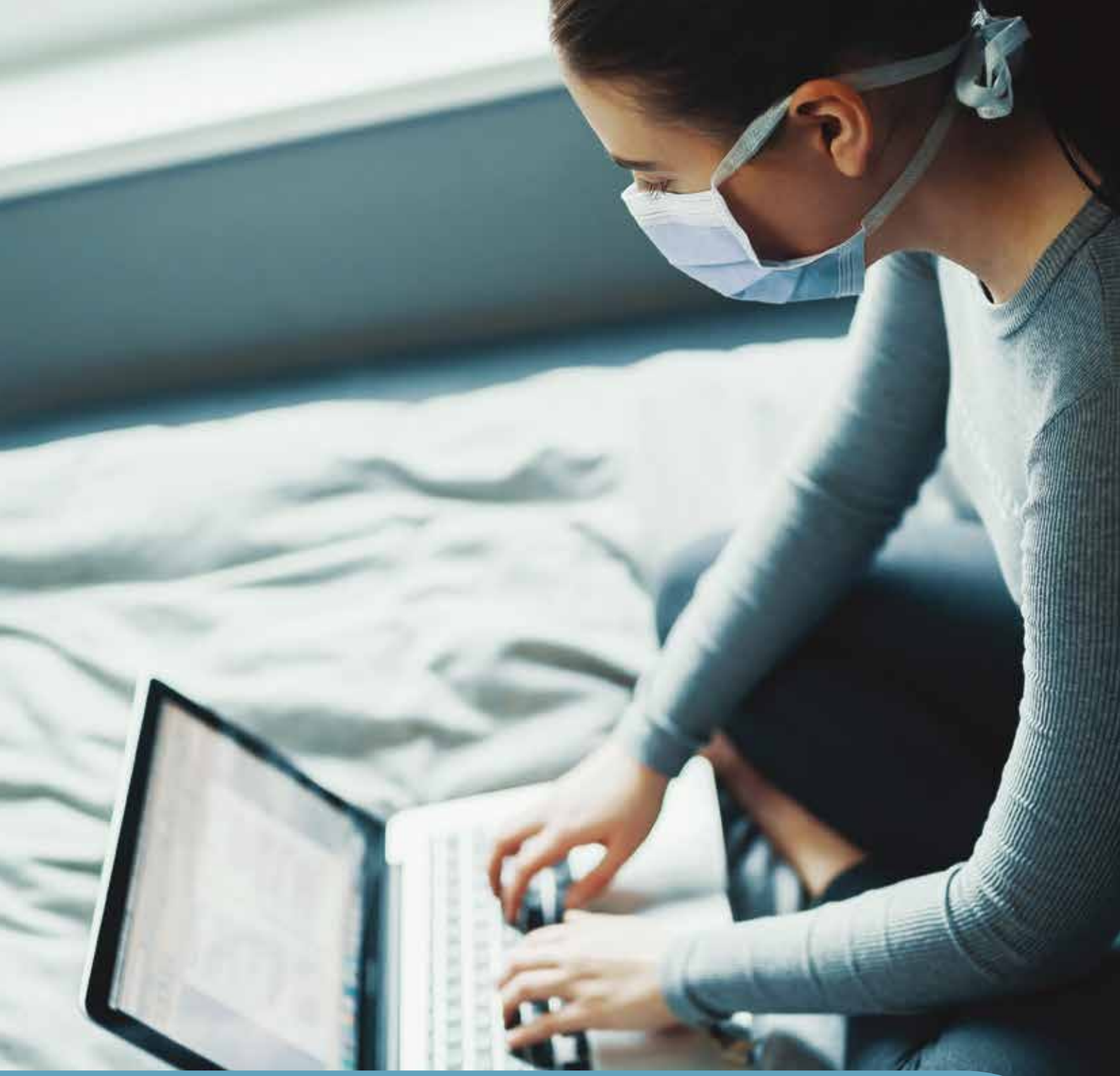

STMicroelectronics Foundation

ANNUAL REPORT 2020

HELPING TO BRIDGE THE DIGITAL DIVIDE

IN MEMORIAM:

We dedicate this report to the ST Foundation President, Patrice Chastagner.

Patrice Chastagner passed away during the time that this report was being compiled. As his colleagues, we will remember him, the impact he had on our organization and on the lives he touched. Our deepest condolences go to his family and friends.

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LEGACY FROM PATRICE CHASTAGNER

While writing this document in April 2021, our President, Patrice Chastagner, passed away. Every Foundation member will remember his contribution to the development of the organization, his professionalism and human touch. In order to honour his memory, we will share his message to us at the end of 2020 that turned out to be both his legacy and the organization's guidelines.

January 7th, 2021

Dear Friends,

The ST Foundation has closed a year that, in many respects, will remain exceptional. Our DU Program courses were abruptly suspended in March 2020, and, as of January 2021, we are only just partially restarting certain activities. This year, the number of beneficiaries reached represents the lowest point of many years of operations. Nonetheless, if we look beyond this aspect, we see how we were able to keep our structure alive, in order to return even stronger than before, as soon as the global pandemic allows it.

Our financial situation has been protected, despite these adverse conditions, thanks to STMicroelctronics' financial support. Therefore, we are closing out 2020 with our capacity to develop and invest intact.

The health crisis has generated a considerable acceleration of the digitalization process everywhere in the world, thus revealing new aspects of the digital divide. These new arising issues prompted us to develop new ways of assistance, while revealing new at-risk populations. We have been conscious of this situation and, therefore, we have developed a new panel of activities, called the « Society Digitalization » Program. This initiative will come next year (2021) as a second major sector of our actions. We have also recognized the necessity to make the ST Foundation itself more digital in all its activities, and therefore we have started to invest in that direction.

All in all, not only was 2020 a year of fighting against a major health, financial and social crisis, but also a period when the Foundation introduced new initiatives that will soon reshape its perspectives.

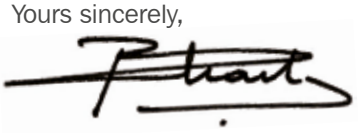
Looking towards the future, the goals are firstly to restart the « Base Education » Program (DU) in the field as soon as the pandemic conditions and local regulations allow it. Secondly, these courses should be updated and made available through new channels like distance learning or digitalized platforms. Thirdly, we will have to find and implement innovative ways to help the « Society Digitalization » process that is observed everywhere.

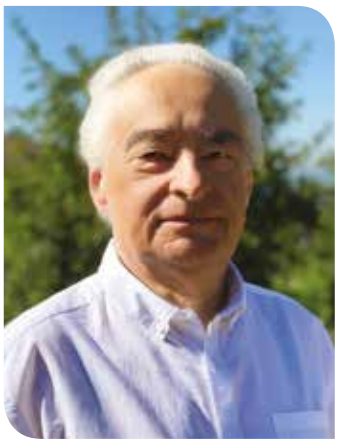
Within these three axis, the focus will be on the relationship development with ST sites and countries, to and from which the support will become essential to keep expanding the activities.

We are facing a challenging action plan. If we succeed in implementing it completely, and I am convinced we will, then the image the Foundation will project at the end of 2021 will have been significantly reshaped and new perspectives for our development will have been opened.

More than ever, such significant moves require the help of all our active supporters, because if there is one thing that COVID has shown us, it is that «together, we are stronger!

Yours sincerely,





Patrice Chastagner, President

LETTER OF THE PRESIDENT

May 6th, 2021

Dear Colleagues and Friends,

First of all, allow me to say, how honoured I am to take over the leadership from Patrice. I had been working with him at STMicroelectroncs for over 10 years and I remember his professionalism and human touch in his job. When our paths came together at the Foundation I found again these qualities together with the strong energy to make the organization grow.

I am pleased to continue enhancing and increasing the Foundation's activities, especially during these difficult times, we are all living in. The scale of the problems we face these days, such as the pandemic leading to a protracted economic crisis, worldwide increasing inequalities between those who have the means to meet the challenges generated by COVID-19 and those who do not have them, a dizzying pace of technological changes, just to name a few examples, can seem overwhelming.

It is in such a period that we have set the very clear and, maybe, ambitious goals to make our contribution to closing this digital gap. COVID-19 not only exposed a weakness in this aspect, but it also worsened the situation in many cases. This global pandemic has demonstrated that this phenomenon is prevalent, present in every corner of the globe. Thus, we understand, that a real and inclusive social well-being cannot be possible without a digital transformation, which embraces every community, all over the world.

In such a complex situation, every organization should take a moment to rethink its activities. The Foundation has done it and continues to do so in order to readily and appropriately address these new needs, that were accelerated by the pandemic.

The reality, we experience these days, has been the most unthinkable event in the history of mankind. The world, as we know it, has been changed forever, affecting every aspect and level of our lives. The digital divide concept itself has drastically evolved over the last few months, and for this reason, the Foundation has decided to continue its enforcement of the so called «Society Digitalization activities».

Overnight, we discovered how countries like Italy and France had fragilities that we did not even imagine before. And to reply to these needs the Foundation decided to invest in new solutions for these exact demands. We are not abandoning our historic initiatives, but we are exploring new frontiers and new possibilities, in order to address that digital education poverty that has been depicted by many recent research studies on the impact COVID-19 had on European countries.

We will continue to work with the support of our strong network of stakeholders, always striving to achieve the same goal: to amplify our impact, protecting the most fragile individuals at national, regional, and international levels, in all our countries of intervention.

Together, we can hope and strive for a 2021 and years ahead, where our collective vocabulary is populated with words like connected, e-literate, digitalized, that become true for eveyone.

Yours sincerely,

Pietro Palella, President

PROUD TO BE TRANSPARENT! METHODOLOGICAL NOTES

The ST Foundation's Annual Report summarizes the key moments that characterized the organization's initiatives throughout 2020. Its anaylis is not only in terms of numbers (i.e. beneficiaries reached, budget, projects, partners, staff, and people involved), but also in terms of quality and intensity of the interactions, experiences throughout such a difficult year, from the headquarters right down to the smallest Asian or African villages.

2020 shook the entire global population, as COVID-19 redesigned and restricted every human habit. The past year's events and its global ripple effects are conveyed throughout the document, reshaping it to reflect the two words that can encapsulate such a complex period: *interconnected and digital*. Interconnected, because the pandemic emphasized the connections between the healthcare crisis and social inequalities, disproportionately impacting on the disadvantaged groups. Interconnected and digital, because while living in isolation, people across the world had to come up with new ways to stay connected, work, collaborate and study, all dependent on IT tools.

Following these two terms, and of course, the internal priorities, the ST Foundation decided to present the project implementation in a slightly new way. The organization decided to put the spotlight on how its stakeholders have experienced the interaction with the Foundation. The objective is to provide a more comprehensive and updated insight into the new interpretation that it gave to the concept of digital divide. With this common thread as a recurrent theme of the report, the document was structured into the following thematic chapters:

- Why We Do What We Do: ST Foundation's Motivation
- Who We Are
- The Digital Divide: COVID-19 Pandemic Revealing the Need of Bridging the Gap
- The DU Program
- 2020 by the Numbers and Impact Measurement
- 2020 Financial Statements Audited by PWC.

Every section highlights different ways the organization responded to the pandemic and the collaboration with its stakeholders. This document has the dual goal of giving a voice to the partners, teachers, and beneficiaries, while highlighting and recognizing the ST Foundation spirit and efforts to innovate the organization's initiatives, in order to be efficient and effective in facing the new challenges created by the global pandemic.

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, accuracy, and transparency. The language is deliberately easy and direct, with a particular focus on the visual approach 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 roles. We are open to any kind of comment and/or request, our stakeholders might have and, if you have any suggestions or questions, please do not hesitate to contact us at info@stfoundation.org

Giovanna Bottani
Senior Operations Consultant

GLOSSARY

2030 Agenda for Sustainable Development
The Agenda was launched during the New York September 2015 UN Summit, that aimed to end poverty in all its forms by imagining a «*a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination…*[1]» It includes 17 Sustainable Development Goals (SDGs), that are intended to be applied universally by all countries in order to eradicate poverty and to achieve a sustainable world by 2030, and beyond.

Accountability
This term is synonymous with responsibility, based on its literal meaning. An organization is «accountable», if it regularly communicates and accounts for its activities while it transparently and continuously collaborates with all interested parties.

Digital Divide
This term refers to the uneven distribution of the access to, and the use of, Information and Communication Technologies (ICT) among different populations, that is caused by socio-economic, geographical and/or geopolitical factors.

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

DU Center
The DU Center is an Informatics hub created with a precise layout and equipment, where various computer courses are offered **free of charge**.

ICB Course
The Informatics and Computer Basics (ICB) course is a 20-hour course designed for people, who are illiterate from a technological point of view. It gives them an overview of the use of Microsoft Office, Social Media, and the Internet, with a focus on information security risks' reduction.

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

ICBVI Course
The Informatics and Computer Basics course for Visually Impaired people (ICBVI) is a new training path, that is fully designed for the blind community.

Indicators
An indicator can either be a quantitative or a qualitative variable, that measures and describes the effectiveness or efficiency of a project. Its primary purpose is to assess the organization's capacity to meet its objectives by achieving its goals, while it also enables historical performance tracking.

Mission
The mission of an organization represents its ultimate goals, the reason for its very existence and, at the same time, what sets it apart from all other organizations. The mission establishes the fundamental objectives 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 to achieve 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 that expresses a convergence of will towards a common goal that will be reached by following specific and shared rules.

Social Impact
It is frequently understood as the effect on people and communities that happens because 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 and 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 activities.

Stakeholder engagement
Stakeholder engagement is an overarching term, 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 end result, as their needs, expectations, and concerns can influence an organization's activity, shaping its success or failure. Therefore, effective stakeholder engagement is a vital prerequisite for sustainable / (qualified) project management.

Tablet for Kids Course (T4K)
Tablet for Kids Course (T4K) is an Informatics course that tackles the digital divide issue among children (age: 9 – 13). The course is designed to familiarize this group with ICTs through fun and self-directed education.

Tablet for Seniors (T4S)
Tablet for Seniors (T4S) is a new training option proposed to address the new need of elderly people to use IT tools in order to become «digital.»

NOTE
1: For further details: https://unsdg.un.org/2030-agenda/universal-values

1 WHY WE DO WHAT WE DO

ST FOUNDATION'S MOTIVATION

The best way to fully understand the key drivers that motivate our action, and what it is like fighting the digital divide together with the Foundation, is to let our key stakeholders speak for us. From their testimonies, the reoccurring buzzwords have been our guiding light throughout a dark 2020:

- **#Nonebehind**
- **#Togetherwearestronger**
- **#Digitalinnovation**

TESTIMONIES FROM THE FIELD

Abhivyakti Foundation,
an Indian partner in Ghaziabad

The ST Foundation and Abhivyakti Foundation have been working together for the last four years in Ghaziabad, India. Thanks to this collaboration, which has been both a wonderful and a rewarding experience, our students have come closer to Informatics. In fact, we firmly believe that Informatics is an integral part of our 21st-century lives. Technology opens the door to a world of knowledge, that in turn allows for more possibilities, and aspirations unleashing the beneficiaries' potential.

In today's reality, especially now after the COVID-19 outbreak, it has become evident that IT tools are the strongest defence against isolation from the rest of the world. For the past year, most activities had to be organized online, whenever possible, and those who could not use or access them were left aside.

When the pandemic broke out, we had to stop all our initiatives. However, our partnership with the ST Foundation gave us the chance to organize virtual classes, which meant that we could continue our regular activities. And, in the context of a dark situation, this gave us new hope of going back to work and reaching those students who lived far from us. We felt very inspired by this digital learning experience, although we had never tried it before. If COVID-19 forced us to stay apart, Informatics enabled us to build that linking bridge, allowing us to stay connected and, therefore, strong and empowered.

Eventually, the greatest lesson that COVID-19 can teach mankind, is that we are all in this together and the only way to beat it is by fighting together!

Jhacell,
T4K trainer at the Calamba Elementary School, Philippines

The current global pandemic brought out a new set of challenges that deeply impacted and affected the Filipino education system. However, despite this situation, educators have continuously sought opportunities to carry on, trying to do their best to continue working with our students. Calamba Elementary School has strengthened its online distance learning modality through the Tablet for Kids Program.

The tablets, made available by the Foundation, offered the teachers the much-needed support in the transition to the online teaching and learning process. These tools became the teachers' allies in their work with the kids, facilitating communication with the students and their parents. Even during this pandemic, the T4K program served many kids, facilitating the opportunity to sustain a quality education for our students. The utilization of tablets was imperative and fundamental in establishing the distance learning option. We are incredibly grateful to the ST Foundation for its continuous support and partnership with Calamba Elementary School. More power and God bless us all!

Digital technologies have become essential tools to sustain the education system during the pandemic. Now, more than ever, NGOs working in the IT sector must do their best to keep the world's children learning at home.

Meet Ibrahim,
a former ICB student at the UNIMAK Lab Makeni

My name is Ibrahim, I am 35 years old, and I attended the ST Foundation ICB Courses in 2018. As a young graduate, I grabbed this opportunity to make my dreams come true. Upon completing the courses, I secured a job in a computer training institute in Moyamba, my hometown. Due to the strong passion I have developed for informatics, I applied to attend computer programming classes at Njala University.

Now, I am in my third year at Njala University. Therefore, my desire to become computer literate on a broader platform has served me well. Thanks to ST Foundation's initiative to help underprivileged people worldwide, my interest in computers was triggered. My two-week ICB course offered me a safe and easy introduction into a brand-new world, while it safely guided my first steps into a whole new dimension. Thanks to the ST Foundation for extending this opportunity to my fellow brothers and sisters in Sierra Leone! We are all grateful for opening the gates to an entirely new world, and we are enjoying the journey of discovering the endless possibilities that come with knowledge.

Through the Foundation's efforts, we do our best to help students unleash their potential and to follow their dreams. We show them new paths and directions, creating a roadmap to knowledge, everything being just a mouse-click away.

2 WHO WE ARE

REACHING NEW HEIGHTS[2]

- 17 years of fighting for the rights of the ‘at risk’ communities
- 14 operational countries
- 774,663 beneficiaries reached since its inception
- 44,778 students participated in our courses, in 2020 alone
- 9% of adminsitratives costs
- Creation of a new video course for seniors
- Creation of an ad hoc course to support schools manage distance learning

NOTE
2: All the presented data refers to the consolidated performance of the organization

FOCUS ON
YOUNG STUDENTS
SCHOOLS AND TEACHERS
THE ELDERLY

OUR HISTORY

ST Foundation is a non-profit organization, which is based in Geneva. It was established by STMicroelectronics NV in 2001, reflecting the company's increasing commitment to social responsibility. STMicroelectronics has always recognized the importance of addressing the three interconnected goals of economic prosperity, environmental protection, and social equity, in order to balance the positive aspects of wealth creation and economic growth, and to create a better quality of life for the present and future generations.

The commitment of STMicroelectronics turned into action when Mr. Pistorio was appointed as one of the private enterprise representatives within the United Nations' ICT Task Force, a working group created to help bridge the Digital Divide.Through the Task Force's activities, he concretely funded and financed STMicroelectronics Foundation as a real and factual sign of the company's commitment to the cause. With the support of the first groups of ST volunteers, the newly created organization began working in three operational countries (Italy, Morocco, and Malta) in 2003. Since then, the Foundation has been striving to combat the subtle, yet impactful, spread of the Digital Divide Phenomenon in a growing number of countries, while always fulfilling its vision and mission.

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 acknowledged in many countries and appreciated among the highest 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 by identifying informatics illiterates, notably in less privileged communities around the world.

Our Values:

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

- Accountability: delivering on its promises
- Empowerment of local partners
- Ethics: we strive to meet highest standard of conduct
- Innovation and continuous improvement
- Partnership approach
- Social Impact: strong will of creating positive changes
- Transparency of the activities

THE ST FOUNDATION TEAM

The Board of Directors, composed of current and former STMicroelectronics Corporate Vice Presidents and a Swiss lawyer, oversees the Foundation's strategic decisions. The Board Members make their skills and competencies available to the organization, contributing in this way to the continuous enhancement of the Foundation's mission.

Patrice Chastagner has chaired the Board since March 2019. Under his guidance, the organization's structure and strategy were reshaped, as indicated in the below diagram. Additional major functions were also introduced in order to address the activities' complexity growth, as detailed below:

1. **Geographical areas:** managed by either Board Members or ST volunteers, who are officially appointed by the President. They directly supervise the DU Program developments in the key intervention areas, guaranteeing constant support for the local partners.
2. **Operations activities:** managed by an external consultant appointed by the Board, to carry out all the initiatives previously carried out by the Director of Operations. Since 2012, Giovanna Bottani has been overseeing this aspect, reporting directly to the President and the Board of Directors.
3. **Central mission activities:** typically related to the revision and development of the course contents. This area is managed by ST volunteers and Board Members. Their role is to ensure the alignment of the educational offer to the needs and trends of the different intervention areas. They guide the Foundation towards the constant development of its existing learning paths.

Organizational Chart as of December 31, 2020

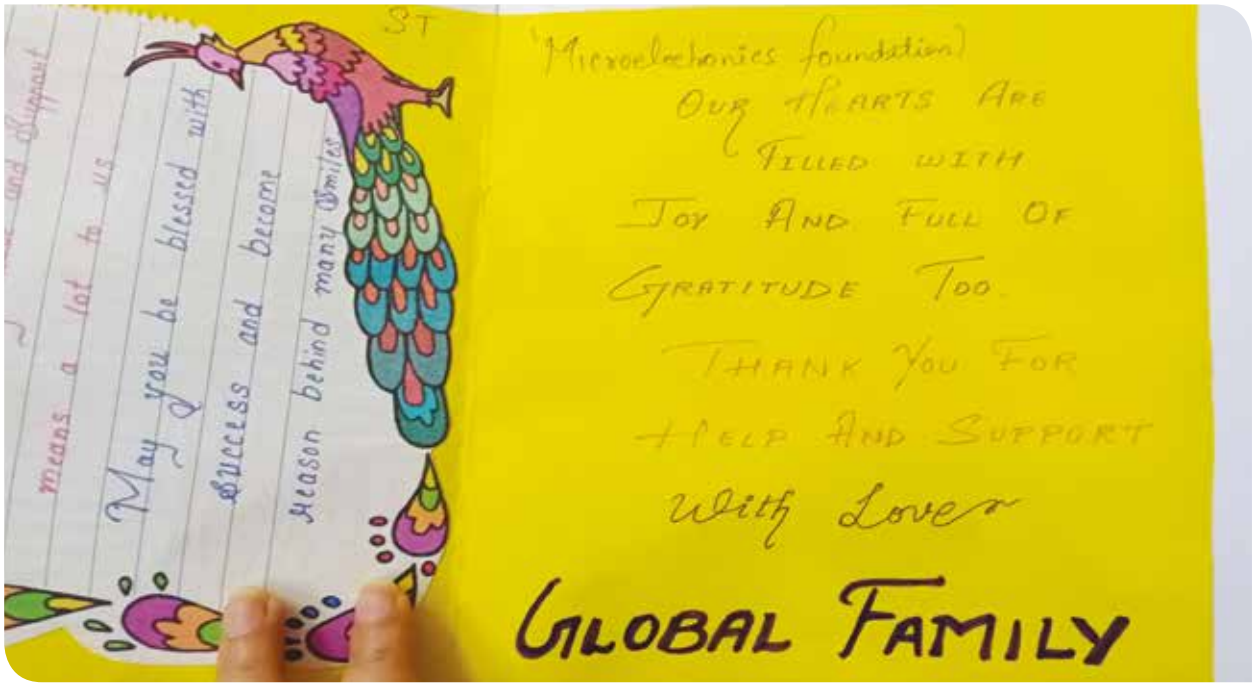
THE ST FOUNDATION'S STAKEHOLDERS

Collaborating with our stakeholders, while analyzing their needs and expectations, has always been a priority for the Foundation. The stakeholder groups we interact with may vary considerably. We work with targeted beneficiary groups, partners, employees, volunteers, local authorities and communities, national governments, UN agencies, and donors, just to name few examples. Despite the diversity of our interlocutors, we strive to engage each group in a continuous dialogue. This approach helps us better understand the contexts we work in and to create a higher social impact. Our commitment to the stakeholder engagement is built upon different levels of initiatives, as indicated in the following mind map.

We focus our attention specifically on:

- Communication - all our stakeholders are constantly informed about the various initiatives through various communication channels (newsletters, social media, special events, annual reports, ad hoc meetings, etc.).
- Consultation - in the implementation of our projects, we always try to understand if we are meeting the expectations of our key interlocutors. This process is usually conducted through surveys, meetings, dialogues with local representatives, etc.
- Empowerment - the Foundation gives local partners and teachers the possibility of best translating the DU Program to the context needs we are working in.
- Building Relationships – the first step in every project, which we implement, is to find allies for the fight against the Digital Divide, rather than executors of our Program.
- Co-creation - each initiative is shaped and enriched by the suggestions and ideas coming from the different local players in the field.
- Responsibility - the organization delivers on its promises, and it strives to meet the expectations of the key stakeholders

FOCUS ON OUR PARTNERS



The ST Foundation strongly believes that collaborating with other organizations is not only a choice in project implementation, but it is a fundamental necessity. This approach allows us to ensure and improve the efficiency and effectiveness of our initiatives, therefore creating a stronger impact in the communities we are working in.

The collaboration with its many partners allows the Foundation to gain valuable knowledge and expertise. At the same time, it also increases the available resources that are then used to implement its core mission. Through this collaborative environment approach, where we work together with our partners, complementing each other's visions and goals, we created a sound and effective partnership approach to project implementation, which is much better equipped to address the beneficiaries' demands.

In 2020, when the world was paralyzed by the COVID-19 pandemic, this operational style became imperative to continue the organization's operations. The pandemic, which affected the entire world and worsened the precarious situation of at-risk communities, also proved the importance of joined efforts of information, ideas, and skills sharing to promote change in the communities in which we operate.

The Foundation's 2020 journey reflects this strong belief and its commitment. Despite the pandemic outbreak and the suspension of the Foundation's standard activities, it never stopped trying to adapt to the new reality, to understand how its resources and competencies could be of assistance.

Italy was the first European country that was deeply affected by the pandemic, resulting in a real humanitarian disaster, which in turn made it a priority. The Foundation was able to rely on its strong partnership networks to rise quickly to the new challenge. Some of the rapid adjustments were ingrained in the continuous communication and joint action taking, all of which allowed us to find new channels and activities to implement our mission.

The importance of the partnership's approach is outlined by the following testimonies of two partners that became key allies in the implementation of the Foundation's COVID-19 initiatives: CIAI[3] and Acra Foundation[4].

NOTE
3: For further details, please visit: https://ciai.it/chi-siamo/siamo-il-ciai/
4: For further details, please visit: https://www.acra.it/it/

Simona Molteni,
Head of Fundraising at CIAI

During the pandemic, CIAI found itself facing an educational challenge. The social and economic crisis had heavily burdened and submerged the educational front. School closures upset everyone's life, especially that of students and teachers, who suddenly lost one of the main points of reference in their daily lives. Schools responded by implementing distance learning classes everywhere, without considering the cultural and infrastructural gaps existing in the different regions and contexts. The lack of adequate technological devices, internet connection, familiarity with the digital world for many teachers and families created a real educational emergency.

Given this situation, here at CIAI, we decided to contact the ST Foundation, as we were aware of its commitment and expertise in the promotion of Digital Unify Program activities. Together, we have achieved an ambitious project in the fragile context of Palermo that has allowed us to tackle school digitalization through an innovative and inclusive initiative. The result was an e-learning platform, which was created in a joint effort with the ST Foundation. Through this tool, teachers were given new channels to share their knowledge with their students, while expanding and deepening their teaching materials. Together, we believed, and we still believe, that investing to create a more modern, digital, and inclusive education system, is the first step to invest in the future.

Dolma Bornengo,
Partnerships and Fundraising Manager

In the first months of 2020, due to the COVID-19 pandemic, Italy experienced a general schools' closure, while the existing digital divide aggravated the country's educational challenges, therefore becoming the main obstacle in the continuation of school programs and of a student-teacher relationship.

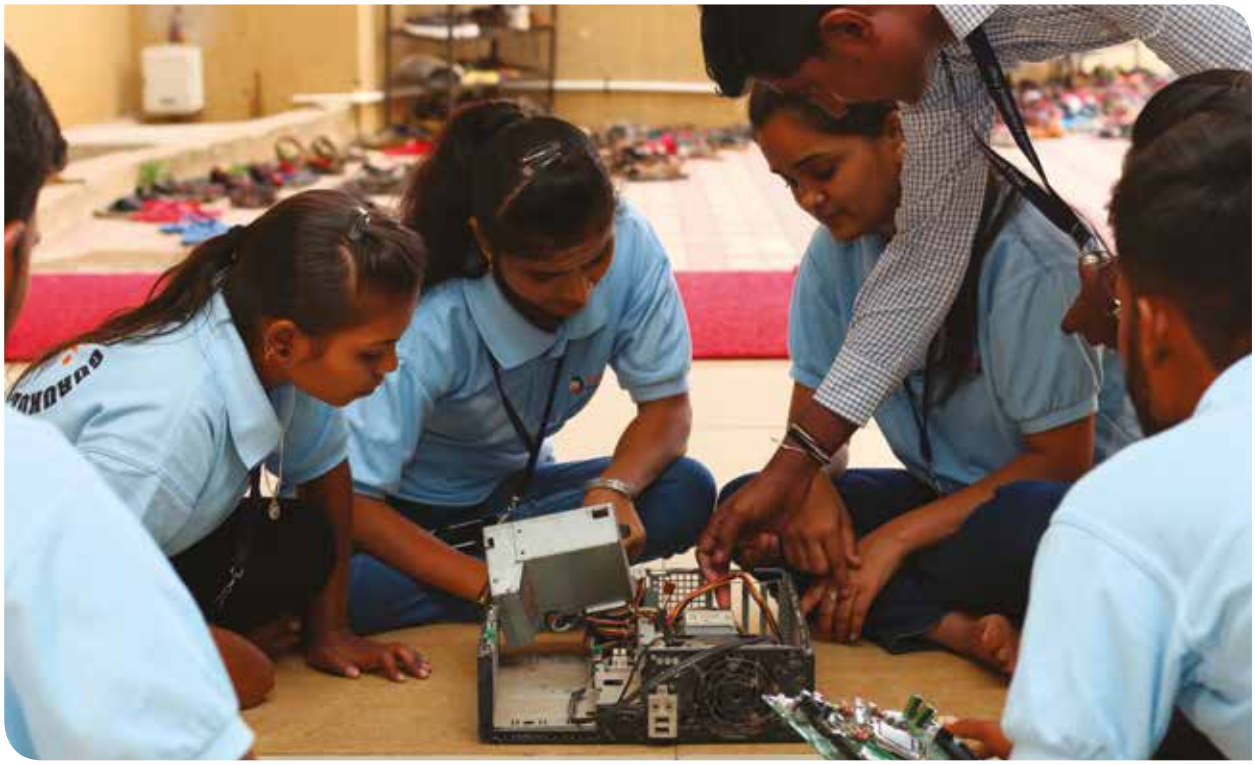
The lack of educators' technical skills, good internet connections, and devices in the students' homes were some of the needs that arose during the first educational emergency. ACRA has reinvented some of its education sector's core activities to respond better to these new needs, looking for the best tools to support the school system.

Following this rejuvenation of our activities, we also started a new collaboration with the ST Foundation. The common goal was to improve our ability to address the schools' requests for PC donations for the students' families in order to facilitate the transition to remote learning, while also providing ad hoc technical competencies in the e-learning lesson organization. Many students, in fact, could not follow the e-learning classes, as they did not have access to both devices and an internet connection, and they were the ones who needed quick support in order not to be left behind.

The partnership agreement with the ST Foundation was a coherent and decisive choice, that allowed us to achieve the goal of supporting teachers and families during the COVID-19 imposed challenges on learning in any shape or form.

Based on these ST Foundation partners' testimonials, a strong and close collaboration played a vital role for every organization, including the Foundation. This relationship assisted every associate to understand better and rapidly reinvent their activities, while capitalizing on their own competencies and strengths. It is also evident that over the span of a few months, and thanks to its network of partners, the Foundation was able to model its skills and competencies in the digital world to assist and support Italian families and schools with navigating the move to online classes. More details of the indicated initiatives will be further presented in the dedicated section of the annual report.

FOCUS ON OUR TRAINERS

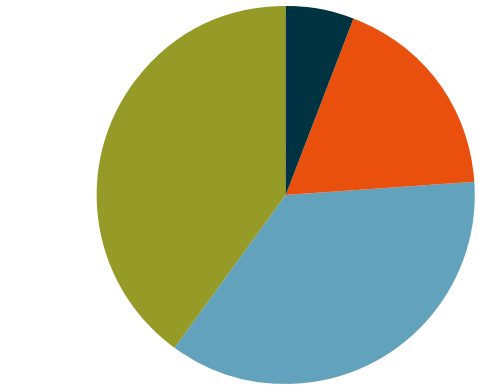


The lockdown period was also used to launch an extensive trainers survey involving the ST Foundation's trainers in seven countries: Burundi, Morocco, Senegal, Philippines, India, Sierra Leone, and Malaysia. The objective of the survey was to understand better whether the key courses the Foundation was offering: ICB and T4K, were still in line with the beneficiaries' needs, or, if they needed further updates and customizations, especially on the basis of the new scenario we were all working in.

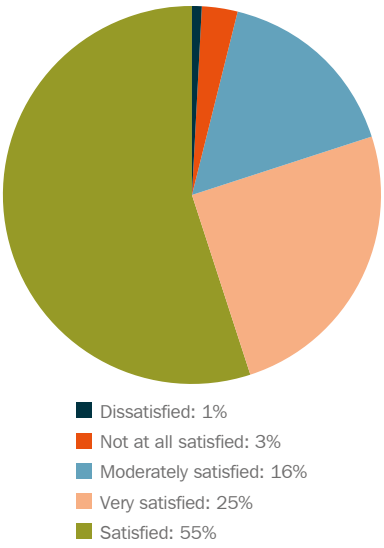
One hundred and eighty-six trainers were contacted through an online survey that received a response rate of 82%. The quantitative data collected through the questionnaire was then completed by the direct contributions and feedback received through forty-five direct trainers' interviews, trainers with the most extensive collaboration experience from four key countries: Burundi, India, Morocco, and Sierra Leone. The qualitative feedback was interesting and helpful in collecting concrete suggestions and ideas on how to review the DU Program, incorporating different perspectives.

Analyzing the key results of the survey, we conclude that ST Foundation's trainers are generally satisfied with the experience in their collaboration with our organization. Thanks to this opportunity, they developed stronger professional skills that they use daily in their regular teaching activities. They also feel that the quality of their teaching improved (40%), as well as their ability to work in a team (36%) and their communication skills (18%). Moreover, they like the organization's core course content, and 80% of the respondents are satisfied with the ICB subjects.

Teachers' responses to the question:
Has your work at the ST Foundation helped you develop stronger professional skills?

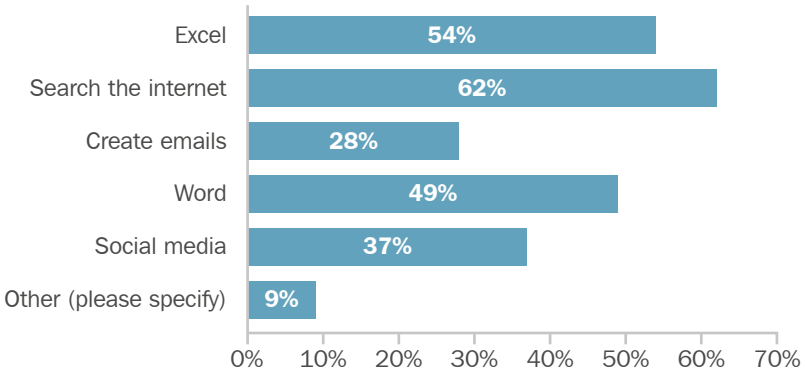


Teachers'responses to the question:
Are you satisfied with the content of the ICB Course



Regarding the ICB modules, teachers expressed both an overall positive appreciation, as well as a high interest in the ones focusing on the Internet and the Office packages.

Teachers' responses to the question: Which are the subjects ICB students like the most?



The suggestions that were also a part of this study reinforced the Foundation's commitment to its programs and the local contexts, while revealing two trends:

- Teachers requested a closer collaboration with the Foundation: by scheduling regular meetings for more efficient and effective teamwork, while also facilitating feedback and idea-sharing.
- They suggested the inclusion of more examples and exercises, therefore enriching its content in order to stimulate students' curiosity further.

The Foundation's immediate response, based on this analysis, was to initiate a complete revision of the ICB manual while organizing recurrent in-person or virtual meetings. Both actions will be formalized in 2021.

THE ST FOUNDATION COMMUNICATION AND FUNDRAISING ACTIVITIES

The collaboration between the ST Foundation and the ST Corporate External Communication team also continued throughout 2020. Thanks to their support, the 2019 Annual Report was prepared and distributed to the ST Foundation's stakeholders. Thus, giving everyone insights into the key moments that characterized the year's activities.

The fifth edition of the Energy Run was organized in Aldo Moro Park on September 23rd, 2020. It actually took place with the support of the Italian ST Volunteers of the Agrate Brianza plant, despite the difficulties and constraints caused by the pandemic. Over 400 runners took part in the race, giving their best to finish the race, and despite everyone being dirty, they were all so happy. This edition of the run was essential, and it proved once again that we CAN overcome every challenge, if we **stay together**. The Foundation also welcomed the public on the sidelines who contributed to animate the run. Thanks to the public and sponsors' enthusiastic participation, the Foundation collected extra funds to support Italy's ongoing activities.

The Foundation also completed the second year of the Italian Agency for Development Cooperation (AICS) Project despite the challenges of 2020. The initiative is intended to implement the high-impact project «**Start from the youth: engine for local development and conscious migration**» **in Senegal and Guinea Bissau**. In a nutshell, the project wanted to limit the migration phenomenon in the Senegalese - Guinean corridor among Kolda (Senegal) and Gabu (Guinea Bissau) regions by offering concrete educational and employment alternatives for the youth. It is, in fact, very common for people from these regions to take on dangerous trips across the sea in the search for a better life in Europe.

The primary targets for the year were accomplished, and three IT hubs became operational in the two regions. Train the trainer courses were held in order to relaunch the introductory courses (Senegal and Guinea Bissau) and to start the advanced courses (Senegal). In September, the ICB courses were officially launched in the first two centers in Senegal. For the implemented activities, we received a donation of over **27,000 euros** from the AICS.

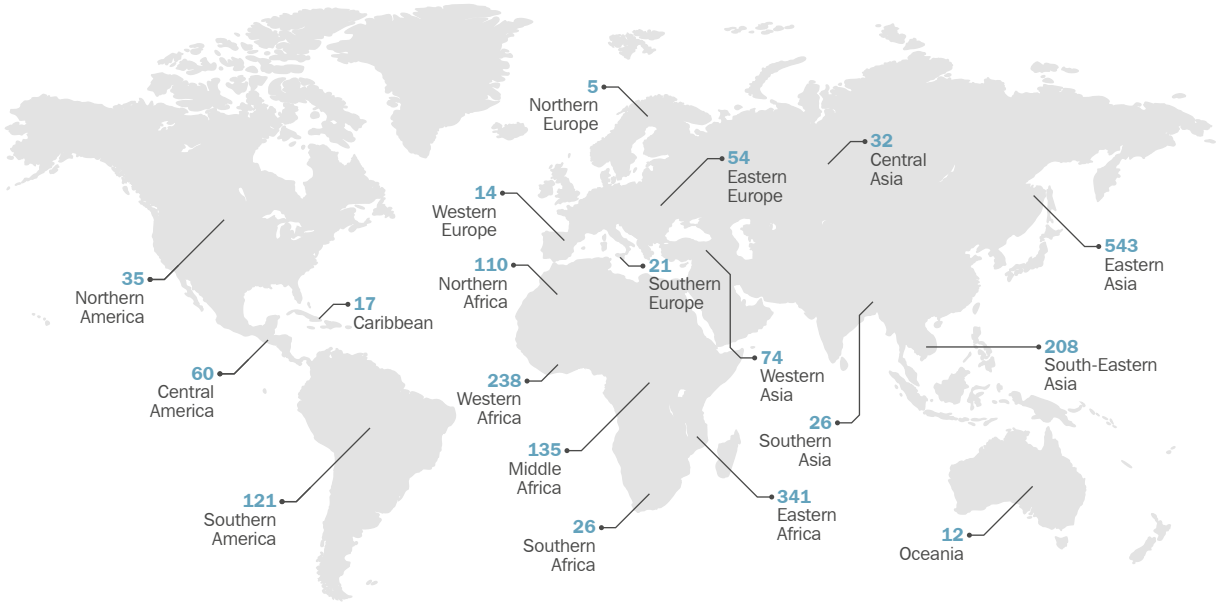
3 THE DIGITAL DIVIDE

COVID-19 PANDEMIC REVEALING THE NEED OF BRIDGING THE GAP

COVID-19 has generated the most extensive disruption of the global educational system in the history of humanity, as indicated by the UN. This crisis has affected almost 1.6 billion students, in more than 190 countries[5], across all continents. The globally enforced safety measures in response to this pandemic resulted in schools and learning space closures, impacting 94% of the world's student population. In other words, by mid-April 2020, 1.58 billion children and youths, from primary to higher education, in 200 countries, were forced to stay home and find an alternative way to continue their classes. The pandemic-created crisis has worsened the already existing education inequalities by reducing the opportunities for the most at-risk groups of children, youths, and adults to continue their education. According to the UN data, all levels of education were affected; millions of children and young adults worldwide were forced to change their learning habits. The early childhood education pupils lost their preschool year, depriving them of a stimulating environment where they could learn and socialize; in technical and vocational education, training providers were not prepared to address the growing constraints, showing insufficient levels of digitalization; and, in higher education, some universities delayed the regular courses due to lack of infrastructures for both students and professors.
The common element for the globally encountered challenges became glaringly evident: the idea of attending online courses was an inaccessible dream for millions of students. In fact, two-thirds of the world's school-age children, around 1.3 billion children, with ages between 3 and 17 years old, did not have access to an internet connection, and therefore, access to their classes, as indicated by the report of UNICEF and the International Telecommunication Union (ITU). This situation did not only limit young students' ability to connect online, but it also prevented them from partaking in the modern world, therefore denying them access to a quality education. The school closure events, such as those experienced by millions due to COVID-19, caused the young global population to lose valuable development/learning opportunities[6].

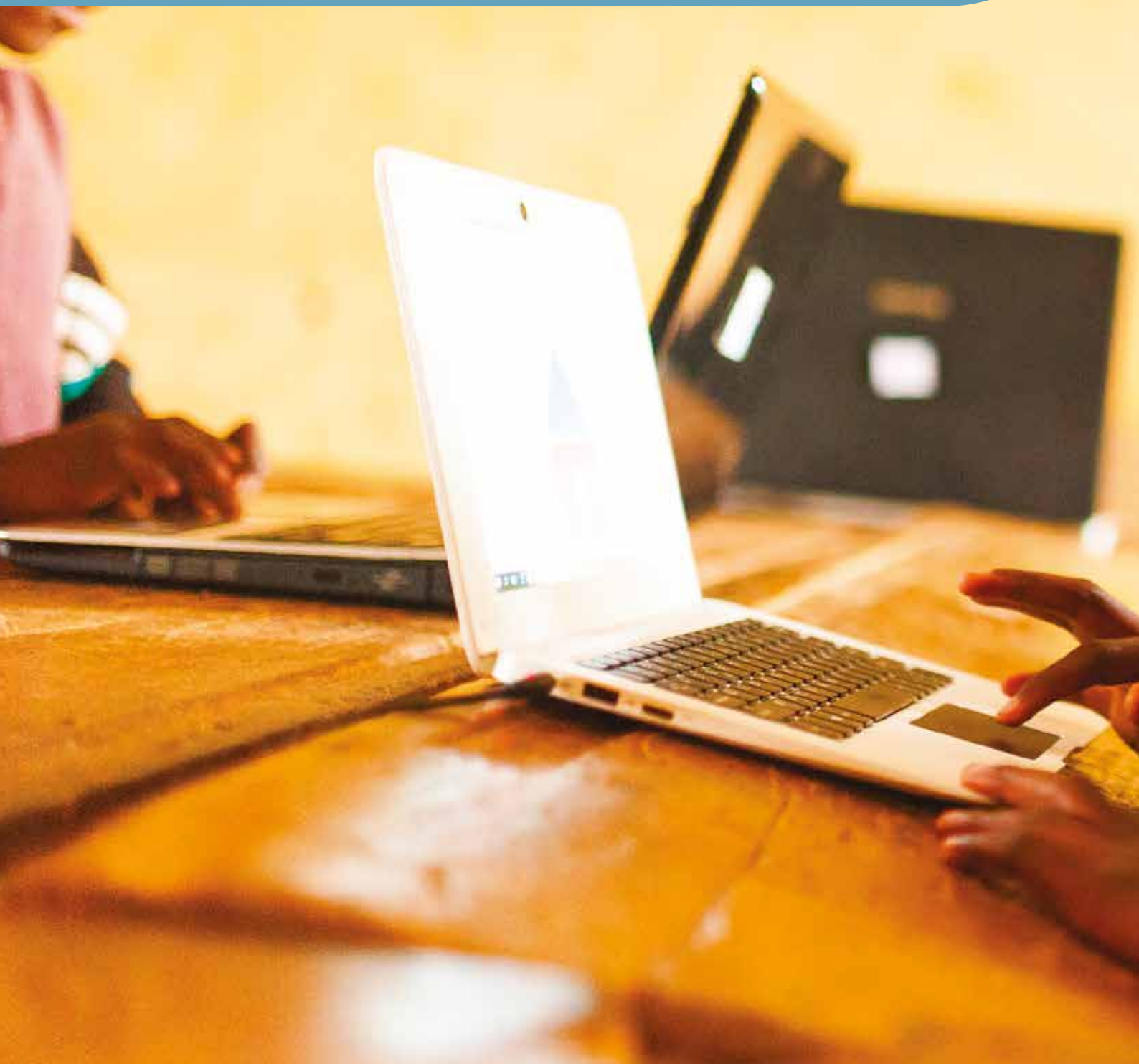
NOTE
5: All data and information are included in the following UN article: https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond
6: For further details: www.data.unicef.org/resources/children-and-young-people-internet-access-at-home-during-covid19/
7: We Are Social and Hootsuite. Digital 2020, Global digital overview Report

Total number of people not connected to the Internet in each world region. Courtesy of Digital 2020, Global digital overview Report[7]



As the pandemic unfolded, it created a huge socio-economic disruption, while the education systems worldwide had to react in order to ensure the quick continuation of the learning processes. Schools, and with them teachers, had to become digital to guarantee inclusive learning. However, this revealed yet another set of issues like the lack of tools or competencies, highlighting the desperate call to help the educational institutions in approaching the digital world.

4 THE DIGITAL UNIFY PROGRAM



The Foundation's ever-growing commitment to its reason of existence resulted in this clearly articulated initiative that has been developed over the years into the Digital Unify Program (DU). The goal of the Program is to never stop trying to become more efficient and more effective in spreading the benefits of informatics, its tools, competencies, and the lifestyle improvements they can bring along to the most fragile beneficiaries, who not only feel empowered by the newly acquired skills, but who also learn how to use them responsibly.

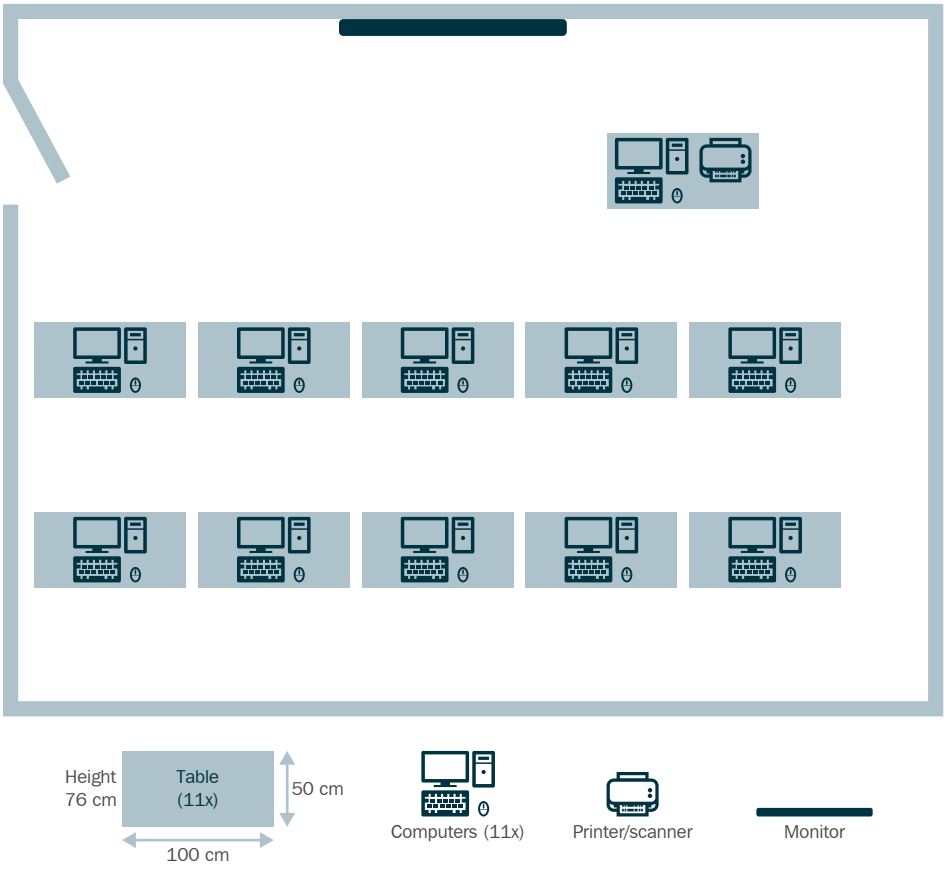
This initiative targets people, who have never touched a computer before, while the goal is to develop their informatics competencies by using a standardized approach. In partnership with reliable and reputable local organizations, the Foundation has defined the scope of the initiative as facilitating free, accessible, and effective:

- Equipment for the computer training centers (DU Labs)
- Internet connection for the most remote areas of the world
- Training materials for all provided courses
- Local support system
- Communities' empowerment, through the "train the trainer" approach, where trainers are trained to further cascade the Program

The Foundation collects the proposals for the initiatives, which are then assessed and evaluated to ensure alignment with the organization's mission and strategy. The analysis, of both potential partners and the corresponding proposed projects, results in a well-organized, customized initiative that meets both the desired social impact and the Foundation's high operational standards.

Each new collaboration follows the following steps:

The Foundation has determined fixed hardware features and characteristics for all its projects thanks to the collaboration and support of its volunteers. Therefore, every computer training center (DU Lab) is set up by following the Model Lab Approach, which is highly detailed and specific. A DU center typically consists of 11 PCs, one projector or large monitor, one printer, a UPS system with backup batteries, if the electrical supply is not continuous, a photovoltaic system, if electricity is not available, and Internet connection, wherever needed.



THE EDUCATIONAL OFFERS

The Foundation decided to update its didactic offering in 2020, as a reaction to the escalation of the educational needs caused by the pandemic. This development is embodied by the creation of two different clusters of activities, specifically: the standard informatics courses and the society digitalization projects. The informatics courses are closely related to the historic educational paths offered by the organization, while the digitalization initiative represents the organization's concrete response to the Digital Divide issues highlighted by the COVID-19 pandemic.

Standard courses

ST Foundation's DU Program is composed of two core courses that offer basic informatics competencies. The programs enable the fight against the digital illiteracy phenomenon among two beneficiary categories: children and young adults/adults. However, in a few countries, these programs have been further developed into advanced courses, allowing the beneficiaries to deepen their competencies through more complex programs.

ICB course

The Informatics and Computer Basics (ICB) Course is the Foundation's core learning path. It was created in 2003, with the objective of helping e-illiterate people become acquainted with computers through a 20-hour course. The course is entirely customizable to the local culture, in order to have the most educational impact. Additionally, the course is offered to a limited group of recipients, maximum of 20 students, to ensure equal distribution of resources. Currently, the ICB course is available in 7 languages: Chinese, English, French, German, Italian, Portuguese and Spanish. Additional language options can be made available if such a need arises in the future.

Students learn how to overcome their fears and reluctance to use computers, and how to approach the tool independently, during this 20-hour course. These learning objectives are achieved through different classes that teach the students how to use: the Internet as the main source of information and knowledge; the email as a communication method; Microsoft Office as a value-adding skill; and the «social media world,» as a virtual community/ information exchange place.

The ICB course offers two different sets of supporting training materials. One set addresses the students' needs, while the other addresses the trainers' needs. The students' manual is addressed to the course participants, and it explains the key learning objectives of the course. The trainers' manual guides the teachers on how to present the different course topics efficiently and effectively. The students' results, which reflect the effectiveness of the 20-hour course through the new learning assimilation, are then analyzed upon the completion of the Program through an assessment. Students, who attend at least 80% of the modules, are rewarded for their work and dedication during the Program with certificates of attendance. Therefore, the course has a lasting impact on the participants' lives long after the end of the Program, as they can use the proof of the newly acquired skills to secure a new or a better job.

Tablets for Kids course

The Tablet for Kids (T4K) course was launched in India, in 2015. Its goal was and continues to be that of helping younger generations, specifically children with ages between 9 and 13 years old, approach informatics in an educational way.

The ST Foundation decided to use tablets as a delivery method for this specific course, as many research studies revealed that a correct use of touchscreen devices can improve the learning process by increasing the students' engagement. Moreover, tablets offer problem-solving activities by allowing students to set attainable goals, while providing instant and continuous

feedback. In addition to this, with the appropriate guidance from the teacher, tablets can also emulate a natural social interaction and they create an interactive learning environment.

This delivery method is particularly effective for the youngest group of students. By being more interactive, research shows that this group of students gets more involved in the activities, as they are perceived as easy to grasp, and therefore, facilitating the learning process.

The confirmed positive response to this educational approach, led the Foundation to develop the course content through yet another important partnership with a Swiss-based organization, seed[8]. Thus, the teaching material was prepared with the idea of giving children an intuitive understanding of the potential of ICTs. The goal of the course is to teach children basic ICT skills, while they associate informatics with positive experiences and, therefore, fun. The core skills that children will have developed by the end of the ten lessons range from basic computer skills (i.e., taking pictures, shooting videos, drawing, and creating music) to more advanced competencies (i.e., searching the Internet, writing, calculating, and presenting complex topics in front of the class).

Advanced courses

ST Foundation introduced the advanced courses in 2018, as part of the available learning paths. In 2020, the organization initiated both an update and an upgrade of these courses. The course upgrade project involves an external communication agency, and it will ultimately result in the optimization of the content to an online presentation. The full package of courses will be finalized by mid-2021.

The goal of these courses is to offer in-depth knowledge of Microsoft Office. In order to achieve this ambitious goal, the Program consists of a sixty-hour course, and it is organized into four modules: 1) Microsoft Word section - 14 hours; 2) PowerPoint section - 14 hours; 3) Excel section - 28 hours; 4) and Outlook section - 4 hours. The amount of time dedicated to each section is meant to allow for a detailed presentation of the module topic. In addition, each section of this course addresses the rising ICT requirements, from both schools and the labour market. At the end of the course, all students take a comprehensive test in order to evaluate the newly acquired competencies.

Tablet for Seniors course (T4S)

The Tablet for Seniors course was introduced in close collaboration with our trusted partner, seed. The goal of this initative is to address the rising IT usage need among the elderly. Therefore, the project was designed specifically for the rapidly aging populations of the European countries that have been asked to adapt to new technologies. The changes were brought upon the demands of a modern and ever-evolving society. The course is divided into ten modules of two-hour classes each. 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, using customized apps for daily activity planning, etc. The first pilot course was scheduled to take place in the second half of 2020, however, due to COVID-19, the project has been put on hold.

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

ICB for Visually Impaired people (ICBVI)

This initiative was explicitly created for Sierra Leone. Being considered among the least developed countries of the world, the course was designed to enrich the existing activities in the area. With its experience of over 11 years in the field, the Foundation decided to translate the already existing ICB course into a format, that could be customized for this very at-risk community. The pilot for this course 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 was achieved through the excellent teamwork of all the involved stakeholders, specifically: ST Foundation, Sustain for Life, an independent not-for-profit organization that supported most of the project's costs, and Dr. Bernareggi from the University of Milan. The Program is structured into a total of 48 hour-long lessons. The course offers instructions on well-defined topics such as typing, creating Word and Excel documents, creating and managing email accounts, using Internet browsers, etc. This initiative was finalized, and it will be available for implementation as soon as the global health crisis ceases.

SOCIETY DIGITALIZATION INITIATIVE

COVID-19 has created the single, most extensive and historical disruption of the global educational system. The universal health crisis has generated a considerable acceleration of the digitalization process everywhere in the world, thus revealing new aspects and configuration of the digital divide. Not only has the ST Foundation been a pioneer but also a relentless fighter in the fight against this exact phenomenon, and due to the current situation it rose to the occasion, expanding its operations and reaching new beneficiaies. This path has been paved by the organization's partnership approach following the UN Secretary-General Mr. António Guterres's guidelines to the member States, which state that «**Our world can only get ahead of this virus one way, together.**»

The Foundation took these words to heart, reinforcing its commitments by boosting the collaborations with those partners who could help the organization interact with the most fragile beneficiaries: schools and needy communities. This close collaboration approach facilitated the evolution of the new panel of activities, called the «Society Digitalization» Program, focusing on Europe, first. The delicacy of the European educational system's fragility became evident during the first lockdown period. It was during this time, that the Foundation, assisted by the powerful ST sites' support, decided to focus its attention on Italy and France, to help both countries deal with the pandemic's rising school challenges.

The organization worked mainly on three efforts, which will be presented more extensively in the following pages, that could be briefly summaried as:

- Donation of equipment to at-risk families
- Creation of new contents to guide families, students, and teachers in better managing distance learning
- Creation of dedicated content for the elderly, who were harshly impacted by the COVID-19 pandemic

ST FOUNDATION'S RESPONSE TO COVID-19 IN ITALY & FRANCE

Focus on Italy

The pandemic shook Italy to its very core, leaving unimaginable grief and distruction behind it, impacting the country on all levels and across all departments, the education system being one of the casualties. As all the courses and educational activities were organized online, not all families had the same opportunities. In March 2020, all in-person educational programs stopped, transitioning into virtual programs, therefore entrusting the management of this sector to the Internet. As a result, we discovered that 30% of families did not have any digital devices at home. Therefore, the ST Foundation decided to contribute to the support of formal education, sharing both competencies and resources in its area of expertise.

The Foundation partnered with two well-connected Italian NGOs, ACRA Foundation[9] and CIAI[10], in order to launch new activities. These collaborations created a bridge between the actual schools and the students' needs, in both Lombardy and Sicily. The two projects were implemented and operational with the precious ST volunteers' involvement.

The first initiative was #Noonebehind. STMicroelectronics Foundation and ACRA launched it with the scope of helping Italian schools familiarize themselves with the online world, differentiating the activities in two phases:

Phase one - Equipment Donation to less fortunate families in Lombardy

As the pandemic spread and the transition to online learning began, so did the most urgent school requests in the region. The IT tools, that could have helped students follow their online classes, were lacking in many families' homes. On April 24th, 2020, the ST Foundation, taking notice of this need, organized, in collaboration with the ACISMOM military corps, an ad hoc intervention to distribute over 100 laptops to 9 schools located in Agrate Brianza and Milan. During the month of May, the PC donations expanded to the cities of Lecco, Monza, and other schools in Milan. Furthermore, as a result of the precious input of its partners, the Foundation identified new potential beneficiaries in Sicily, where another 150 PCs were donated to local municipalities. These first initiatives allowed children who lived in at-risk socio-economic contexts to follow their online classes. Through the collaboration with ACRA, the Foundation was able, by the end of the first lockdown, to address new challenges that emerged during the pandemic. Things had to change very rapidly, and solutions had to be implemented at a faster rate than in normal situations, in order to support the crumbling schooling system. Keeping this goal at the forefront, the Foundation started working on an initiative that was entirely devoted to teachers' demands and their needs to familiarize themselves with the online world better. The goal was to create an engaging learning experience despite the imposed social isolation by the lockdown.

NOTE

8: ACRA is a non-governmental, secular, and independent organization, that was founded in Milan, in 1968. They have been engaged for over fifty years in fighting poverty through sustainable, innovative, and participatory solutions.

9: CIAI is a non-governmental organization founded in Milan in 1968. Their scope is that of guaranteeing the rights of children, ensuring their protection, inclusion and psycho-emotional well-being.

The Foundation's #Noonebehind initiative continued with the donation of 30 tablets to the Municipality of Agrate, Brianza. They were then distributed to three local associations, that supported children with learning disabilities to carry out summer educational activities. The lockdown not only deprived almost every child of their routines, but for the most at-risk individuals, it marginalized them even further. Finding and creating a new normal life was difficult, and the ST Foundation realized that its schools' support had to become a priority.

Phase two – Launch of the #Weareallconnected initiative

In September 2020, due to the impending strong possibility of going back to the same educational scenario experienced during the first lockdown, the Foundation, and its partner, ACRA, decided to extend their collaborative efforts towards reinforcing teachers' skills in managing online tools. With this common goal of wanting to help the school system become familiar and comfortable, with the distance learning techniques, the **#Weareallconnected** initiative came to life, in October 2020.

The project focused on creating a course geared towards teachers, that addressed improving the higher IT skills imposed by the distance learning tools. With the essential support of the ST volunteers, the 5-module course was designed to allow teachers to experiment and develop activities inspired by outdoor education, stimulating the students' participation. Between November and December, 158 teachers attended our online courses dedicated to using GSuite for Education. The Foundation even went a step further, offering teachers and students «ecofriendly» content to enrich the school curriculum with the topic of global citizenship. This was relevant to facing the growing challenges and needs of the world we all found ourselves living in more than ever.

At the same time, in September 2020, the Foundation also launched the **Tu6prof** project, in partnership with CIAI. This initiative was focused on Sicily and on helping the region fight the strong existing digital divide that caused severe problems among children who had been transitioned to online classes during the lockdown. With the support of CIAI and Catania ST volunteers, a set of action plans were set up and executed. The partners focused on renewing the existing teaching approaches by creating a dedicated e-learning platform with exciting e-contents. The second phase of this effort, which will be finalized in Q1 2021, is to set up a fully equipped IT center in the ITC Amari Roncalli school, in Palermo, and to compile e-learning technology tutorials for trainees, families, and students.

As previously mentioned, both projects were implemented with the enthusiastic support of the ST volunteers. They embraced this new challenge and they came on board. With the enthusiastic support of this strong team, the Foundation could assist and guide teachers, who found themselves overnight forced to use tools that they were not necessarily comfortable using, but they were doing their best for the sake of their students.

Ramona Scaramuzzino,
ST volunteer based in Castelletto

Hi to everyone, I'm Ramona. I have been working at ST for the last seventeen years, and I joined the Foundation as a volunteer sixteen years ago. I decided to support the #Weareallconnected initiative because I like challenges and because I am a mother. I saw the difficulties teachers were facing, and therefore, I wanted to do something for them.

Lavinia Fabrello,
ST volunteer based in Castelletto

I am Lavinia, and I joined ST twenty years ago. This project was an excellent opportunity for me to do something for the schools. As a mother of three young children, I have witnessed firsthand the transition to e-Learning classes, since February 2020. I saw how supportive all their teachers were and how they did their best to manage such a difficult situation. I wanted to repay them somehow; therefore, my participation in this initiative offered me the opportunity to contribute, even if it's in a small way.

Focus on France

The lockdown accentuated the digital divide and educational inequalities, without a doubt, also in France. Children from disadvantaged areas were left behind when schools abruptly switched to remote learning in March, because of the lockdown measures. According to the French Education Ministry, the digital gap forced 500,000 low-income students, in France, to drop out of school, causing a severe educational crisis. The French educational situation echoed a call to action from the Foundation, which decided to intervene. The **#We Are All Connected** initiative was the Foundation's way of extending its efforts against the digital divide also to France. As a result, the following actions were implemented:

- On July 7th, 2020, PCs were donated to the Thomas Edison High School of Échirolles, in France. Patrick Dureault, one of the Foundation's Board Members, was present for the occasion emphasizing that «the Foundation's mission is the fight against the Digital Divide. This donation directly targets bridging the digital gap in an essential context, education in the post-COVID-19 scenario.»
- On September 16th, another 15 laptops were donated to the association «Ma Chance Moi Aussi», in Chambéry (France) to give children, families, and teachers the right tools in order to bridge the gap.

Activities results in Italy and France:

361

at risk families received a computer and they could, therefore, help their children follow distance learning activities

60

children with learning disabilities were supported by the donation of 30 tablets to three local associations in Agrate Brianza, Italy

A new course and tutorials were created by ST volunteers to help teachers familiarize themselves with distance learning

158

teachers coming from 14 different schools attended the e-learning activities to understand better how to manage distance learning tools

8

volunteers were involved in the #Weareallconnected initiative

LAUNCH OF THE NEW ONLINE COURSE: TABLETING TOGETHER VIDEO COURSES

COVID-19 has also emphasized the vulnerabilities of yet another particular population: the elderly. Especially during the first semester of the year, most of them were left alone, either in hospitals or retirement homes, with limited possibilities to contact their relatives, not having the means or competencies to communicate. Therefore, the Foundation expanded its existing collaboration with seed (the Swiss NGO that had already helped the organization develop the Tablets for Kids and Tablets for Seniors courses) to create an online course consisting of ten videos. The goal will be to explain the basics of how to use a tablet to communicate with the external world. The course will be available in Italian, and in the first quarter of 2021, it will also be presented in its French and English versions.

CREATION OF THE ST FOUNDATION'S E-LEARNING PLATFORM

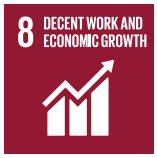
The ST Foundation also decided to invest time and resources in creating an e-learning platform to host the DU Program's courses enabling them to become available online, as they needed to be organized more frequently online due to the pandemic outbreak. The tool was first used in November and December to host the five modules of the #We Are All Connected project. And, in the first quarter of 2021, the tool will be fully released to organize the Foundation's standard activities wherever needed. The platform will be available in Italian, English, French, Chinese, and Hindi, although many more options can be made available upon request.

CONTRIBUTING TO THE SDGs

The Foundation views the SDGs[11] as a fundamental initiative to create a more sustainable society and to enhance people's lives through giving a personal contribution to solve global socio-economic and environmental problems. Throughout 2020, COVID-19 has brutally attacked the road map for their achievement, presenting an enormous challenge for reaching them and the 2030 Agenda. This year showed us, in fact, that despite information and communication technology playing such a vital role throughout the pandemic, half the world remained offline. Many at-risk contexts had to experience healthcare issues along with challenges related to work, study, communication, and finding relevant information about what was going on. In this context, it became fundamental for the Foundation to continue sharing its competencies, skills, and expertise to bridge those divides that can be detrimental to implementing the SDGs.

Through the DU Program and its evolutions (i.e., the #Noonebehind initiative), the ST Foundation dedicated all its energies to help children continue to learn, at-risk groups of people continue to work, and teachers continue teaching. Throughout the year, the Foundation had actively pursued the implementation of the following goals:

Aware of the negative influence of the pandemic in terms of increased poverty and disproportionate impact on vulnerable groups, the Foundation continues its hard work to bring both equipment and the competencies that are needed to bridge the digital divide.



Throughout 2020, the ability of knowing how to use a computer turned out to be the only solution to continue working during the different lockdown periods. With our different courses, we have contributed to creating a long lasting and inclusive economic growth, by providing jobseekers with sought after IT skills

Through the DU Program and society digitalization initiatives, the Foundation tried its best to offset the negative effects that lockdowns and imposed sanitary restrictions had on education, causing a loss in human capital development. In addition, the organization created new learning paths and tools to face the new challenges while helping schools better manage distance learning activities.

The competencies and equipment the Foundation made available to its at-risk beneficiaries, in all areas of intervention, helped thousands of individuals navigate through the different lockdowns. Fragile cases received higher priorities, and in parallel efforts to donate hundreds of PCs were made to be sure that no one was left behind.

We continued supporting women in accessing good quality education in all areas of intervention in Africa, Asia, and Europe. The attendance of our courses saw well balanced participation of female students, in every age group. Women liked approaching informatics for different reasons such as continuing their studies, remaining in contact with their relatives, and also addressing their fear of the use of technology

COVID-19 was, for the Foundation, an opportunity to work and co-create projects with other organizations that help us maximize the reach of our Program while enriching the contents. The #Noonebehind initiative and its evolutions are the perfect examples of the renovated approach to partnerships.

NOTE

11: At the United Nations Sustainable Development Summit on September 25th, 2015, world leaders adopted the 2030 Agenda for Sustainable Development. It embraces a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight disparities and tackle climate change by 2030.

5 2020 BY NUMBERS

Looking back at 2020, we see how the year presented both a historical challenge and a generational opportunity to evolve and rethink the Foundation's activities. This pandemic, which affected every corner of the earth, shaped a new world with different needs and conditioned us all equally. It restricted our movements and our most basic freedoms while advancing the power of digitalization over all of us. The world turned digital as remote work and distance learning skyrocketed due to COVID-19.

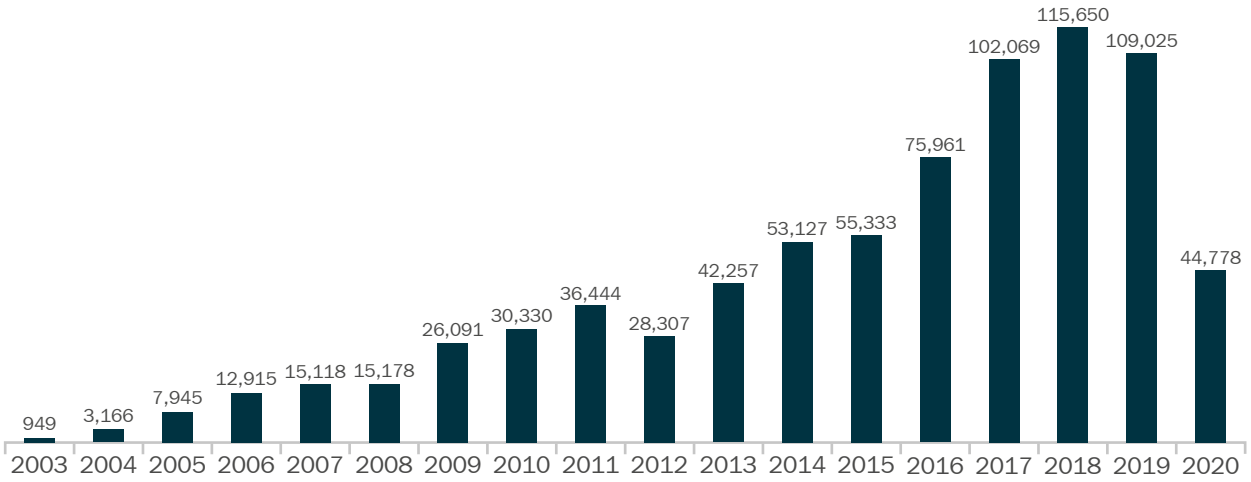
This unprecedented shift into the virtual world reinforced the need for ST Foundation's efforts to accelerate the analysis of new partnerships and projects. With the global education system deeply affected by the pandemic, the Foundation decided to support the formal school systems and the at-risk communities by sharing competencies and resources in its key area of expertise: Informatics

In March 2020, the standard DU Program became yet another casualty of COVID-19, when it was abruptly stopped. Only a few countries, for instance, Burundi, Congo DR, Senegal and Sierra Leone could somehow continue their activities, not having been impacted so harshly by the pandemic. In other cases, like the one of India, the standard courses could continue, even if on a smaller scale, thanks to the initiative of some partners to try to organize the very same activities online.

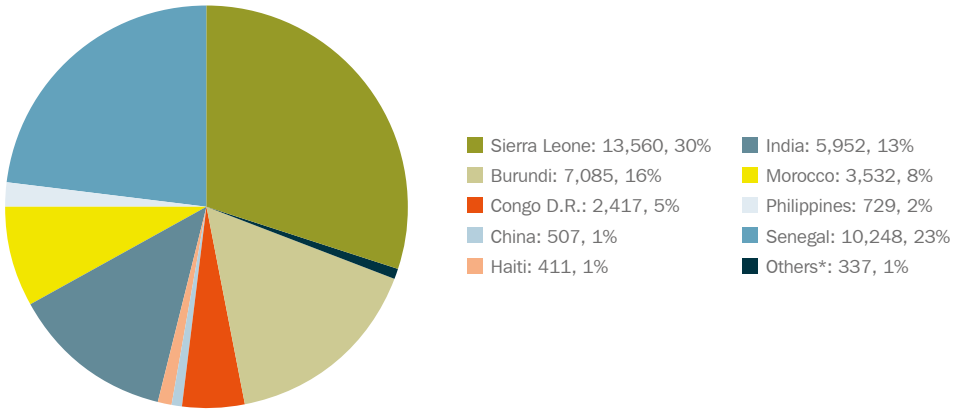
The Program was restarted during the last quarter of the year but only in a few countries, while following new healthcare rules and protocols. However, with the existence of various available vaccines, hope is on the horizon.

As of the end of December 2020, 774,663 trainees were reached since the Program's inception in 2003, and 44,778 students participated in the ICB, Advanced Courses, and Tablet for Kids classes in 2020 alone.

Evolution of the DU Program since the inception as of December 31, 2020



Breakdown of student numbers by country in 2020



Following the guidelines indicated by the ST Foundation Board, the organization has carried out its activities in all of the world's regions, respecting the principle of strengthening the actions in ST countries while keeping unchanged the efforts in non-ST countries.

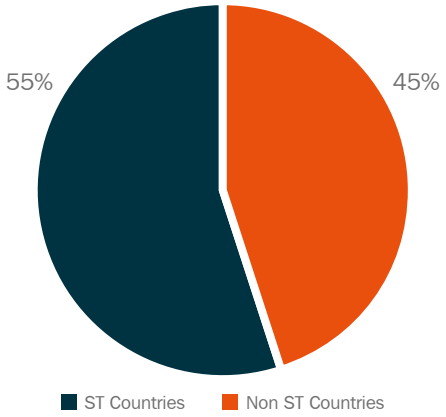
In fact, from an operational point of view, the Foundation differentiates the intervention areas in two categories:

1. **STMicroelectronics countries**, those world regions where STMicroelectronics has a solid operational presence, including specific contexts of developed and developing countries where economic distress persists.
2. **Non-STMicroelectronics countries**, mainly developing countries where there is a huge need to overcome social, economic, and technological inequalities, enhancing, in this way, human progress and economic growth.

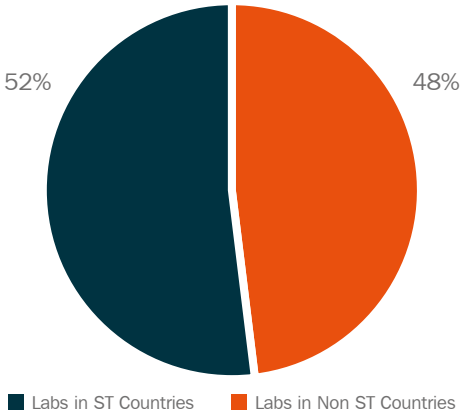
The Board of Directors' guidelines were reflected in the organization's efforts to increase the footprint in ST countries, augmenting the investments in these areas, focusing on Italy and France, as indicated in the following charts. In these countries, new initiatives and partnerships were initiated to address the overwhelming destruction created by COVID-19 in the educational sector.

The ratio between active DU labs in ST countries vs. non-ST countries also shows the organization's efforts to increase its activities where ST is present, despite the constraint and issues created by the pandemic, especially in Europe and Asia.

% of investment in ST countries vs non ST countries



% of DU labs in ST vs. Non ST countries



ST Countries key indicators in 2020 for standard activities

ST Countries	Years of activity	Active DU centers	Cities reached by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
China	7	6	4	-	507	40
France	11	1	1	-	26	3
Germany	5	1	1	-	11	1
India	17	26	15	34	5,952	433
Italy	17	5	3	-	158	15
Morocco	17	34	17	34	3,532	277
Philippines	8	3	1	-	729	37
Total		**76**	**42**	**68**	**10,915**	**806**

Non-ST countries key indicators in 2020 for standard activities

Non-ST Countries	Years of activity	Active DU centers	Cities reached by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
Burundi	11	10	6	16	7,085	527
Congo DR	15	8	3	5	2,417	150
Madagascar	1	1	1	-	8	1
Senegal	12	24	24	40	10,248	719
Haiti	5	1	1	1	411	23
Sierra Leone	11	25	12	42	13,560	702
South Sudan	6	2	2	-	134	7
Total		**71**	**49**	**104**	**33,863**	**2,129**

ICB COURSE WORLDWIDE ACTIVITY IMPACT

The ST Foundation started monitoring the impact of its activities in all the intervention areas back in 2017 thanks to the preparation of an evaluation tool kit designed in collaboration with ALTIS (Research Center of the Catholic University of Milan).

We have always presented the different impacts of the Foundation's standard activities by region in the past. However, in 2020, considering the drastic reduction of our standard courses and the totally different context in which we were called to operate, we decided to present the global consolidated figures. This method allows us to reflect the brightness of the positive social changes created by the core course of the organization, the ICB course, even in the dark period of COVID-19.

This change aims to present the added value of digital literacy throughout the year in which the world stopped. The given data was collected through a dedicated feedback questionnaire which ICB students have to respond to at the end of their classes. The purely quantitative results were then interpreted using more qualitative testimonies of beneficiaries, partners, and trainers.

The results we read are remarkable:

- 91% of students would cascade what they have learned to family and friends.
- 90% of students would suggest to their friends to attend the course.
- 75% of the students are comfortable using a PC after having attended the course.

Students who did not know how to use computers before attending the ST Foundation's ICB classes, at the end of the course, use their new competencies to surf the Internet (80%); communicate with friends and use social media (77%), do easy calculations (72%) and write documents (71%). It is also interesting to note that 55% of our respondents use the ICB competencies to look for a job.

Replies to the question «Currently, do you use the computer for?» showing the World Wide overview on the impact of the ICB Course

	Not at all	Little	Moderate	Very much	Total
Downloading articles	19%	29%	42%	10%	100%
Looking for a job	21%	23%	43%	12%	100%
Reading e-journals	16%	25%	44%	15%	100%
Writing a resume/CV	15%	23%	43%	19%	100%
Writing a document	10%	19%	47%	24%	100%
Reading emails	12%	20%	42%	26%	100%
Communicating/chatting with friends/social media	9%	16%	40%	35%	100%
Easy Calculations	10%	18%	38%	34%	100%
Internet	7%	13%	36%	44%	100%

The digital world became a tool to reinvent people's lives without surrendering to the pandemic's negative scenario. With the use of the Foundation's equipment and courses, the organization gave its little contribution to help people stay connected and better understand the new reality, while empowering beneficiaries to build new habits and overcome most of the physical barriers created by COVID-19.

The ICB courses became tools to fight against the intrusiveness with which the pandemic affected every life aspect around the globe. The acquired skills became instruments to continue, somehow, studying, staying together, and even finding job opportunities. Through informatics, our beneficiaries, partners, and teachers were able to feel empowered by the use of these tools to remain strong when facing the debilitating effects of the pandemic. Yet, still, they were able to build bridges across the isolation wall via the acquired competencies.

In such a problematic scenario, some of our students, worldwide, were able to use the newly acquired skills to score some personal victories, even in a situation where COVID-19 seemed to be constantly beating humanity. These victories range from finding new jobs, getting promoted to «simply» continuing studying. However, because they didn't stop trying, COVID did not win.

India Vision Foundation,
India

During COVID-19, the activities in jail had to be stopped due to the lockdown and other government guidelines on social distancing. When many prison inmates were released to decongest the structures after the virus' outbreak, the need emerged to reach these beneficiaries at various locations. These beneficiaries, many of whom were already DU Program students inside the prison, were contacted through virtual mediums. In other words, Digital Literacy became the mode of reaching out to the released prisoners by the prison, their families, and their children. It helped them attend virtual meetings, sessions and learn how to work from home and earn money.

Meenu,
former ICB student, India

My name is Meenu, and I'm from Firozabad, Uttar Pradesh. I come from a very numerous family, and I have 7 siblings. My dad is a worker, and my mother is a housewife. When I finished high school, I immediately decided to look for a job because I wanted to help my family cope with all its necessities. Looking around for different job opportunities, I realized that I needed more self-confidence, communication skills, and better/more computer knowledge. One day, I was informed about the ICB course at the NIIT Foundation, in Bhangel. It was organized in online classes during COVID-19, and I decided to try this new experience. After completing the course, I have to say that I generally felt more confident and able to attend online job interviews. And guess what?! I got a job at Recycle Device, in Noida as a Customer Care Executive. I'm so happy about it; thank you, ST Foundation!

Mohamed, former ICB student,
Morocco

My name is Mohamed, and I would like to thank all the people who worked to bring the ICB Program to my country. When I first attended the course, I could not use a computer, but, now, I'm different. I learned many exciting subjects that turned out to be really useful later on. I'm a craftsman, and during the lockdown period, when every activity was on hold, I was able to promote my activity online, avoiding the severe economic downfalls many other people I know faced during the period. So thank you for having given me these new tools I will, for sure, also use in the future

Madeline,
former ICB student, Haiti

I attended the ICB course because I wanted to know more about computers, and I wanted to be ready to face the job market, where this tool is essential. Nowadays, these kinds of competencies are imperative for every person, professional, academic, and student. It is necessary to have some notions in computer science to meet the school's and job market's needs. Thanks to this course, I'm now able to complete and write my homework better, write a resume, therefore, improving my approach to both work and school. Above all, I can help others, who did not have the chance to attend this course. Last, but not least, during the pandemic, I had more time for my studies, and knowing how to surf the web, I dedicated time to enrich my knowledge and pay more attention to my family.

Seydina,
former ICB student, Senegal

Hello, my name is Seydina, I am a high school student, and I would like to thank the ST Foundation for the activity that it's carrying out in my country. When I first started the ICB course, I entirely ignored the power of IT knowlege and the importance these competencies can have on your life. While I attended the course, little by little, I understood the potential that these new competencies could have on me as a student. When the pandemic arrived also in Senegal, the role of IT tools became even more evident. In fact, knowing how to use a computer gives me the possibility of continuing with my studies. I was, somehow, able to go on studying on my own, managing to write and send some of the assignments to my teachers. Without this Program, I would not have been able to do any of the things I accomplished. Now I feel proud of what I did!

6 OUR PROMISE FOR THE FUTURE

NO ONE LEFT BEHIND

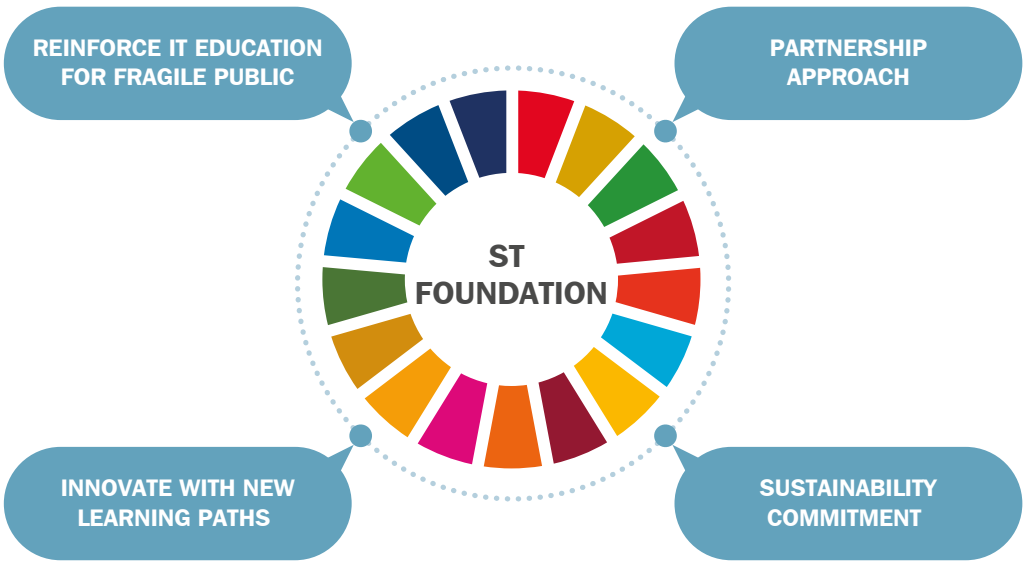
The reality and the world, as we know it, were drastically changed by 2020's events. Words such as «lockdowns,» «mask mandates,» and «social distancing» were almost unknown to most of us only a year ago. Today, they are part of our everyday language, as COVID-19 continues to impact all aspects of our lives.

This global pandemic drastically accelerated the process of digitalization of almost all activities, harshly impacting work and education. At the peak of the pandemic, at least 1.5 billion students, living in at-risk situations, were out of school in every region of the world. This event shook humanity to its core, affecting and halting the development of future generations. Moreover, the suspension of regular school activities created tangible adverse effects on school systems and families that could be felt for decades if we do not join all our efforts to find a common solution to this global problem.

In such a complex and delicate situation, the Foundation is ready to:

- Bridge the digital gaps for at-risk communities, therefore improving the lives of disadvantaged people in Africa, Asia, and Europe with a growing focus on ST Countries.
- Be a leading force for the fight against the Digital Divide in new innovative ways.
- Partner with all those organizations that will help it maximize the impact of its activities.
- Commit to the use of renewable energy whenever we set up new DU centers.

Priority Axes for 2021



7 FINANCIAL REPORT

The Financial Statements are prepared following the Swiss law provisions. The ST Foundation is committed to improving its operational efficiency, to ensuring quality and transparency in its financial reporting.

The total amount of grants in 2020 reached USD 640,463, which corresponds to ad hoc donations financing the Digital Unify Program running in the following countries: Burundi, China, Democratic Republic of Congo, France, Germany, Haiti, India, Italy, 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 2020

pwc

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 2020.

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 company 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 accompanying consolidated financial statements are not in accordance with Swiss law.

PricewaterhouseCoopers SA

Nicolas Biderbost

Charlotte Tavernier

Geneva, 6 May 2021

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
Téléphone: +41 58 792 91 00, Téléfax: +41 58 792 91 10, www.pwc.ch

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STMicroelectronics Foundation

Consolidated Financial Statements

Company	**STMicroelectronics Foundation**
Financial year	**2020**
Closing date	**31.12.2020**

Consolidated Balance sheet as at 31 December

Assets	Note	USD 2020	USD 2019	CHF 2020	CHF 2019
Current assets					
Cash and cash equivalents	4	547'454	617'320	483'511	596'023
Marketable securities	5	12'719'586	11'834'387	11'233'942	11'426'098
Other Receivables	6	60'978	8'392	53'856	8'102
Total current assets		**13'328'018**	**12'460'099**	**11'771'309**	**12'030'223**
Total assets		**13'328'018**	**12'460'099**	**11'771'309**	**12'030'223**

Liabilities	Note	USD 2020	USD 2019	CHF 2020	CHF 2019
Current liabilities					
Accrued expenses	7	124'546	170'684	109'999	164'796
Total current liabilities		**124'546**	**170'684**	**109'999**	**164'796**
Equity					
Donated Capital		11'273'495	11'273'495	11'000'000	11'000'000
Specific reserve funds	8	750'000	-	662'400	-
Profit brought forward	8	265'920	205'318	203'027	317'816
Profit / Loss for the year		914'057	810'602	-204'117	547'611
Total Equity		**13'203'472**	**12'289'415**	**11'661'310**	**11'865'427**
Total liabilities		**13'328'018**	**12'460'099**	**11'771'309**	**12'030'223**

Consolidated Operating statement for the financial year ended 31 December

	Note	USD 2020	USD 2019	CHF 2020	CHF 2019
Income					
Donations	9	540'020	552'004	508'790	548'531
Expenses					
Project-associated expenses	10	-640'463	-892'527	-604'579	-886'911
Operating expenses	11	-60'780	-154'401	-54'878	-153'430
Earnings before financial result		**-161'223**	**-494'924**	**-150'667**	**-491'810**
Fin.					
Gain/ (Loss) on marketable securities		1'105'433	1'316'771	1'041'855	1'308'476
Interest - Other Income		53'093	66'543	50'185	66'124
Bank fees and commissions		-83'246	-77'788	-78'684	-77'298
Currency translation adjustement				-1'066'806	-257'881
Profit / Loss for the year		**914'057**	**810'602**	**-204'117**	**547'611**

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. Throughout 2020, active operations have been implemented in the following countries: Burundi, China, Democratic Republic of Congo, France, Germany, Haiti, India, Italy, 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. In 2020, Fondation ST pour le Maroc, a separate legal entity under the control and supervision of the Board of Directors became fully operational.
The entities consolidated are:

- Geneva
- India
- Philippines
- Morocco

2. Organization

a) Board members :
- Chastagner Patrice - President
- Notarnicola Giuseppe - Treasurer
- Caizzone Francesco
- Champseix Jean-Louis
- Decca Mauro
- Dureault Patrick
- Dutheil Alain
- Fox Pietro
- Palella Pietro
- Rubeli Guy-Philippe
- Sirtori Silvio

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.

e) Subsequent Event
On March 25th 2021, the STMicroelectronics Foundation received Patrice Chastagner's formal resignation as President.

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 these financial statements are (considering 1CHF = X USD/PHP/INR/MAD) :

Balance Sheet

2020				2019			
USD	PHP	INR	MAD	USD	PHP	INR	MAD
1.132	54.356	82.662	10.041	1.036	52.414	73.760	NA

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

Operating Statement

2020				2019			
USD	PHP	INR	MAD	USD	PHP	INR	MAD
1.058	52.572	78.042	10.108	1.006	52.135	70.631	NA

4. Cash & cash equivalents

	USD		CHF	
	2020	2019	2020	2019
Bank accounts	547'454	617'320	483'511	596'023
Bank overdraft	-	-	-	-
	547'454	**617'320**	**483'511**	**596'023**

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	
	2020	2019	2020	2019
Loan	4'292	6'265	4'057	6'049
Other Receivable	56'686	2'127	49'799	2'053
	60'978	**8'392**	**53'856**	**8'102**

7. Payables and accruals

	USD		CHF	
	2020	2019	2020	2019
Auditing fees	16'245	8'677	14'347	8'378
Accruals for bookkeeping fees	3'248	-	2'868	-
Other payables	105'053	162'007	92'784	156'418
	124'546	**170'684**	**109'999**	**164'796**

8. Profit brought forward

	USD		CHF	
	2020	2019	2020	2019
Specific reserve funds	750'000	-	662'400	-
Profit brought forward	265'920	205'318	203'027	317'816
Profit / (Loss) for the year	914'057	810'602	-204'117	547'611
	1'929'977	**1'015'920**	**661'310**	**865'427**

During the meeting for the foundation board, it has been approved the creation of a dedicated reserve account for an amount of USD 750,000.

Since 2019, STF consolidates the entities STF India and STF Philippines and the impact on the profit brought forward 2020 is :

	USD	CHF
Retained Earnings STF	981'370	831'503
Retained Earnings STF India	16'547	16'503
Retained Earnings STF Philippines	18'003	17'421
Total	**1'015'920**	**865'427**

9. Donations

	USD		CHF	
	2020	2019	2020	2019
STMicroelectronics Int. N.V.	390'000	400'000	368'626	397'484
STMicroelectronics, India	77'716	100'377	73'100	99'745
STMicroelectronics, Morocco	35'553	-	32'327	-
STMicroelectronics, Italy	5'516	4'387	5'214	4'359
Donation from third parties	31'235	47'239	29'523	46'943
	540'020	**552'004**	**508'790**	**548'531**

Donations and grants are recognized when they are received

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

10. Project-associated expenses

	USD		CHF	
	2020	2019	2020	2019
Brazil	-	226	-	224
Burundi	86'457	55'116	81'718	54'768
China	10'480	17'692	9'906	17'580
Congo D.R.	12'403	43'606	11'723	43'331
France	1'132	1'106	1'070	1'099
Germany	-	135	-	134
Guinea	3'158	16'121	2'985	16'019
Haiti	3'220	4'845	3'043	4'815
India	51'124	77'149	48'120	76'666
Italy	103'460	33'712	97'789	33'500
Malaysia	-	10'082	-	10'019
Morocco	139'288	238'017	131'066	236'524
Philippines	6'226	23'625	5'890	23'475
Senegal	123'286	143'972	116'528	143'065
Sierra Leone	55'420	146'977	52'387	146'050
South Sudan	2'843	12'686	2'687	12'606
Switzerland	41'966	58'860	39'667	58'490
Madagascar	-	8'600	-	8'546
	640'463	**892'527**	**604'579**	**886'911**

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

	USD		CHF	
	2020	2019	2020	2019
Consultancy fees	107'248	85'429	101'381	84'892
Audit fees	22'881	7'348	21'629	7'301
Accounting fees	3'014	10'028	2'849	9'965
Travel expenses	139	10'496	131	10'430
Other expenses	9'498	8'935	6'394	8'879
Taxes (mainly VAT)	-82'000	32'165	-77'506	31'963
	60'780	**154'401**	**54'878**	**153'430**

8 ST FOUNDATION'S CONTACTS

CONTACT PERSON

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STMicroelectronics Foundation

NOTES

HELPING TO BRIDGE THE DIGITAL DIVIDE

STMicroelectronics Foundation

HELPING TO BRIDGE THE DIGITAL DIVIDE

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