



ANNUAL REPORT 2024
HELPING TO BRIDGE THE DIGITAL DIVIDE

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MESSAGE FROM THE PRESIDENT

January 2nd 2025

As we close 2024 and step into a new year, I reflect on the ST Foundation's journey with gratitude and determination. More than two decades ago, at the request of Kofi Annan, our Foundation was created to bridge the digital divide, ensuring that technology empowers rather than excludes. This mission remains as urgent as ever. This past year has been filled with stories of transformation that remind us why we do what we do. I think of the young people with Down syndrome in Catania who discovered new skills and confidence through digital education. Their enthusiasm and resilience were truly inspiring. I also think of Parul, a volunteer in India who has dedicated 20 years to our mission and recently developed a coding course with unwavering passion and excellence. These are not just projects; they are lives changed, new doors opened, and futures rewritten.

At the same time, we have taken bold steps forward. Our partnership with the International Telecommunication Union (ITU) has allowed us to expand our reach, bringing digital literacy to visually impaired individuals in India and Pakistan. We have also introduced Artificial Intelligence awareness modules in our Introduction to Computer Basics Course (ICB), ensuring that those we train are equipped to navigate the technological changes that will shape their future.

A fundamental pillar of our success continues to be our relationship with STMicroelectronics. The Foundation expresses ST's deep-rooted commitment to corporate social responsibility, and our synergy with the company remains vital. Whether through the dedication of ST volunteers, the ST corporate volunteering program, or the donation of IT equipment that fuels our digital education initiatives, ST's support allows us to scale our impact and reach those who need it most.

None of this progress would be possible without the dedication and passion of all those who contribute to our mission. From our volunteers, whose tireless commitment brings digital education to life, to our teachers and trainers, who empower individuals with the knowledge and confidence to embrace technology, to our country managers, who ensure the success of our programs on the ground, to our partners, who share our vision and help us expand our reach, each of them plays a vital role in making digital inclusion a reality.

As we embark on another year of transformation and growth, we reaffirm our commitment to building a more inclusive digital world. Together, we will continue to break barriers, open new opportunities, and ensure that no one is left behind.



Pietro Palella, President

A handwritten signature of Pietro Palella in black ink.

METHODOLOGICAL NOTE: REFLECTING GROWTH, REINFORCING PURPOSE

As the ST Foundation evolves, so does the way we share and reflect on our work. This report is not only a record of our achievements in 2024. It is a window into how we operate, how we learn, and how we remain accountable to the people we serve.

Now present in 15 countries and with a growing network of volunteers, teachers, and partners, we continue to refine our systems for monitoring, storytelling, and program delivery. Our reporting system ensures that the data we present is accurate, timely, and aligned with our values. It tracks not only course completions but also participant engagement, post-training outcomes, and feedback from the field. Yet we also know that numbers alone are never the full story.

That's why this report also amplifies the voices of those at the heart of our mission, from students gaining digital independence to teachers discovering new ways to connect, and from volunteers building capacity to local partners scaling inclusion. Their experiences are not add-ons to our work; they are proof of impact, and they shape how we grow.

In 2024, we made significant progress in integrating cross-cutting priorities, including strengthening our policies and procedures related to privacy and Child Protection. As our reach expands, so does our responsibility to uphold the highest standards of integrity, safety, and care in everything we do.

We remain committed to crafting a narrative that is transparent, respectful, and close to the realities we encounter on the ground. Our aim is to bring stakeholders inside the work, not just through metrics, but through stories that reflect our mission: using digital education to build dignity, connection, and opportunity.

This document is the result of hundreds of voices, collected across continents and shaped by collaboration. As always, we welcome feedback, ideas, and dialogue to help us continue to improve and evolve. You can reach us at info@stfoundation.org

Giovanna Bottani
Director of Operations

GLOSSARY

Coding & Learning

A modular course that introduces children and teens to basic programming through game-based platforms like Minecraft and VittaScience. It encourages logic, creativity, and confidence with technology.

Digital Careers Promotion

An initiative that brings personal success stories and mentoring into classrooms to help underserved youth imagine futures in the digital sector.

Digital Divide

The gap between individuals who have access to modern information and communication technology and those who do not. It includes disparities in access to devices, internet connectivity, and digital skills.

Digital Unify (DU) Program

The ST Foundation's core educational platform which brings together all training activities under a unified framework. It includes both classroom-based standard courses and community-driven Society Digitalization Activities.

ICB - Introduction to Computer Basics

A 20-hour foundational course that introduces beginners to digital tools and environments, including Microsoft Office, web browsing, email, and video conferencing.

ICB4VI - Introduction to Computer Basics for Visually Impaired People

An adapted version of the ICB course for blind and visually impaired individuals. It teaches screen reader use, keyboard navigation, accessible document creation, and online communication.

Model Lab Approach

A standardized infrastructure used for the delivery of the ICB course. DU Labs include 11 computers, internet access, and backup systems to ensure quality and continuity in digital education.

SDGs - Sustainable Development Goals

They are a universal call to action adopted by all United Nations Member States in 2015. The SDGs consist of 17 interconnected goals designed to end poverty, protect the planet, and ensure peace and prosperity for all by 2030.

T4S - Tablet for Seniors

A training course designed to help older adults develop digital confidence using tablets. It includes in-person modules and video-based formats to meet different accessibility needs.

T4K - Tablet for Kids

A creative and engaging course aimed at children aged 9 to 13. It helps them use tablets for learning, creativity, and safe internet navigation.

Train the Trainer

An initiative that builds local teaching capacity by training educators to deliver ST Foundation courses. Trainers are often former learners who become role models and multipliers of knowledge. It's a growing network of people and ideas, united by the belief that everyone deserves a chance to thrive in the digital world.

1 OUR IDENTITY

TRACKING PROGRESSES

21 years of activities in at-risk communities

15 operational countries

1,235,457 beneficiaries reached since the inception

139,927 students attending our courses in 2024 alone

51% of our students are female

Consolidation of the International Telecommunication (ITU) partnership

Updated the ICB course



MORE THAN A MISSION: A MOVEMENT FOR INCLUSION

Twenty-three years ago, the ST Foundation was founded to address a straightforward yet pressing issue: how can we ensure technology empowers rather than excludes?

This issue still drives us now. In every lab, classroom, and training session, we strive to make digital skills a gateway to dignity, connection, and opportunity for everyone, not just a few. We are more than a corporate foundation; we are a network of volunteers,

teachers, learners, and partners committed to building a future where no one is left behind. From the very beginning, we've believed that access to digital education is not just about learning to use a computer – it's about opening doors to a better life.

Our reach in 2024 continued to expand through powerful partnerships, such as the one with the International Telecommunication Union (ITU), as well as through our approach to new beneficiaries, including students with Down syndrome in Catania. Additionally, we fostered innovation, exemplified by the introduction of artificial intelligence awareness into our ICB courses. What unites these efforts is a single purpose: digital inclusion for real people in real life.



Our vision

We believe in a world where technology includes, not divides. A world where digital skills are a fundamental right, and everyone has the tools to shape their future with confidence and creativity.

Our mission

With particular emphasis on underprivileged areas, we advocate digital education for everyone. Whether they are students, pensioners, migrants, or individuals with disabilities, we empower our beneficiaries to acquire the skills they need to actively participate in today's society by providing free, high-quality training.

What We Stand For

Our values are not just words. They are the foundation of every course we teach and every partnership we build:

- **Inclusion** - We make space for those often left behind. Our courses are designed with and for the people we serve.
- **Empowerment** - We believe knowledge changes lives. We teach so that others can take the lead.
- **Innovation** - We evolve with the world. In 2024, that meant bringing AI into our foundational curriculum.
- **Collaboration** - We work alongside local partners, volunteers, and STMicroelectronics, who remain our closest allies.
- **Integrity** - We are transparent, accountable, and always focused on real impact.
- **Sustainability** - We think long-term. We build capacity locally so that change lasts beyond us.

GOVERNANCE THAT REFLECTS OUR DNA

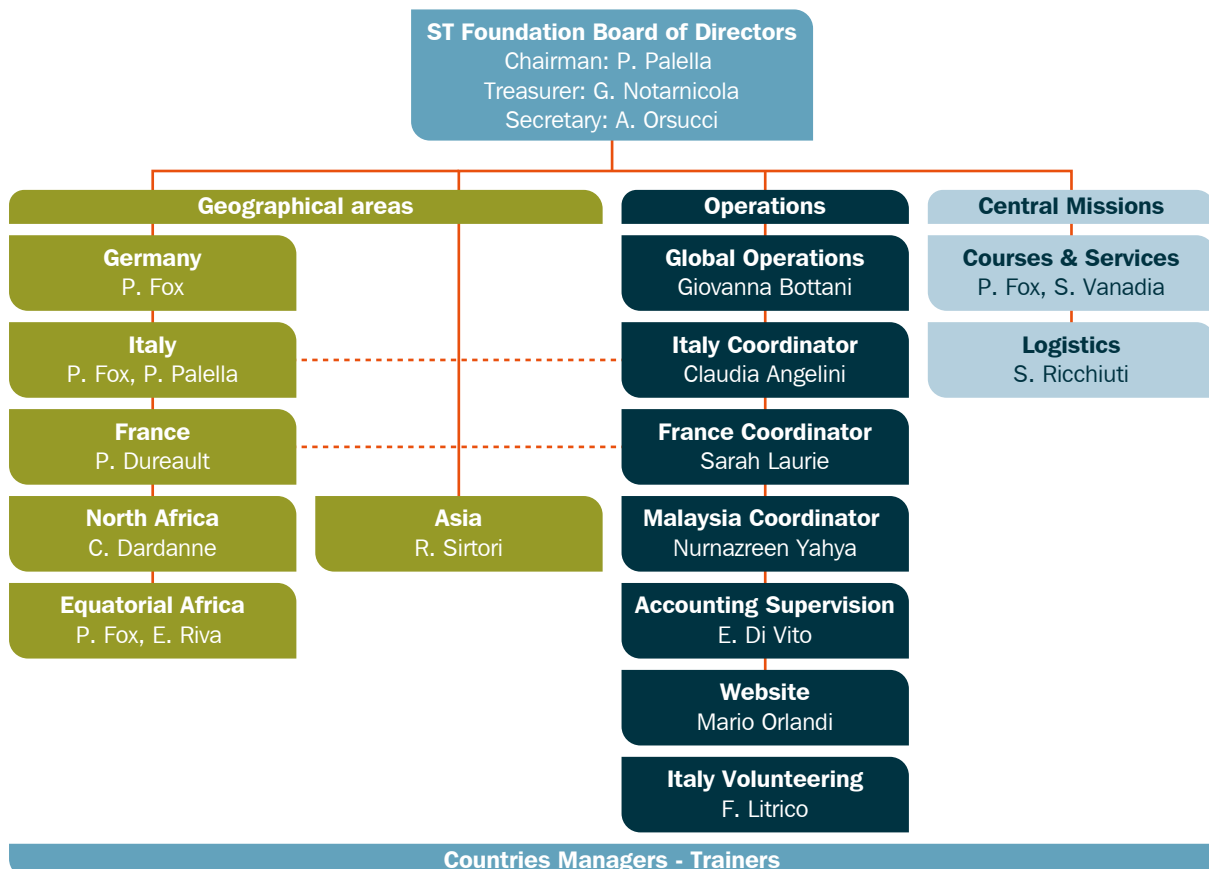
At the ST Foundation, governance reflects who we are and is not just a formality. Our model is lean, expert-driven, and deeply rooted in the values of service, trust, and responsibility. It allows us to stay agile while ensuring that every action is aligned with our mission. The Board of Directors determines our strategic orientation. It consists of past and present STMicroelectronics senior executives, as well as independent experts, including legal specialists with solid nonprofit experience. Each member contributes their expertise and insight, ensuring our work is grounded and ambitious. To assess results, authorize new projects, and direct long-term planning, the Board convenes regularly. However, governance goes beyond that. Our operational leadership is entrusted to Giovanna Bottani, the Director of Operations, who has served in this role since 2012 and reports directly to the President. She is supported by a dedicated group of country coordinators, trainers, and volunteers who translate our strategy into daily impact across each territory.

Over the past few years, we've enhanced local ownership by formally appointing Country Leaders in key countries, such as France, Italy, and, this year, Malaysia. They lead national programs, connect with local partners, and ensure that every activity reflects the Foundation's standards and the local context. We also rely on the vital contribution of ST volunteers, who support us in everything from training delivery to curriculum development, logistics, communications, and beyond. Their engagement is more than support; it is co-creation.

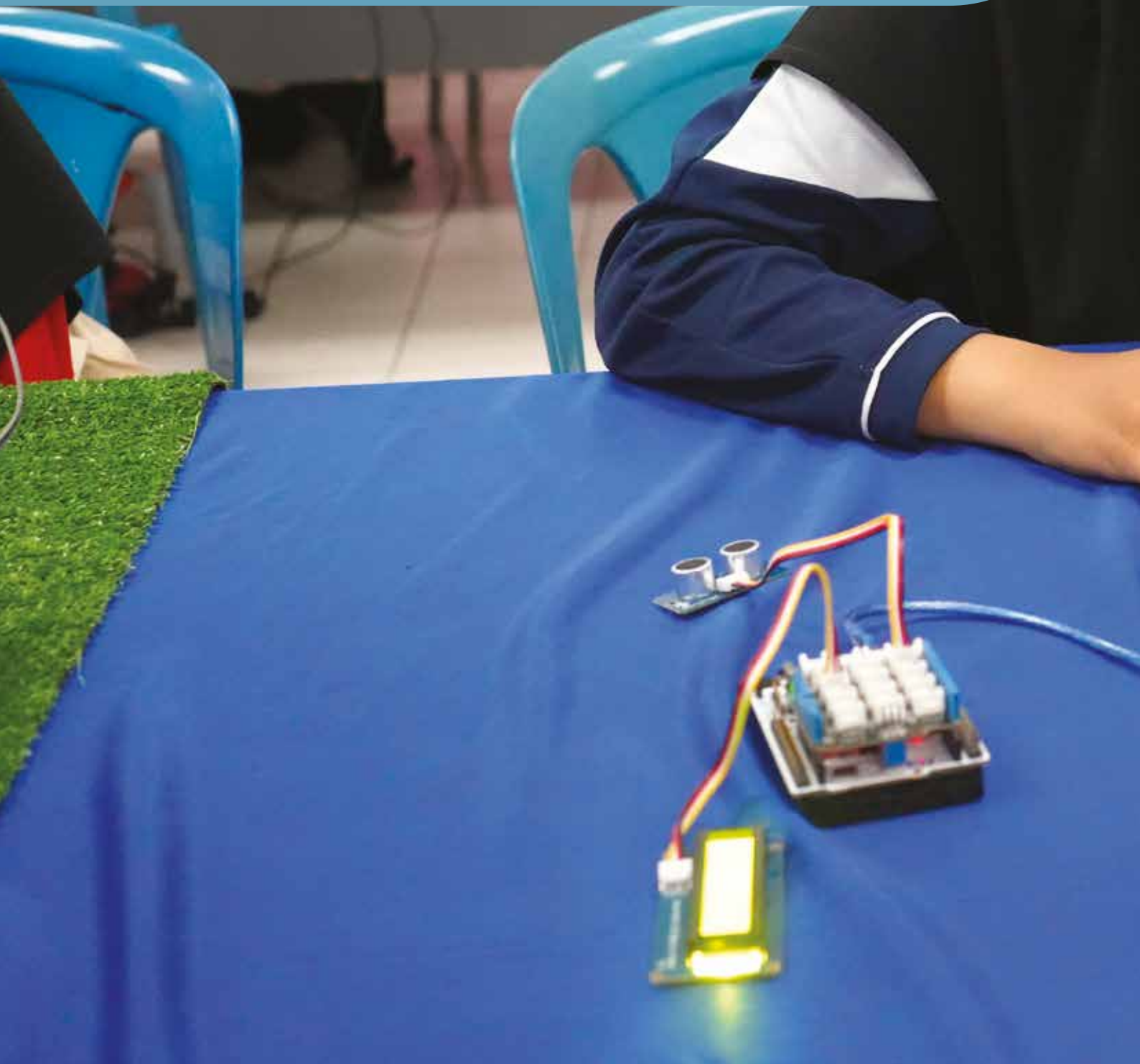
Finally, several support functions, including accounting, logistics, IT infrastructure, and web management, are entrusted to professionals and long-term collaborators, many of whom are internal to ST.

This hybrid model enables us to be highly effective while maintaining a cost-efficient structure. We take pride in our governance system. It ensures that our decisions are transparent, our actions are ethical, and our programs remain closely aligned with those we serve.

Organizational Chart of the ST Foundation as of December 31st, 2024



2 PROGRAMS & INNOVATION





WHY WE DO WHAT WE DO: FIGHTING THE DIGITAL DIVIDE

Every day, billions of people have the opportunity to use technology, while many remain behind. The Digital Divide is more than just a technological divide; it is also a human one. It entails missing out on education, employment prospects, contacts, and essential services.

In 2024, the International Telecommunication Union estimated that around 2.5 billion people remained offline. And among those who are connected, far too many lack the necessary skills to participate fully in digital life. In this scenario, we believe that access to digital knowledge is not a luxury but a fundamental right. Since our inception, we've been working to remove the barriers that keep people from accessing the digital world by providing free, high-quality education that is inclusive, practical, and locally relevant.

Our core instrument in this mission is the **Digital Unify (DU) Program**, which brings all our educational initiatives under one umbrella. It includes our standard courses, delivered in structured classroom settings, and a more flexible range of society digitalization activities that address our communities' specific and evolving needs. Together, they help us build bridges in a rapidly changing world.

STANDARD COURSES: A DIVERSE EDUCATIONAL OFFERING FOR AN INCLUSIVE FUTURE

In 2024, the DU Program continued to evolve. We expanded into new regions, updated our content, and introduced innovations to keep pace with the digital transformations occurring worldwide. Most importantly, we stayed true to our approach: offering accessible, relevant, and empowering digital education to those who need it most.

Introduction to Computer Basics (ICB)



The ICB course is often the first step for many of our learners. In 20 hours, participants discover how to use a computer, write a document, browse the internet, send an email, and join a video call. The curriculum is straightforward yet transformative, particularly for individuals who have never used a computer before. In 2024, we introduced a new module on artificial intelligence to give learners a brief look into emerging technologies in a way that's accessible and relevant. The ICB course is delivered exclusively in our DU Centers, all of which are equipped according to our Model Lab Approach, ensuring that every student has the tools they need to succeed.

Advanced Digital Literacy Course

For those ready to take the next step, this 60-hour course builds solid proficiency in Microsoft Office tools. Participants learn to create professional documents, manage data effectively, design effective presentations, and confidently navigate email tools. This path is particularly popular among job seekers and young adults who aim to enhance their career prospects.

Tablet for Seniors (T4S)

The T4S course was developed to address a growing need: to help older people stay engaged, connected, and confident in a world that is increasingly digital. As important services like healthcare and government work moved online, many seniors were left out and couldn't use the tools others take for granted. To find a solution for this community, we collaborated with our partner Seed to establish an ad hoc course that can be attended in person



or online. People learn the basics, such as how to use a tablet, send emails and texts, browse the web, and make video calls. They also explore more advanced applications, such as organizing e-meetings or utilizing online health services. Every lesson is helpful, friendly, and at the right speed for the learner.

Tablet for Kids (T4K)



The T4K course was developed to contribute to closing the digital divide that impacts kids in underprivileged neighborhoods. Despite being surrounded by screens, many children still lack the opportunity to use digital technologies meaningfully. For kids aged 9 to 13, T4K offers an organized and engaging introduction to technology. The course, initially created with the help of the Swiss NGO Seed and tested in India, enables young students to use technology creatively while having fun. Participants learn to take pictures, compose music, sketch, and conduct safe online research. Additionally, they begin perfecting critical digital skills, such as writing, presenting, and using apps that can aid them in their academic work. The course increases children's digital confidence while fostering safe and intentional technology use habits. It is purposefully interactive and enjoyable.

ICB for Visually Impaired People (ICB4VI)

One of the most empowering educational paths we offer at the ST Foundation is the ICB4VI course. It was developed to help people who are blind or visually impaired overcome the major digital obstacles they encounter, allowing them to access and navigate digital environments with confidence. It is organized into six modules of a total duration of 48-50 hours that walk students through the usage of screen readers, keyboard-based navigation, and accessible versions of important software products. Participants learn how to create and modify documents in Microsoft Word, organize data in Excel, set up and manage email accounts, and safely navigate the Internet.

The content is transformative rather than merely technical. Students learn how to become independent and open possibilities to civic engagement, work, and education by using digital tools that many others take for granted. Additionally, the ICB4VI course has evolved into a vital component of our collaboration with the

International Telecommunication Union (ITU), which supports the program's localization and expansion across new regions while maintaining quality and cultural relevance.

As Pierre-Marie Diédhiou, one of our participants in Dakar, shared, the course can mark the beginning of a new chapter:



Pierre-Marie Diédhiou,
ICB4VI student, Dakar.



After losing my sight, I believed I would never touch a computer again. It felt unimaginable. But once I joined the ICB4VI course at the Centre Biscuiterie, everything changed. I learned to identify keys, type my name, search online, and send emails. For someone like me, this was nothing short of a rebirth. Today, I feel independent again. I can communicate with partners abroad, reconnect with professional contacts, and contribute actively to my community. This training gave me hope and a new beginning.

This course proves what is possible when design is driven by inclusion and when educational tools are built around real needs and human dignity.

SOCIETY DIGITALIZATION ACTIVITIES

Digital inclusion means more than just teaching people how to use a computer. It means understanding where people are in their lives, their needs, and how technology can help them overcome their obstacles. That's why, in addition to our classroom-based courses, we've developed a flexible set of Society Digitalization Activities. In other words, these are ad hoc initiatives designed to reach people in various ways

by providing the tools necessary for living a connected life or serving as examples for pursuing future careers in the digital world. They address specific vulnerabilities, localized requests, and emerging needs. Among our main efforts are:

- **Coding and Education;** this course uses easily accessible, game-based platforms like Minecraft and the VittaScience boards to teach kids and teenagers what problem-solving and computational thinking are. Students are led through interactive projects that foster creativity, critical thinking, and digital independence. The courses frequently create a curiosity toward future digital job options.
- **Promotion of Digital Careers;** in many communities, the idea of working in tech can feel out of reach, especially for young people facing complex life challenges. That's why we focus on presenting career paths while sharing real-life stories of those who have walked similar paths. Our activities include testimonies from people who have faced hardship, made mistakes, fallen, and risen again. These stories are brought into classrooms and youth centers to inspire resilience, self-belief, and a vision of a different future.
- **IT Equipment Donations;** to ensure access to quality tools, we donate refurbished IT equipment to schools, libraries, and NGOs operating in areas where digital infrastructure is limited. These donations support the creation of learning spaces where digital education can flourish.



3 2024 IN NUMBERS





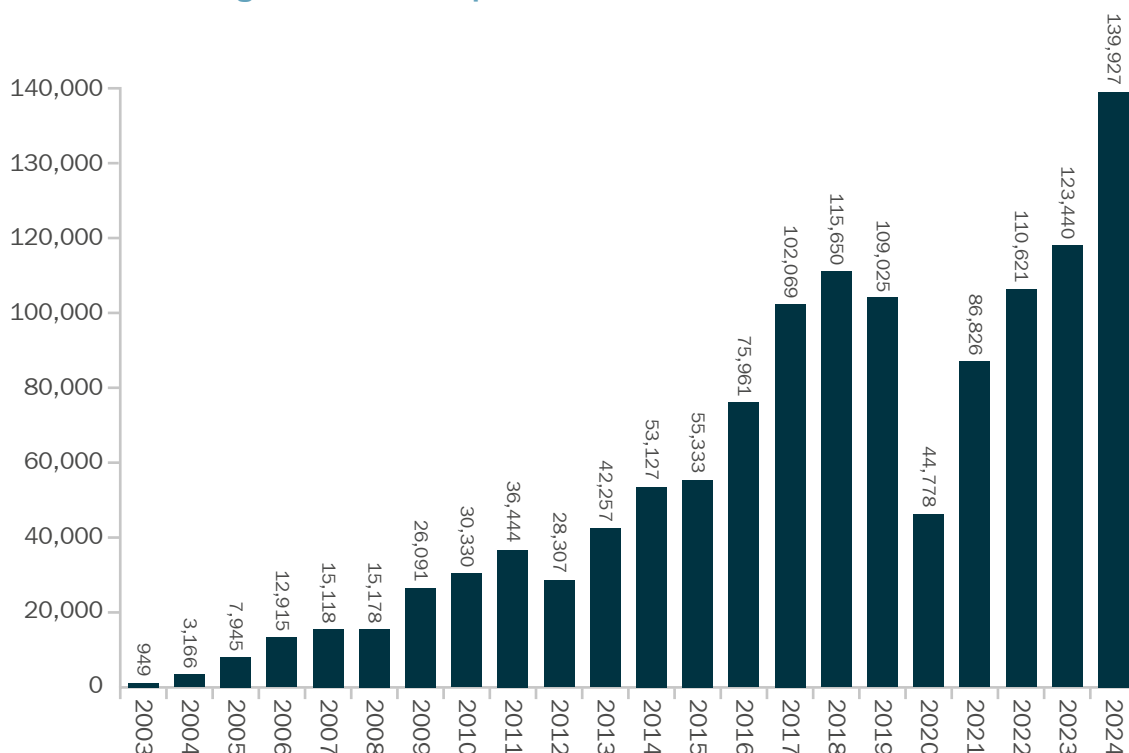
STANDARD ACTIVITIES

The ST Foundation remained committed to improving our existing courses, listening to the needs of our beneficiaries, and proposing new content to better align with the evolving requests of communities worldwide. This year, our efforts have been driven by three core priorities:

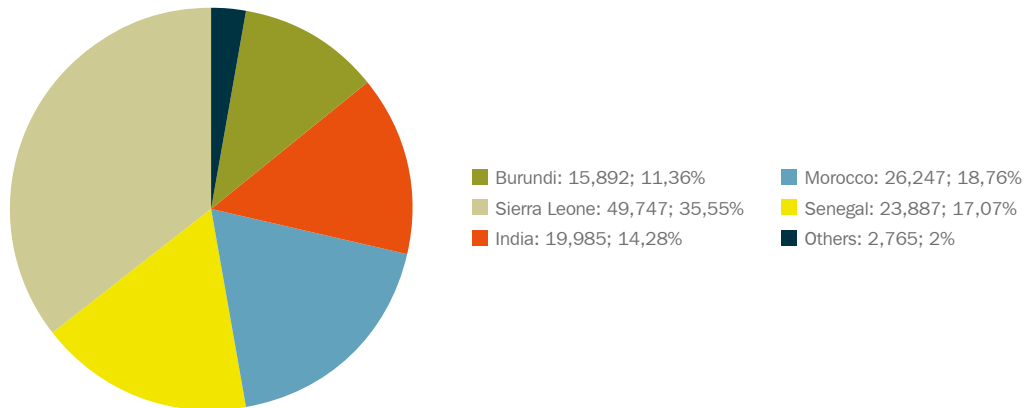
- 1 Expanding Digital Unify (DU) courses. We extended our courses to new countries and communities, reinforcing our commitment to making digital skills more accessible.
- 2 Increasing support for vulnerable groups, paying increasing attention to seniors and disadvantaged individuals, especially visually impaired people, to be more integrated into the digital world.
- 3 Strengthening strategic partnerships. After establishing our collaboration with ITU in 2023, this year marked a significant step forward in implementation. We successfully launched initiatives in Senegal and Sierra Leone, both now part of the Digital Transformation Centers (DTCs) network. We expanded our reach to Pakistan, where we introduced the ICB for Visually Impaired (ICB4VI) course.

In 2024, our presence continued to expand, and we now operate in 15 countries: Senegal, Morocco, France, India, China, Malaysia, the Philippines, Sierra Leone, the Democratic Republic of the Congo (DRC), Burundi, Italy, Ghana, Brazil, Pakistan, and Singapore. Through our ICB courses, ICB4VI, Advanced Courses, Tablet for Kids, Tablet for Seniors (T4S), and the brand new Coding Courses, the DU Program has played a pivotal role in empowering communities worldwide. By the end of the year, the program had trained **1,235,457** people since its inception, with **67,457** courses completed. In 2024 alone, **139,927** students participated, with **8,748** organized courses.

Evolution of the DU Program since its inception



2024 trainee breakdown by country

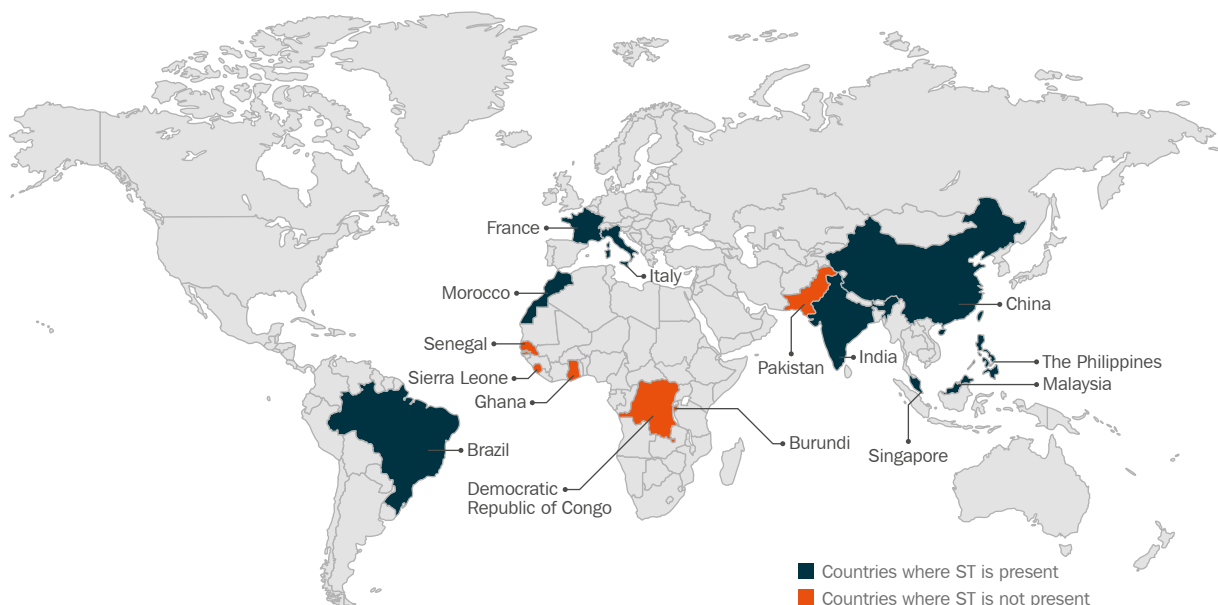


Throughout 2024, the Foundation continued to strengthen and expand its presence across ST countries, guided by the strategic directions confirmed by the Board of Directors. Our actions were made possible thanks to a broad and growing network of collaborators, volunteers, and institutional partners operating in diverse local contexts. From an operational standpoint, our presence is structured around two distinct country categories:

- **STMicroelectronics countries:** these are countries, both developed and developing, where ST has a direct presence. Here, we can rely on robust infrastructure, institutional support, and an active base of corporate volunteers.
- **Non-STMicroelectronics countries:** these are primarily developing regions where ST is not directly present. They often face deep structural challenges and are prioritized for targeted support through partnerships and high-impact programs.

To increase our long-term impact in selected countries, we work through dedicated local structures: ST Foundation India, ST Foundation Morocco, and our branch in the Philippines.

Key performance indicators for 2024 reflect a clear and intentional focus on ST countries. These countries accounted for **76%** of global expenditures this year, signaling our growing investment in regions where we can combine proximity, infrastructure, and volunteer energy for greater impact. At the same time, our efforts in non-ST countries remain strong and stable, in alignment with our strategic direction of consolidating rather than expanding geographic reach in the current phase.



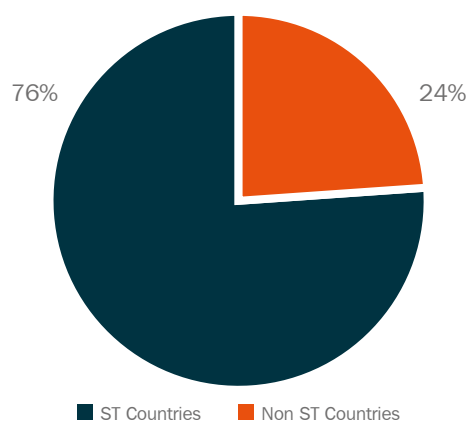
ST countries' key indicators in 2024 for standard activities

ST Countries	Years of activity	Active DU Labs	Cities reached by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
Brazil	3	1	1	1	8	1
China	11	9	6	22	1,233	116
France	15	3	3	-	86	12
India	21	57	18	55	19,985	1,304
Italy	21	21	10	-	778	80
Malaysia	9	8	2	1	351	25
Morocco	21	41	17	43	26,247	2,120
The Philippines	12	9	1	18	1,089	55
Total		149	58	140	49,777	3,713

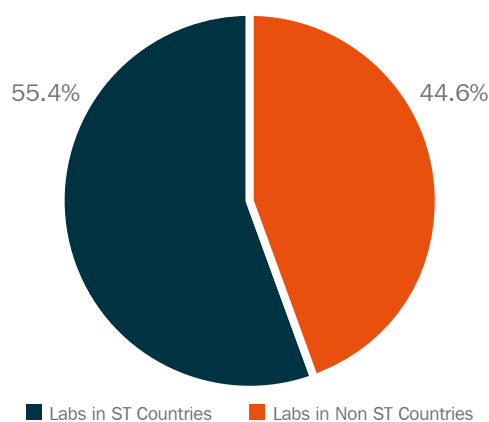
Non-ST countries' key indicators in 2024 for standard activities

Non-ST Countries	Years of activity	Active DU Labs	Cities reached by the Program	Teachers working for the Foundation	Beneficiaries	Organized courses
Burundi	15	12	8	28	15,892	888
Congo DR	18	1	1	-	26	2
Ghana	1	1	1	-	557	33
Pakistan		1		-	41	3
Senegal	16	52	11	76	23,887	1,513
Sierra Leone	15	53	10	159	49,747	2,596
Total		120	31	263	90,150	5,035

The % of investment in ST countries vs non-ST countries



The % of DU labs in ST countries vs. non-ST countries



Numbers at the ST Foundation are not merely statistics; they are a testament to the empowerment of individuals and the breakdown of barriers. Since 2016, we have implemented our online reporting system to oversee educational initiatives in all countries where we conduct business. This tool enables us to monitor our programs in real-time, enhance oversight, and, most importantly, listen to the changing requirements of our participants. In this way, we are better equipped to optimize the effectiveness of our programs, adjusting them in response to ongoing advancements in data collection.

One of the strongest examples is how we assess the outcomes of our Introduction to Computer Basics (ICB) course. Developed in partnership with the Catholic University of Milan, our monitoring framework captures **quantitative and qualitative indicators** to understand how digital skills translate into real-world change. Given that ICB participants account for over 80% of our global beneficiaries, these insights are key to evaluating the effectiveness and reach of the DU Program.

In 2024, participant responses confirmed once again the deep and lasting impact of the ICB course:

- **94%** of students share what they've learned with others
- **93%** would recommend the course
- **64%** report feeling confident using a computer after completing the training

For many, the course represents their first experience with digital tools, opening up a world of opportunities. After completing the educational path:

- **85%** of learners use the Internet confidently
- **84%** stay connected through social media
- **79%** use digital tools for calculations and document creation
- **70%** apply their skills to job searching

These results demonstrate the power of digital literacy not only as a basic skill but also as a catalyst for economic empowerment and social participation.

What Do Learners Do with Their New Skills?

	Not at all	Little	Moderate	Very Much	Total
Downloading articles	12.89%	17.27%	46.49%	23.35%	100%
Looking for a job	14.57%	15.36%	44.02%	26.05%	100%
Reading e-journals	10.84%	17.16%	43.41%	28.59%	100%
Writing a resume/CV	10.73%	15.72%	36.82%	36.73%	100%
Writing a document	7.22%	14.15%	30.46%	48.17%	100%
Reading emails	7.83%	14.43%	30.86%	46.88%	100%
Communicating/chatting with friends/social media	4.80%	11.31%	38.64%	45.25%	100%
Easy Calculations	7.56%	13.94%	39.30%	39.20%	100%
Internet	4.12%	10.94%	40.78%	44.16%	100%

How Do They Feel About Computers?

	Not at all	Little	Moderate	Very Much	Total
I hesitate to use computers for fear of making mistakes that I cannot correct	20.86%	15.51%	24.62%	39.01%	100%
I feel comfortable using computers	4.33%	10.01%	32.46%	53.20%	100%

COUNTING CHANGE, MEASURING MEANING

Beyond the data points tracked through our online reporting system, we pay close attention to the voices behind the numbers. Each year, we collect and analyze open-ended feedback from learners to better understand their motivations, their challenges, and how they intend to use the skills they've gained. These personal insights give life to the statistics and help us stay closely connected to the real needs of our beneficiaries.

In 2024, as in previous years, the responses confirmed one clear message: for many, the ICB course is more than just training—it's a turning point.

To explore this in more depth, we focused on two simple but revealing questions:

- 1 What motivated you to take the course?
- 2 How will you apply your new skills?

When reflecting on their reasons for enrolling, many participants emphasized a desire to improve their digital literacy to keep up with an increasingly online world. Some sought to grow professionally, pointing out that digital skills are essential in accounting, administration, and customer service. Others spoke of curiosity and a desire to become more confident with technology after feeling excluded or intimidated by it for too long. Several mentioned that they were encouraged by friends or family members who had already taken the course and experienced real change. Others simply wanted to overcome past struggles and feel more independent in the digital era.

When asked how they plan to use their new skills, the answers were just as meaningful. Many described everyday applications like writing emails, navigating social media, and creating documents without help. Others highlighted how digital confidence would support their studies or help them prepare for job opportunities by writing stronger CVs, giving better presentations, or tackling academic projects more effectively. For some, the course sparked a bigger ambition: launching a small online business, becoming freelancers, or starting creative projects, demonstrating that digital education can unlock entrepreneurial spirit and self-reliance.

This qualitative feedback reminds us that digital empowerment isn't just about tools or skills. It's about self-belief, opportunity, and the confidence to take a new step forward. It also confirms that what we offer through our programs is not just access to technology but also access to possibilities.

SOCIETY DIGITALIZATION ACTIVITIES

These activities represent a foundational pillar of the Digital Unify Program. Initially launched in Europe during the COVID-19 pandemic as an emergency response to increasing digital exclusion, the Society Digitalization Activities were created to provide access to technology and digital skills, particularly for students and communities with limited resources.

Over time, the scope of these initiatives has broadened. In 2024, we continued to expand their reach beyond Europe, bringing, for example, the online version of the Tablet for Seniors course to Asia. These efforts are powered by the expertise and passion of STMicroelectronics' volunteers, who play a central role in implementing and co-designing local solutions. This approach addresses challenges such as digital poverty in education, early school dropout, underrepresentation of girls in STEM, and the exclusion of older adults from the digital world.

The initiative's value lies in its ability to engage people where they are, offering targeted responses to specific vulnerabilities, localized needs, and emerging digital challenges. Below, we highlight our work in France and Italy as two case studies of this integrated and impact-driven approach.

France

In 2024, our strategy in France continued to evolve toward a more comprehensive and interconnected vision. Under the umbrella of Society Digitalization Activities, we brought together donations, partnerships, and volunteer-led initiatives to demonstrate how coordinated action can scale digital inclusion. This approach allowed us to highlight how each effort, whether a donation, a training lab, or a volunteer drive, contributes to a larger ecosystem of empowerment.



Digital Equipment Donation: Expanding Access to Technology

At the heart of our work in France lies the belief that access is the first step to inclusion. That's why donating digital equipment remains one of our core commitments. We distributed nearly 1,000 digital devices throughout the year, including PCs, screens, and smartphones, to schools, training institutions, and social organizations nationwide.

These donations supported learners at every stage of life:

- 43% were directed to high schools and universities to support formal learning and digital research;
- 22% went to community associations working on social inclusion and local development;
- 21% supported adult learners participating in training programs, including ICB courses;
- 12% reached primary and middle schools;
- 2% were provided to children's clubs, introducing digital skills to the youngest learners.

Through this targeted allocation, we ensured that every donation translated into real, measurable impact, giving individuals the tools they need to thrive in the digital age.

Expanding Digital Literacy: New DU Labs and Partnerships

We also expanded our standard ICB offering through new partnerships with local training organizations. We signed six new agreements to support the delivery of ICB courses in Tours, Paris, and Grenoble, resulting in the launch of three new DU Labs, with three more expected to open by the year's end. One of the most meaningful collaborations was with AFPP in Tours, where the ICB course was adapted to meet the needs of learners with disabilities. The project represents our broader commitment to ensure that no one is excluded from the digital transformation.

Strengthening Community Engagement and Digital Inclusion

Beyond formal training, we amplified our impact through volunteer-driven community initiatives. The smartphone collection campaign organized with ST4Good at the Crolles site was a standout example. The reconditioned phones were donated to Emmaüs Connect, supporting connectivity for people lacking access to basic digital tools. It's a simple yet powerful reminder that inclusion begins with connection and that everyday actions can lead to systemic change. By bringing these diverse initiatives under one strategy, Society Digitalization Activities in France reflect our mission: creating a more inclusive digital society, one initiative at a time.

Italy

In Italy, 2024 marked another step forward in our long-standing partnership with ACRA Foundation. Together, we focused on enhancing digital access and inclusion across regions like Sicily, Lombardy, and Tuscany through a comprehensive approach involving volunteer training, coding education, and career orientation.

The Value of Corporate Volunteering and Volunteer Training

Corporate volunteering is at the heart of our model. Employees don't just give time to this initiative; they share skills, values, and inspiration. We aim to turn their expertise into an opportunity for the students they support. To ensure they are equipped for this responsibility, we provide structured training covering three key areas:

- 1 civic education and global citizenship, helping volunteers understand the broader social and educational context in which they operate;
- 2 coding as a pedagogical tool, enabling them to facilitate dynamic, inclusive, and engaging sessions;
- 3 student engagement techniques, with a focus on communication, motivation, and inclusion.

We delivered in-person and online sessions, allowing volunteers to share practices and prepare for real-life classroom settings.

STEM & Coding Education: Building Digital Skills

One of the central pillars of our strategy was to further integrate STEM and coding education into classrooms. Working closely with ACRA, we updated the Hello World educational kit, a practical tool designed to support teachers and students in both primary and secondary schools. This new version offers modular learning paths, cross-disciplinary applications, and tools to integrate coding into different subjects meaningfully.

We also expanded the cascading training model, empowering volunteers to co-lead sessions alongside teachers and deliver interactive workshops that blend creativity, logic, and play.

A highlight of the year was our partnership with Save the Children in Sicily, where we hosted masterclasses for children aged 8–13. These sessions used platforms like Minecraft to make coding engaging and accessible—even for younger or more vulnerable learners.

Key Results:

- 3 dedicated training sessions conducted
- 38 volunteers trained across Italy
- Focus on diversity, equity, and inclusion (DEI), with specific attention to Child Protection Policy (CPP) and ethical engagement in classrooms

Key Results:

- Revised Hello World kit finalized with input from 17 volunteers
- 4 coding workshops, 4 coding days, and 4 in-class courses held across Lombardy
- Teacher training sessions delivered in Sicily and Tuscany
- 340 students and 99 teachers reached
- 88 ST volunteers involved in implementation
- Masterclasses with Save the Children reached dozens of children through gamified learning

Career Orientation: Inspiring the Digital Workforce of Tomorrow

Alongside technical training, our initiatives sought to bridge the gap between school and the workplace. We organized targeted career orientation sessions in secondary schools, specifically encouraging girls and underrepresented students to explore opportunities in the digital sector.

ST volunteers shared their personal and professional journeys, many of them starting from modest beginnings, and all marked by resilience and transformation. These first-hand accounts helped students see that tech careers are possible but also diverse, and rewarding.



Key Results:

- 10 in-person career orientation workshops delivered in Milan and Monza
- 149 students engaged
- 10 ST volunteers participated as guest speakers and mentors
- Particular focus on gender equity and breaking stereotypes in STEM

4 REGIONAL HIGHLIGHTS AND BEST PRACTICES





STEM your way

Innovation depends on you



AFRICA

Working across Africa demands navigating complexity. The digital divide in numerous countries where we operate is not only a matter of infrastructure or device accessibility but also a matter of inequality, distance, and the daily struggle to identify opportunities. Basic digital skills remain unattainable for numerous communities, particularly rural and underserved regions, where the Internet remains a mere promise rather than a reality. Nevertheless, a remarkable vitality is present in these same contexts: a willingness to learn, adapt, and develop when given the opportunity.

Senegal, Sierra Leone, and Burundi were notable examples of how digital education can transform perceptions and open doors in 2024. Each nation contributed its narrative and strengths, whether through grassroots peer-to-peer training, community training in remote districts, or national-scale inclusion programs. What follows is a detailed description of our on-the-ground efforts and the perspectives of our students and teachers.

Senegal - Scaling Up Inclusion

Senegal remains a flagship country for the ST Foundation in West Africa. The program continues to reach thousands of learners annually, thanks to a robust local team, an expanding network of partners, and over 50 active DU centers. In 2024, we focused on strengthening inclusion: providing digital training to visually impaired individuals, supporting young women with leadership and coding modules, and amplifying community impact through sensitization days and educator gatherings.

The ICB4VI course for visually impaired people was expanded across four centers, Kolda, Ziguinchor, Biscuiterie, and Guédiawaye, through our ongoing collaboration with the ITU, which resulted in the participation of 200 participants. In addition to acquiring new digital skills and gaining independence, these learners also challenged preconceptions about what is feasible.

At the same time, 80 young women aged 14 to 24 took part in a hybrid course that combined basic digital training with sessions on self-confidence and leadership. The effect was evident: many beneficiaries pursued internships, further education, or assumed additional responsibilities within their communities. Moreover, the annual trainer summit in Dakar brought together over 50 instructors from all over the country to discuss their challenges, celebrate their accomplishments, and influence the future of digital education in Senegal.



Some of our students and trainers shared their views with us:

Fatou Ndoye,

23, ICB and leadership courses student, at the DU Center in Pire.



I started my job search after obtaining my degree in geography, but I soon realized that I lacked the necessary digital skills to compete. Thanks to the ICB training and the leadership and computing modules, everything changed for me. I can now compose my CV, send professional emails, and confidently present myself. But beyond the technical skills, the real transformation was personal. I found my voice. As a young woman in Senegal, knowing you have value and something to contribute is powerful.

Daouda Sidibé,

ICB4VI Trainer at the DU Center in Kolda.



I believed that my professional career had concluded when I lost my sight. Then I discovered the ICB4VI program. Not only did I acquire the skills necessary to operate a computer as a blind individual, but I also became a trainer, teaching others like me. Every day, I see hope returning to the eyes of my students. I tell them, if I can do it, so can you. This program didn't just change my life; it also gave me the tools to change others' lives.



Digital Skills for Community Empowerment in Sierra Leone

In Sierra Leone, where infrastructure challenges persist and many communities remain disconnected from digital opportunities, our work continues to grow. With 53 DU labs operating nationwide, including in schools, universities, prisons, and community centers, we have become a key player in digital literacy landscape. In 2024 alone, nearly 50,000 people benefited from our programs. Highlights included opening 10 new labs, targeted awareness campaigns in rural areas, and successfully refurbishing all existing facilities. In partnership with ITU, we also launched new courses in the Kambia district, where 25 trainers and 606 learners completed ICB courses.



But beyond these numbers, the real story is in the lives changed: university students improving their academic performance, entrepreneurs expanding their businesses online, teachers transforming their classrooms, and aspiring freelancers starting careers. The greatest way to express it is through their words:

Mariam Jalloh,

ICB student at Annie Walsh Memorial School in Freetown.

“



Before joining the DU Program, I had never used a computer. I consistently relied on others to complete fundamental academic responsibilities, as I was anxious and uncertain. I currently compose essays independently, conduct online research, and assist my peers in organizing their assignments. I have recently been awarded a scholarship thanks to the digital skills I have acquired, and I am now prepared to attend university. The ST Foundation's courses provided me with a significant advantage, not only in my academic pursuits but also in my personal life.

”

Ibrahim Korjie,

DU trainer in the Port Loko District.

“



I have always aspired to enhance the engagement of my lessons as a teacher, but I was unable to do so due to a lack of digital tools. Through the DU Program, I learned how to incorporate videos into my courses, utilize Google Classroom effectively, and create engaging PowerPoint lessons. My students are now more enthusiastic about learning, and I am even providing training to other educators at my institution. The influence has extended beyond my classroom and is altering the educational environment at my institution.

”

Burundi's Transformation: A Subtle Change with a Profound Effect

We constantly contribute to a subtle yet significant transformation in Burundi, where geographical isolation and inadequate infrastructure further exacerbate the digital divide. Our presence is now deeply ingrained in both urban and rural communities, thanks to the dedication of our team of educators and the 12 active DU centers.

Throughout the year, participation and enthusiasm remained high. What stood out was not just the acquisition of new skills, but the shift in perception: digital

tools were no longer seen as something “for others,” but as a gateway to real opportunity. The impact was



especially evident in the way students shared what they had learned with their families, classmates, and neighbors, as well as in how trainers nurtured this momentum to create sustainable networks of support. Here are two voices from Burundi that capture this transformation:

Abayisenga Blaise,

ICB student at the Rutovu Center.

“



I had never used a computer before I entered my class. Upon completion, I was able to navigate the Internet independently, send emails, and create documents. I am currently employed part-time at a photo studio and am applying for full-time positions online. The ICB course instilled a sense of pride that transcended the skills it imparted; it demonstrated my capabilities. I experience a sense of empowerment that is invaluable.

”

“



Before joining the ICB courses, I was skeptical that people in my community could overcome the digital divide. However, I have observed it unfold in a systematic manner. Participants arrive unsure, afraid even, and leave with confidence, purpose, and new dreams. Some find jobs, others return to school, and many help others learn. As a trainer, seeing that transformation is the most rewarding part. This program doesn't just teach, it uplifts. It connects. It inspires.

”

ASIA

Across Asia, the digital divide manifests itself in various forms. In the mountains of rural China, it may mean students have never touched a computer. In the crowded streets of urban India, it's the gap between devices in hand and skills to use them meaningfully. In Malaysian villages, it's the lack of digital exposure in schools. In the Philippines, the challenge lies in reaching both the youngest and the oldest learners. In Singapore, despite its advanced infrastructure, it often means ensuring that technology continues to serve inclusion, rather than widening the gap between those who create and those who are left behind.

In all these places, the ST Foundation responds with a simple yet powerful approach: meeting people where they are, bringing digital education into their world, and making it relevant to their lives. In 2024, the Foundation expanded its presence across Asia by offering flexible, inclusive learning paths that range from basic computer literacy to creative coding, as well as tablet-based learning for children and digital confidence-building programs for seniors.

The results were not only measured in numbers, but in transformed attitudes: students discovering that they can learn and lead, seniors finding joy in connecting online, and teachers becoming confident facilitators of a more digital future. These highlights from China, India, Malaysia, the Philippines, and Singapore remind us that, with the right tools and support, technology can transcend being merely a skill. It can become a powerful bridge to opportunity, resilience, and dignity, helping individuals navigate challenges and thrive in an ever-changing world.

China: Opening Windows in Remote Classrooms

In rural China, where many students still have limited exposure to digital tools, our programs are helping close the gap, one class at a time. In 2024, the DU Program operated across 6 state schools and 3 T4K rooms in Guangdong, Jiangxi, and Guangxi. While these numbers may seem modest, the results have been far-reaching, particularly for students in isolated regions where even a basic understanding of technology can significantly transform educational access. Through ICB and T4K classes, more than 1,200 students gained hands-on experience with essential digital tools, including Word, Excel, and multimedia presentations. The majority were middle schoolers with no prior computer experience. After the training, many students were able to support teachers with tasks such as setting up classroom technology, managing slideshows, or even showing older staff members how to navigate software.

Ouyang Hui,

ICB student at the Haoyi Middle School, Guangdong.

“Before learning computer science, I didn't understand why it mattered. I saw some people succeed through technology, and others waste away in internet cafés. But after these sessions, I understood: it's how you use it that defines you. I now know how to create multimedia courseware, utilize spreadsheets, and provide support to others. As students from rural areas, we cannot afford to fall behind; we are the backbone of our families, and we must master these tools to thrive. For me, this training brought not only skills but joy. This is what it means to grow while learning.”

Zhang Hao,

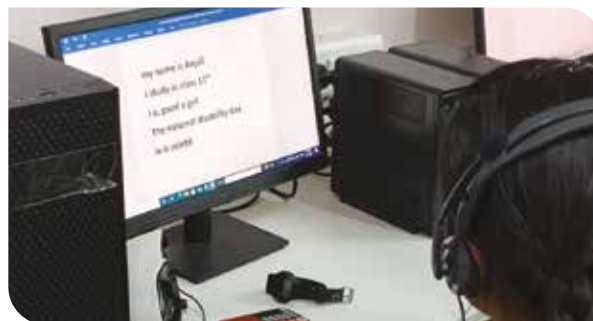
ICB trainer, at the Cenfeng Primary and Secondary School, Xunwu County.

“When I joined the ICB courses in September, I didn't expect such enthusiasm from our students. They came from diverse backgrounds, some with no prior computer experience, but they were eager to learn. By the end, I saw them approach problems independently, use logic more effectively, and apply what they had learned in their daily lives. This program has opened a door for our students, a door into the digital world, and a future where they can compete and contribute with confidence.”

India: From Basic Skills to Real-World Opportunity

India is a country of contrasts, and so is its digital landscape. In cities, digital education is on the rise. In many rural or low-income areas, however, access remains unequal and uneven. Through our DU Program in India, we address this divide head-on by delivering a wide range of initiatives in collaboration with over 50 non-governmental organization partners nationwide.

In 2024, over 19,000 learners benefited from our programs. This included a strong focus on employability, as hundreds of young women in Delhi, Manipur, and Uttar Pradesh completed ICB courses and secured jobs in the hospitality, retail, and personal services sectors. At the same time, T4K on Wheels, ICB4VI, and a new coding course were introduced in several regions, supported by ST volunteers. A landmark Train the Trainer session on coding brought together educators from across Asia, underlining India's role as both a learning hub and a laboratory for innovation.



Pinki,

ICB student at GMR Varalakshmi Foundation, Shahbad.

“



I grew up in Najafgarh, where girls like me don't usually work in hotels. But after the ICB course, I got a job as a front office executive at ITC Welcomhotel, earning INR 23,000 a month. Now I help my family financially, and my father, who once had doubts, supports me fully. This course gave me a future I didn't know was possible.

”

33

Prachi Jaiswal,

ICB student and intern at Yogdan, Titwala.

“



When I joined ICB classes at Yogdan, I didn't know how to open a Word file. Today, I'm an intern there, helping others overcome the same fears I had. This course changed how I see myself. I'm no longer just learning, I'm guiding, mentoring, and imagining a future in tech.

”



Malaysia, Rural Roots, Digital Futures

Following a period of reduced activity, 2024 marked the relaunch of ST Foundation Malaysia. With 351 students trained in state schools and universities around Muar and Pagoh, we focused on reaching children from underprivileged areas through engaging, hands-on training. Sessions were mainly held during school holidays, allowing both students and teachers to immerse themselves fully.

One of the most exciting milestones was the launch of the STM32 Coding Program at Sri Jamil Primary School. With support from ST volunteers, students explored soil humidity sensors and learned to write code that interacts with real-world objects. The school also hosted mini competitions during ICB and T4K classes, encouraging collaborative learning and peer motivation.

Muhammad Zafran Syah,
ICB student in Muar.



Learning computer skills was new for me. I used to just play games, but now I can write, calculate, and present. My favorite moment was designing an invitation card from scratch. I felt so proud.

Choochin Lau,
ST volunteer and trainer in Muar.



I first joined a Tablet for Kids course in 2019 and immediately saw how powerful this work could be. Since then, I've been volunteering with the Foundation in Muar. In 2024, I completed the STM32 Train-the-Trainer course and assisted students in integrating block coding with real-world sensors. They built projects, solved problems, and presented their ideas with pride. Some were quick, others needed time, but every student left with more curiosity and confidence. I believe this is just the beginning. With more opportunities, they can go even further, and turn what they learn into something real and meaningful.



The Philippines, Inclusion Across Generations

In the Philippines, we collaborated with six schools and three senior citizen organizations in Calamba City, integrating education, empowerment, and intergenerational inclusion. Over 1,000 beneficiaries participated in programs, including ICB, T4K, T4S, and the country's first STM32 Coding Lab, launched at Calamba City Science Integrated School. The Coding Lab introduced students to binary language and basic electronics, while T4S brought elderly learners into the digital fold, teaching them how to use tablets, protect personal data, and connect with family through apps. The feedback was overwhelmingly positive, with many seniors sharing how empowered they felt after mastering these new tools.



Teresita Evangelista,
senior participant, Real Senior Citizen Association.

Initially, I was afraid to touch anything digital. After this course, I can now use my tablet for messaging, online shopping, and even payments. For someone my age, that's not just useful—it's life-changing. I finally feel connected

Robertlie Ribleza,
T4K trainer at the Calamba Elementary School.

Since 2019, our school has been part of the DU Program. It has transformed how we teach and how our students learn. Through the T4K course, our students have explored a range of topics, from the basics of photography to Google Apps, science tools, and creative digital storytelling. They've become more confident, curious, and expressive. As teachers, we've also grown, learning how to utilize technology to engage our students in new ways and make our lessons more interactive and inclusive. Tablets have changed my classroom: I now use multimedia, videos, and simulations that keep students engaged. Most of all, I've seen how this program helps us shape children into 21st-century citizens—ready to think, share, and thrive.



Singapore: A New Beginning with Seniors

September 2024 marked a significant milestone: the launch of our first program in Singapore, bringing the total number of countries where we operate to 15. The opening coincided with ST's 55th anniversary in the country, an opportunity to reaffirm our commitment to social inclusion and innovation. Recognizing Singapore's leadership in education and technology, we launched a T4S online pilot course in partnership with Care Corner Active Aging Centres in Toa Payoh with the goal of supporting seniors who are socially isolated or unfamiliar with digital tools becoming confident and independent in the use of smartphones, apps, and online services.

T4S Students

at the Care Corner Active Aging Centres in Toa Payoh.



For seniors like us, we didn't know how to use tablets or smartphones. After COVID, everything went online, appointments, shopping, payments, and we felt left behind. This course helped us understand what these devices can do. We were guided step by step. Someone sat next to us and taught us patiently. We learned how to search for information, how to stream a movie, how to message our family. Now we feel more confident, more aware, more connected to the world around us. We may be seniors, but we are learning to stay current.

From the highlands of Guangxi to the streets of Delhi, from schoolyards in Muar to community halls in Calamba and Toa Payoh, our programs in Asia remind us that digital inclusion is not about bringing people into our world; it's about entering theirs. The strength of these stories lies not in the technology used, but in the courage, creativity, and curiosity of those who have chosen to learn. Whether it's a teenager coding for the first time, a teacher reinventing their classroom, or a senior citizen sending their very first message, we've seen that digital education, when done with care, opens not only screens but minds and futures. Asia is vast. Its needs are diverse. However, the message remains the same: with access, support, and belief, people will go further than we can imagine.



EUROPE

In Europe, the digital divide is often invisible, but no less real. While access to devices and connectivity may be widespread, gaps persist in digital skills, confidence, and opportunity, especially among vulnerable groups such as inmates, people with disabilities, or isolated seniors. In these contexts, inclusion means not only teaching how to use technology but also creating spaces of dignity, growth, and second chances. In 2024, the ST Foundation continued to strengthen its programs in Italy and France, providing impactful, inclusive learning environments that are shaped by dedicated volunteers and local partners. Whether behind prison walls or in protected work environments, our focus remained clear: to empower people through knowledge and offer meaningful steps towards a better future.

Italy: Digital Education Behind Walls



In Italy, the ST Foundation is involved in a range of digital inclusion initiatives, from coding workshops for children to tablet courses for seniors. Among these, one of the most emblematic and long-standing programs is our work within the prison system, where digital literacy becomes a powerful tool for rehabilitation and reintegration.

Active since 2009, the program has delivered ICB courses across 11 correctional facilities, including Bollate, Cremona, Opera, Catania, and Santa Maria Capua Vetere, reaching over 1,800 inmates who have benefited from the training. Inmates first receive digital instruction based on a train-the-trainer model. They then become tutors, assisting new learners, managing labs, and leading peer support groups.

The courses cover core digital competencies. They are delivered by trained volunteers, often employees of ST, supported by the company through its social engagement policies. The results are measurable in skills, but visible in the eyes: restored dignity, regained purpose, and a future that looks a little brighter.

Volunteer trainer,
ICB program, Cremona.

“ We don’t just teach how to use a computer. We offer tools for change, and in return, we receive lessons in resilience, humility, and the deep human need to stay connected—even when everything else is taken away ”

France: Inclusion Through Accessibility

In France, we are committed to supporting those who are often left behind by the digital transition. In 2024, one initiative that exemplified this inclusive, community-driven approach was a new collaboration with AFPP Atelier des Projets, a vocational training center in Tours. Together, we delivered a tailored ICB course to 8 members of ESAT Anaïs, an organization that supports people with disabilities through medical, social, and educational services within a protected work environment. The course focused on overcoming fear and building confidence. Trainees learned the basics of digital tools, while gaining a sense of ownership and independence, as described by one of the trainers:

Vincent Cucchiaro,

AFPP facilitator and ICB trainer, Tours.

“



This group had never touched a computer before. My goal was to help them see that technology is not an enemy, but a tool that can be mastered. We kept things simple, broke down tasks into steps, and by the end, every learner walked away with new skills and a diploma. It wasn't just training; it was a step toward new possibilities.

”

The spirit of the Foundation's activities in France was perhaps best captured by Sarah Laurie, Country Leader until her retirement in December 2024, after a 35-year career at ST and three years dedicated to building meaningful partnerships and inclusive projects across the country:

Sarah Laurie,

Country Leader France, ST Foundation (retired, 2024).

“



Working for the ST Foundation over the past three years has been an enriching experience and a truly wonderful way to end my career at ST. I had the chance to work with passionate people and contribute to programs that empower individuals and transform lives. One of the highlights was helping launch new activities in France with committed partners. I leave feeling grateful, inspired, and honoured to have been part of an organization that makes a real difference.

”



NORTH AFRICA

Morocco

In Morocco, the digital divide often mirrors the country's broader social and geographic inequalities. Youth unemployment remains high, access to quality education is still limited in many rural regions, and girls, especially in marginalized areas, continue to face cultural and structural barriers to participation.

In this context, digital literacy isn't simply a skill: it's a catalyst for equity, agency, and possibility.

In 2024, the ST Foundation Morocco continued to scale its work across the country. With 41 active DU Labs in 17 cities, including four new labs opened in partnership with the Ministry of Youth and Sports, the program has reached 26,247 participants – a record for the country. More than 65% were women, and a growing share came from rural or disadvantaged neighbourhoods. One of the most impactful initiatives was the national Summer Camp campaign, delivered in collaboration with the Ministry of Youth and Sports. Throughout July and August, 12,754 young people took part in digital skills training across 31 temporary labs. Many of these young participants, who had never used a computer before, touched one for the first time during the camp and left with the confidence to use office tools, browse the internet safely, and take their first steps into the digital world. Another highlight was the launch of a STEM and coding lab in Casablanca, established at Lycée Ibn Mandour in collaboration with ST Bouskoura. Equipped with VittaScience kits and guided by ST volunteers. During the lab, students explored the fundamentals of programming in a dynamic, hands-on environment, connecting technology to their ambitions and the world around them.

These results are the product of a strong national network of partners: public institutions that provide space and visibility, NGOs that connect us to local communities, and schools that integrate the training into academic life. Among them, one partner deserves a special mention. The Azrou Community Center, established in 2005 in partnership with Al Akhawayn University, is one of the oldest DU Labs in the Foundation's history. For nearly two decades, it has helped thousands of young people and professionals build a more autonomous and connected future. Its trainers, many of whom were once students themselves, continue to inspire and mentor new generations of learners. Here's what two of them had to say in 2024:

Nadia Hadouch,

46, mother of two and entrepreneur, Azrou Center.

“



Before joining the ICB course, I felt overwhelmed by the digital tools I encountered at work. I run a small e-commerce business and struggled to manage orders, communicate professionally, or create anything beyond basic notes. At the Azrou Center, I learned how to use Word, Excel, and PowerPoint, and, more importantly, how to feel at ease in a digital world. Now I organize my work more efficiently, and I feel proud to navigate the same tools as any other professional.

”

Latifa Yacine,

senior trainer, Azrou DU Center.

“



I've been part of the DU Program since 2007, first as a student, then as a trainer. In these 17 years, I've seen dozens of learners walk into the room afraid of computers and walk out confident and full of ideas. Many now work in education, retail, or run their own businesses. What we offer isn't just technical training, it's also dignity, independence, and hope. Every time a student says, 'I never thought I could do this,' I am reminded why this work matters so much. And after all these years, I still feel the same passion every time I open a new session.

”

5 STRATEGIC ALLIANCES





At the ST Foundation, we believe a significant impact is never attained alone. In 2024, our strategic partnerships played a key role in enhancing the quality of our programs, expanding our reach, and ensuring that our work is aligned with local needs and global priorities. These are only a few of our most significant collaborations; each one reflects our conviction that permanent change is achieved through collective action. We view collaboration as a means of achieving sustainable, community-driven change and amplifying results, regardless of whether we partner with UN agencies, NGOs, or civil society organizations.

ITU – A Joint Mission for Global Inclusion



This year, our partnership with the International Telecommunication Union (ITU) intensified, resulting in different joint initiatives in Africa and Asia. We collaborated to enhance the inclusivity of digital education for marginalized populations, with a focus on visually impaired students and underprivileged youths.

In November, we collaborated on a three-week Training of Trainers program to facilitate the implementation of the ICB4VI course in Pakistan. 20 teachers from the local community were instructed on using accessible digital tools and screen-reader technologies, while 20 visually impaired students were provided with direct instruction.

In Senegal, we reached 200 visually impaired students and 80 young women through our standard courses and ad hoc leadership programs. At the same time, in Sierra Leone, we focused on developing digital capabilities at the district level, resulting in the training of 26 new local instructors and the enrollment of over 600 trainees. These initiatives demonstrate a robust and dependable partnership with ITU, which integrates our practical training model with ITU's global strategy and organizational capabilities. We are transforming the principle of digital inclusion into tangible progress on multiple continents in collaboration.

ACRA, Collaborating with the Community

Our partnership with the ACRA Foundation in Italy has strengthened. This collaboration, founded on a mutual conviction of the importance of inclusive, community-based education, enables us to develop and implement relevant programs, engaging, and tailored to the unique needs of diverse school environments. Together, we introduced coding education and career orientation to classrooms in Sicily and Lombardy, while also providing teachers and volunteers with innovative tools such as the Hello World kit. The dedicated section of this report provides a comprehensive overview of the complete scope and outcomes of our joint project. The mutual trust, complementary expertise, and shared purpose that govern our collaborative efforts are the factors that render this partnership so valuable.

A New Collaboration with Save the Children



In 2024, we partnered with Save the Children in Sicily to enhance the availability of digital education opportunities for children and adolescents. This new partnership led to the organization of two train-the-trainer sessions, designed to equip educators and volunteers with the necessary resources to conduct coding activities in an engaging and age-appropriate manner. This partnership has the potential for substantial future growth, despite being in its early stages. We are eager to expand our reach to a broader range of young learners in the years ahead by leveraging our extensive experience working with children and our proficiency in digital skills.

Croce Rossa – Expanding Digital Literacy through Trust

Our collaboration with the Italian Red Cross continued in 2024, offering ICB courses that enhanced the digital skills of its volunteers in Lombardy and Sicily. These classes fostered internal capacity building, enabling the organization to leverage digital resources more effectively in serving its community.

This year also marked a significant step forward: the initiative was extended to France, where the Croix-Rouge française integrated the ICB course into external outreach events and training moments. By helping teams develop more substantial digital confidence, we contributed to making humanitarian action more connected, inclusive, and effective.

In the future, we intend to strengthen this alliance further and provide essential digital literacy to those who assist others daily.

6 COMMUNICATION AND COMMUNITY ENGAGEMENT





Inclusion starts with connection, not only in classrooms and communities, but also in how we communicate our mission to the world. In 2024, we worked diligently to strengthen our communication and outreach efforts, fostering deeper engagement, enhancing transparency, and bringing our stories closer to the people who make them possible. Through public events, volunteer-led campaigns, digital platforms, and internal engagement, our voice grew stronger.

Taking Part in Global Conversations

This year, we took part in international events that reinforced our position as a trusted voice in digital inclusion. At the Global Digital Transformation Center (DTC) Workshop in Bali, hosted by ITU and Cisco, our Director of Operations, Giovanna Bottani, spoke about evaluating social impact and engaging local communities effectively. The event also marked an important milestone, as Senegal and Sierra Leone joined the ITU DTC network, strengthening our shared efforts to support underserved regions.

We also participated in the Digital Skills Forum in Bahrain, where our COO emphasized the importance of a human-centered approach to bridging the digital divide, particularly for the youth, seniors, and individuals with visual impairments. In November, at the Forum des Associations & Fondations in Paris, we showcased our activities in a dedicated space, expanding our network within the nonprofit sector. Finally, at the Philanthropy Experience in Salerno, we contributed to a conversation on trust, technology, and community development.

Sharing Stories That Matter

In 2024, our collaboration with the ST External Corporate Communication department led to an expansion of our storytelling approach. The creation of the 2023 Annual Report became an opportunity to reflect on our 20-year journey, supported by heartfelt contributions from volunteers, beneficiaries, and leadership voices. To make these stories more accessible, we launched the “Our Stories” section on our website. In this new space, beneficiaries, volunteers, teachers, and partners can share their experiences with what the Foundation means to them. These narratives not only enrich our communication but also give depth and emotion to the numbers we report.



Building Community Through Sports and Solidarity

Communication is also shaped through action, and in 2024, we continued to engage communities through sport-based fundraising events. The Energy Run, held in Agrate Brianza on September 14th, brought together over 900 participants in its ninth edition. Entirely organized by ST volunteers, it was not only a test of endurance but a celebration of solidarity. In June, the ST Italy Padel Cup united teams from Catania, Agrate, and Castelletto, raising €2,400 for our projects. On May 10th, we also received the 5° Corri Catania Prize, honouring the contribution of our volunteers to digital inclusion and local engagement. Francesco Litrico accepted the award on behalf of the Foundation.



Internal Communication and Volunteer Engagement

In 2024, our communication efforts extended internally as well, reinforcing the bond between the Foundation and ST employees and recognizing the invaluable role of corporate volunteers in making our mission a reality. We used different channels and formats to keep our internal community informed, engaged, and inspired:

- **Viva Engage:** 18 posts were published on the ST Italia channel and two on the InST for YOU corporate channel, sharing updates on projects and celebrating the contributions of volunteers across sites.
- **Espresso Updates:** a dedicated page on the internal platform, featured every three months in English, Chinese, Italian, and French, highlighted milestones and progress from across the Foundation's programs.
- **Quarterly Newsletters:** four editions were sent to all volunteers and internal stakeholders, providing a clear overview of key initiatives, upcoming opportunities, and impact stories.

Beyond information sharing, we placed a strong emphasis on fostering a sense of belonging and recognition. Two dedicated meetings brought together board members and volunteers from different ST sites, creating space for personal storytelling, exchange of good practices, and a renewed sense of shared purpose. Our work was prominently presented in several corporate initiatives aimed at celebrating ST's social impact. On May 8th, the internal platform Giornagile published an in-depth article that highlighted our mission and activities. Later in the year, on November 28th, during the Culturagile event, our Italy Country Leader, Claudia Angelini, shared her personal journey with the Foundation. This generated a meaningful conversation about values, purpose, and the role of corporate citizenship in our everyday work.

7 SHAPING THE FUTURE





PURPOSE, IMPACT AND PARTICIPATION

As we move towards a more connected and complex world, our commitment remains rooted in clarity of purpose, measurable impact, and shared responsibility. The journey towards digital inclusion is not linear; it evolves with every learner, every innovation, and every partnership. That's why we are not only looking back at what we have done, but also looking forward to what we can become. In the following pages, we highlight how our work contributes to the SDGs, outline our strategic priorities for 2025, and invite individuals, institutions, and communities to join the movement. Together, we can continue to shape a future where access to technology becomes access to opportunity for everyone.

OUR CONTRIBUTION TO THE SDGs

We remained firm in our commitment to aligning our mission with the global ambitions of the SDGs by 2030, as the world accelerated efforts to achieve these goals in 2024. From the moment we were established, we have recognized that our efforts are part of a greater whole, as they were initiated in response to the request of UN Secretary-General Kofi Annan to address the digital divide. More than a global framework, the 2030 Agenda for Sustainable Development is a testament to the principles we cherish: opportunity, empowerment, and inclusion for all.

Our digital education courses align with the SDGs, focusing on Quality Education (SDG 4), Gender Equality (SDG 5), Decent Work and Economic Growth (SDG 8), Reduced Inequalities (SDG 10), and Partnerships for the Goals (SDG 17). Our flagship Digital Unify Program, along with its courses (ICB, ICB4VI, T4K, T4S), coding workshops, and global partnerships, actively contributes to these objectives, placing people at the heart of sustainable digital transformation.

Imagine a community center in a rural town where a young woman enrolls in our ICB course and takes her first steps into the world of technology. This free training, an essential part of our commitment to Quality Education (SDG 4), equips her with the skills to use a computer, write documents, and navigate the Internet. She is one of many women gaining access to digital tools; 51% of our students are female, reflecting our dedication to Gender Equality (SDG 5). With her new skills, she can access better job opportunities, advancing Decent Work and Economic Growth (SDG 8). Her progress also contributes to the Reduction of Inequalities (SDG 10) by helping to close the digital and social gaps that hold many back. Now, picture a visually impaired student in South Asia learning to use a screen reader through our ICB4VI course. Supported by a trained teacher and accessible tools, technology becomes part of their daily life, not an exception, but a right. In 2024, thanks to partnerships such as our ongoing alliance with the ITU, we expanded this program to new regions. These collaborations reflect Partnerships for the Goals (SDG 17) in action, uniting skills, resources, and a shared purpose to create a lasting impact. Whether it's a blind student sending their first email, a teenager coding a game, or a mother connecting with her family through a tablet, each success is a step towards inclusion. These moments, far from isolated, embody how our work transforms global goals into real, human opportunities—one learner at a time.



LOOKING AHEAD: PRIORITIES AND COMMITMENTS FOR 2025

As we look to 2025, the ST Foundation remains guided by the same mission that has defined us for over two decades: to ensure that technology empowers, includes, and uplifts. But we also recognize that the digital landscape is evolving faster than ever, and so must we. Our priorities for 2025 are clear:

- **Expand access where it matters most:** we will continue to strengthen our presence in underrepresented regions, with new centers planned in sub-Saharan Africa and Southeast Asia, and a special focus on extending the impact of successful pilots, such as T4S in Singapore and ICB4VI in Pakistan, into full-scale programs.
- **Deepen impact in every classroom:** we aim to invest in the quality of our content, updating our courses with new modules on AI, data literacy, and safe digital behavior, while offering teachers more structured support through expanded Train-the-Trainer initiatives.
- **Nurture partnerships for long-term change:** we will prioritize alliances with organizations that share our values, governments, NGOs, schools, and corporate volunteers, creating co-designed solutions that reflect local realities and global standards.
- **Strengthen our commitment to protection and ethics:** as our programs continue to grow, we will reinforce our internal policies on Child Protection, data privacy, and ethical conduct. This includes ensuring that all staff and volunteers are trained and equipped to uphold our standards, especially when working with minors and vulnerable groups.

Above all, we remain committed to learning from the communities we serve, ensuring that every course, every collaboration, and every connection reflects a genuine understanding of context and need. Digital inclusion is not a finished line, it's a shared path forward. And we are ready to walk it, together.

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JOIN THE MOVEMENT

Collaboration is not merely an accessory to impact at the ST Foundation; it is its essence. Therefore, we believe that no enduring change can occur in isolation. Every new DU Lab, every donated PC, and every local course taught in a remote village starts with a conversation, a handshake, or a shared vision. Our objective to eliminate the digital divide is not solely ours; it is the responsibility of all organizations who think that education and access should not be conditional upon their gender, income, location of birth, or aptitude.

Local NGOs, schools, public institutions, municipalities, companies, and individuals are all invited to partner with us. A collective sense of purpose is of paramount importance to us. If you are a teacher seeking to integrate our courses into your classroom, a volunteer eager to contribute your time and energy, or an organization prepared to collaborate on the development and implementation of programs, we are available to listen and construct. Our methodology is founded on practical collaboration, trust, and transparency. We collaborate with our partners and supporters throughout the entire process, from the conception of a simple concept to the full-scale implementation. Our process involves reviewing projects, establishing clear roles through formal agreements, and aligning objectives and values. But beyond the process, the spirit of co-creation defines us.

We have discovered that genuine partnership necessitates mutual development. It involves learning from the ground up, adapting to each local reality, and celebrating every small victory as a shared triumph. We are prepared to engage in conversation if this vision resonates with you.

To get started, visit us at www.stfoundation.org

Write to us at info@stfoundation.org

Or connect with one of our country representatives or ST volunteers. Together, we can transform access into opportunity, and opportunity into impact.

8 LOOKING FORWARD, TOGETHER

Writing this report has been more than a professional exercise. It has been a way to pause, reflect, and rediscover the meaning behind everything we do at the ST Foundation. As I look back on this year, what stays with me most is not the level of activities, but the people behind them: the trainers who never give up, the volunteers who show up with heart, the students who surprise us, and the partners who choose to walk this path with us.

We don't just deliver courses, we build trust, one course, one person, one story at a time. And trust, especially today, is not something to be taken for granted.

In 2024, we chose to grow not only in numbers, but in depth. To listen more. To be where we are most needed. To improve what we already do well. This document is a reflection of that choice. It is shaped by many voices, and my hope is that each page feels not like a conclusion, but like a beginning.

To those who have shared this journey with us: thank you.

To those we have yet to meet: we are ready.

Let's keep moving forward, together.

Giovanna Bottani
Director of Operations



9 FINANCIAL REPORT





The financial statements are prepared in accordance with Swiss legal provisions. The ST Foundation is dedicated to enhancing its operational efficiency to ensure quality and transparency in its financial reporting. In 2024, the total amount of grants reached USD 1,376,730. This financial data corresponds to specific donations funding the Digital Unify Program, which operates in the following countries: Brazil, Burundi, China, Democratic Republic of Congo, France, Ghana, India, Italy, Malaysia, Morocco, the Philippines, Senegal, Sierra Leone, Pakistan and Singapore.

STMicroelectronics Foundation

Geneva

Report on the Review to the Management

on the consolidated financial statements
as of 31 December 2024

Report on the Review

of consolidated financial statements to the Foundation Board of STMicroelectronics Foundation, Geneva

According to your request, we have reviewed the accompanying consolidated financial statements (consolidated balance sheet, consolidated operating statement and notes) of STMicroelectronics Foundation for the period ended 31 December 2024.

These consolidated financial statements are the responsibility of the Foundation 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 and the consolidation and valuation principles described in the notes.

PricewaterhouseCoopers SA



Patrick Wagner



Alexandre Lemonnier

Geneva, 15 May 2025

Enclosure:

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

PricewaterhouseCoopers SA, Avenue Giuseppe-Motta 50, 1202 Genève
Téléphone : +41 58 792 91 00, www.pwc.ch

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Consolidated Financial Statements

Company	STMicroelectronics Foundation
Financial year	2024
Closing date	31.12.2024

Consolidated Balance sheet as at 31 December

Assets	Note	USD		CHF	
		2024	2023	2024	2023
Current assets					
Cash and cash equivalents	5	902 707	752 155	816 137	629 930
Marketable securities	6	12 258 395	11 781 586	11 082 815	9 867 078
Other Receivables	7	23 049	29 260	20 839	24 505
Total current assets		13 184 151	12 563 001	11 919 791	10 521 513
Total assets		13 184 151	12 563 001	11 919 791	10 521 513

Liabilities	Note	USD		CHF	
		2024	2023	2024	2023
Current liabilities					
Payables and accruals	8	308 182	335 389	278 627	280 888
Total current liabilities		308 182	335 389	278 627	280 888
Equity					
Donated Capital		11 273 495	11 273 495	11 000 000	11 000 000
Specific reserve funds		750 000	750 000	662 400	662 400
Profit brought forward	9	204 117	-929 136	-1 421 775	-1 433 401
Result for the year		648 357	1 133 253	1 400 539	11 626
Total Equity		12 875 969	12 227 612	11 641 164	10 240 625
Total liabilities		13 184 151	12 563 001	11 919 791	10 521 513

STMicroelectronics Foundation

Consolidated Operating statement for the financial year ended 31 December

Note	USD		CHF	
	2024	2023	2024	2023
Income				
Donations	10	1 428 956	1 341 740	1 254 909
Expenses				
Project-associated expenses	11	-1 376 730	-1 253 920	-1 209 044
Operating expenses	12	-231 854	-214 047	-203 614
Earnings before financial result		-179 628	-126 227	-157 749
Financial result :				
Gain/ (Loss) on marketable securities		872 544	1 285 665	766 268
Interest - Other Income		41 054	50 992	36 054
Bank fees and commissions		-85 613	-77 177	-75 185
Currency translation adjustment				831 151
Result for the year		648 357	1 133 253	1 400 539

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 2024, active operations have been implemented in the following countries: Brazil, Burundi, China, Democratic Republic of Congo, France, Ghana ITU, India, Italy, Malaysia, Morocco, the Philippines, Senegal, Senegal ITU, Sierra Leone, Pakistan and Singapore.

Since 2019, STF is operating in India and Philippines through separate legal entity in India and through a branch of STF, Switzerland in the Philippines 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:

- STMicroelectronics Foundation, Switzerland
- STMicroelectronics Foundation, India
- STMicroelectronics Foundation Branch, Philippines
- Fondation ST pour le Maroc, Morocco

2. Organization

a) Board members :

- Palella Pietro - President
- Notarnicola Giuseppe - Treasurer
- Bozotti Carlo
- Champseix Jean-Louis
- Dardanne Claude
- Duréault Patrick
- Fox 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) Capital of the foundation

The initial capital of the foundation is CHF 3'000'000.

3. Significant consolidation accounting policies

The foundation's consolidated financial statements have been prepared in accordance with the statutes of February 6, 2020 and the applicable provisions of the Swiss Code of Obligations (art. 957 to 963b) effective since January 1, 2023.

The consolidated 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.

Since the first of January 2018, the consolidated 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 :

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

Balance Sheet

2024	2023
USD	USD
0.9041	0.8375

Operating Statement

2024	2023
USD	USD
0.8782	0.9034

4. Employees

The foundation has no employees and therefore has no debts to a pension fund.

5. Cash & cash equivalents

	USD		CHF	
	2024	2023	2024	2023
Bank accounts	902 707	752 155	816 137	629 930
	902 707	752 155	816 137	629 930

6. 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.

7. Receivables

	USD		CHF	
	2024	2023	2024	2023
Loan	-	7 200	-	6 030
Other Receivable	23 049	22 060	20 839	18 475
	23 049	29 260	20 839	24 505

8. Payables and accruals

	USD		CHF	
	2024	2023	2024	2023
Auditing fees	19 216	17 194	17 373	14 400
Accruals for bookkeeping fees	2 140	1 888	1 935	1 581
Other payables	286 826	316 307	259 319	264 907
	308 182	335 389	278 627	280 888

9. Profit brought forward

	USD		CHF	
	2024	2023	2024	2023
Profit brought forward	204 117	-929 136	-1 421 775	-1 433 401
Result for the year	648 357	1 133 253	1 400 539	11 626
	852 474	204 117	-21 236	-1 421 775

Since 2019, STF consolidates the entities STF India and STF Philippines and since 2020 the entity Fondation ST pour le Maroc. The impact on the profit brought forward 2024 is :

	USD	CHF
Retained Earnings STF	177 409	-1 421 775
Retained Earnings STF India	7 573	
Retained Earnings STF Philippines	13 018	
Retained Earnings Fondation ST pour le Maroc	6 117	
Total	204 117	-1 421 775

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

10. Donations

	USD		CHF	
	2024	2023	2024	2023
STMicroelectronics Int. N.V.	938 820	915 144	824 472	826 741
STMicroelectronics, India	174 028	115 622	152 831	104 453
STMicroelectronics, Morocco	238 750	293 500	209 670	265 148
STMicroelectronics, Italy	7 444	7 457	6 537	6 737
STMicroelectronics, France	17	17	15	15
Donation from third parties	69 897	10 000	61 384	9 034
	1 428 956	1 341 740	1 254 909	1 212 128

Donations and grants are recognized when they are received

11. Project-associated expenses

	USD		CHF	
	2024	2023	2024	2023
Brazil	-	555	-	501
Burundi	47 395	52 197	41 622	47 155
China	18 152	8 888	15 941	8 029
Congo D.R.	1 000	5 712	878	5 160
France	183 314	187 704	160 986	169 572
Germany	-	9 089	-	8 211
India	155 069	119 140	136 182	107 631
Italy	288 817	283 376	253 639	256 002
Malaysia	14 954	3 357	13 133	3 033
Morocco	319 993	297 872	281 018	269 098
Pakistan	7 812	-	6 860	-
Philippines	7 871	14 234	6 912	12 859
Senegal	163 148	111 460	143 277	100 693
Sierra Leone	116 300	110 359	102 135	99 698
Singapore	5 786	-	5 081	-
Switzerland	47 119	49 977	41 380	45 149
	1 376 730	1 253 920	1 209 044	1 132 791

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.

12. Operating expenses

	USD		CHF	
	2024	2023	2024	2023
Consultancy fees	138 546	115 937	121 671	104 737
Audit fees	19 217	18 232	16 876	16 471
Accounting fees	4 039	3 925	3 547	3 546
Travel expenses	13 887	19 430	12 196	17 553
Other expenses	12 183	11 446	10 699	10 340
Taxes (mainly VAT)	43 982	45 077	38 625	40 723
	231 854	214 047	203 614	193 370

10 CONTACTS OF ST FOUNDATION



CONTACTS

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HELPING TO BRIDGE THE DIGITAL DIVIDE