



ANNUAL REPORT 2025
HELPING TO BRIDGE THE DIGITAL DIVIDE

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LETTER FROM THE PRESIDENT

In a world where technology continues to evolve at an extraordinary speed, the meaning of digital inclusion is evolving as well. For many years, bridging the digital divide primarily meant providing access to computers, internet connectivity, and basic digital skills. Today, the challenge has become broader and more complex. Digital technologies increasingly influence education, communication, work opportunities, access to services, and social participation itself. As a result, exclusion can take different forms, often affecting the most vulnerable members of our societies.

Throughout 2025, these realities continued shaping our activities across countries and communities. Across schools, community centers, universities, associations, and local institutions. Here, we witnessed once again how digital education can be much more than just technical learning. In many cases, it represented an opportunity to strengthen self-empowerment, autonomy, and creativity, and to foster a more connected everyday life.

What impressed me most during the year was the diversity of experiences emerging across generations and regions: younger students discovering coding and robotics for the first time; seniors learning how to remain connected with loved ones through digital tools; visually impaired learners gaining greater independence through accessible educational environments; volunteers and trainers working alongside communities to create opportunities where they are needed most.

Partnerships continued playing a strategic role throughout the year. The collaboration with the ITU within the Digital Transformation Centers Initiative expanded across multiple countries, helping to strengthen local educational environments while opening new paths in entrepreneurship, artificial intelligence awareness, blended learning methodologies, and inclusive teaching.

At the same time, didactic content itself evolved. AI, coding, computational thinking, cybersecurity, and accessibility are becoming ever more important components of educational activities. Preparing people for the future today means not only teaching how to use technology but also helping them understand rapidly changing digital environments.

As we look ahead, our objective remains clear: to continue creating possibilities for people to learn, participate, and contribute to an e-society that must remain accessible to everyone and human-centered.

Over the years, we have learned that meaningful impact cannot rely on isolated interventions alone. It requires long-term commitment, collaboration, local ownership, and the ability to adapt to changing realities. Most importantly, it requires people who believe education is the key to a better, brighter future in an evolving world. For this reason, I would like to sincerely thank all volunteers, trainers, partners, institutions, donors, and local communities who continue supporting this mission with passion, competence, and dedication.

Together, we continue working to ensure that education remains a source of opportunity, inclusion, and hope.



Pietro Palella, President

A handwritten signature of Pietro Palella in black ink, written in a cursive style.

NOTE FROM THE DIRECTOR OF OPERATIONS: THE METHODOLOGICAL AND EDITORIAL APPROACH

The 2025 edition of the ST Foundation Annual Report reflects not only the evolution of our activities but also a progressive shift in how we choose to represent them.

While maintaining the importance of operational transparency and country-level reporting, we adopted a more thematic, human-centered narrative approach. This choice emerged from a simple consideration: although activities take place across different geographical and social environments, many of the challenges, aspirations, and transformations experienced by participants are increasingly shared across countries and generations.

Whether through coding activities for younger students, digital literacy courses for seniors, accessibility-focused initiatives for visually impaired learners, or educational programs implemented in vulnerable communities, similar themes emerged: autonomy, participation, creativity, accessibility, and the desire to remain actively connected with a rapidly evolving digital world.

For this reason, several sections of this report have been organized around broader trends and human experiences that connect different educational ecosystems, while giving greater space to stories, voices, and testimonies collected in the field.

At the same time, quantitative indicators, impact measurement systems, and country monitoring remain fundamental components of our work and continue guiding implementation and evaluation activities.

The report combines information collected through our online reporting system, country contributions, local testimonials, impact assessment methodologies, and materials shared by trainers, volunteers, partners, and country coordinators throughout 2025.

We hope this edition will not only document what we implemented during the year but also help illustrate the evolving human dimension of digital inclusion across our communities.

Giovanna Bottani
Director of Operations
ST Foundation

ACRONYMS AND KEY TERMS

AI: Artificial Intelligence

Technologies that enable machines and software to perform tasks that normally require human intelligence.

CPP: Child Protection Policy

The Foundation's policy aimed at safeguarding children and vulnerable beneficiaries.

DTC Initiative: Digital Transformation Centers Initiative

A global ITU program designed to strengthen digital skills and digital inclusion.

DU Lab: Digital Unify Laboratory

A local learning center where Digital Unify activities and courses are delivered.

DU Program: Digital Unify Program

The Foundation's educational framework promoting digital inclusion, lifelong learning, and digital empowerment.

ICB: Introduction to Computer Basics

The Foundation's basic digital literacy course.

ICB4VI: Introduction to Computer Basics for Visually Impaired People

An accessible digital literacy course designed for blind and visually impaired learners.

ITU: International Telecommunication Union

The United Nations specialized agency for information and communication technologies.

SDGs: Sustainable Development Goals

The 17 global goals adopted by the United Nations to promote sustainable development.

STEM: Science, Technology, Engineering and Mathematics

Educational disciplines that promote scientific and technical competencies.

STM32: STMicroelectronics 32-bit microcontroller family

Educational boards used in coding and physical computing activities.

T4K: Tablet for Kids

A course introducing children to digital tools and creative learning activities.

T4S: Tablet for Seniors

A course supporting older adults in using digital technologies in everyday life.

ToT: Train of Trainers

A methodology that prepares local trainers to replicate educational activities independently.

UNDP: United Nations Development Program

The United Nations agency working on sustainable development and capacity building.

1 OUR IDENTITY

PROGRESS MADE:

22 years in the field

14 operational countries, including Singapore (online courses only)

1,390,762 beneficiaries reached since the inception

155,305 students attending our courses in 2025

54% of students are female

301 beneficiaries reached with online courses

Launch of the Advanced ICB4VI course design process



FROM ACCESS TO EMPOWERMENT

For years, the digital divide concept was about access: a computer, an internet connection, a classroom, and a first introduction to technology. The challenge today is more complex. As artificial intelligence, digital services, online learning, and virtual communication rapidly redefine society, digital exclusion is no longer just about disconnection. More and more, it implies being shut out from possibilities, involvement, information, and even autonomy itself.

In this evolving context, digital education must not focus solely on technological skills. It should prepare individuals to adapt to change, find motivation, access resources, and take an active role in their community. Across schools, community centers, correctional facilities, associations, rural communities, and training centers, the organization's courses have increasingly become much more than the acquisition of technical skills. For some participants, it meant using a computer for the first time. For others, it offered an opportunity to reconnect with society after years of isolation. Visually impaired learners gained greater independence through accessible digital environments, while younger students discovered that technology could be something they create rather than simply use. For many seniors, learning to use a tablet became a way to regain confidence in an increasingly e-world.

Although these experiences differed in terms of geography, age, and social context, they shared a common element: technology becomes meaningful only when people can use it without hesitation, with dignity and purpose. For more than twenty years, the organization has worked to build bridges in education through initiatives designed around the real needs of beneficiaries. This commitment was strengthened in 2025 through the growth of inclusive learning pathways, the strengthening of strategic alliances, the integration of emerging technologies into educational content, and the consolidation of local ecosystems capable of generating long-term impact. Today, inclusion is no longer only about providing access. It is about ensuring that people can continue to participate, adapt, and thrive in a rapidly changing scenario.

Our Vision

We see a world in which the digital revolution is about possibility, not exclusion. A future where everyone, no matter their age, gender, disability, geography, or social status, can access information, build confidence, and take an active part in society. We believe technology should unlock human potential, inspire inclusivity, and help create more connected, equitable, and resilient communities.

Our Mission

The goal is to bridge the digital divide by creating inclusive digital education programs for underprivileged communities around the world. With the Digital Unify program and a global ecosystem of volunteers, teachers, institutions, and partners, we are delivering accessible, high-quality learning opportunities tailored to local realities and evolving social needs. We want not only to impart ad hoc competencies but also to encourage people to build independence, involvement, and new prospects for the future.



GOVERNANCE: BUILDING IMPACT THROUGH LOCAL NETWORKS

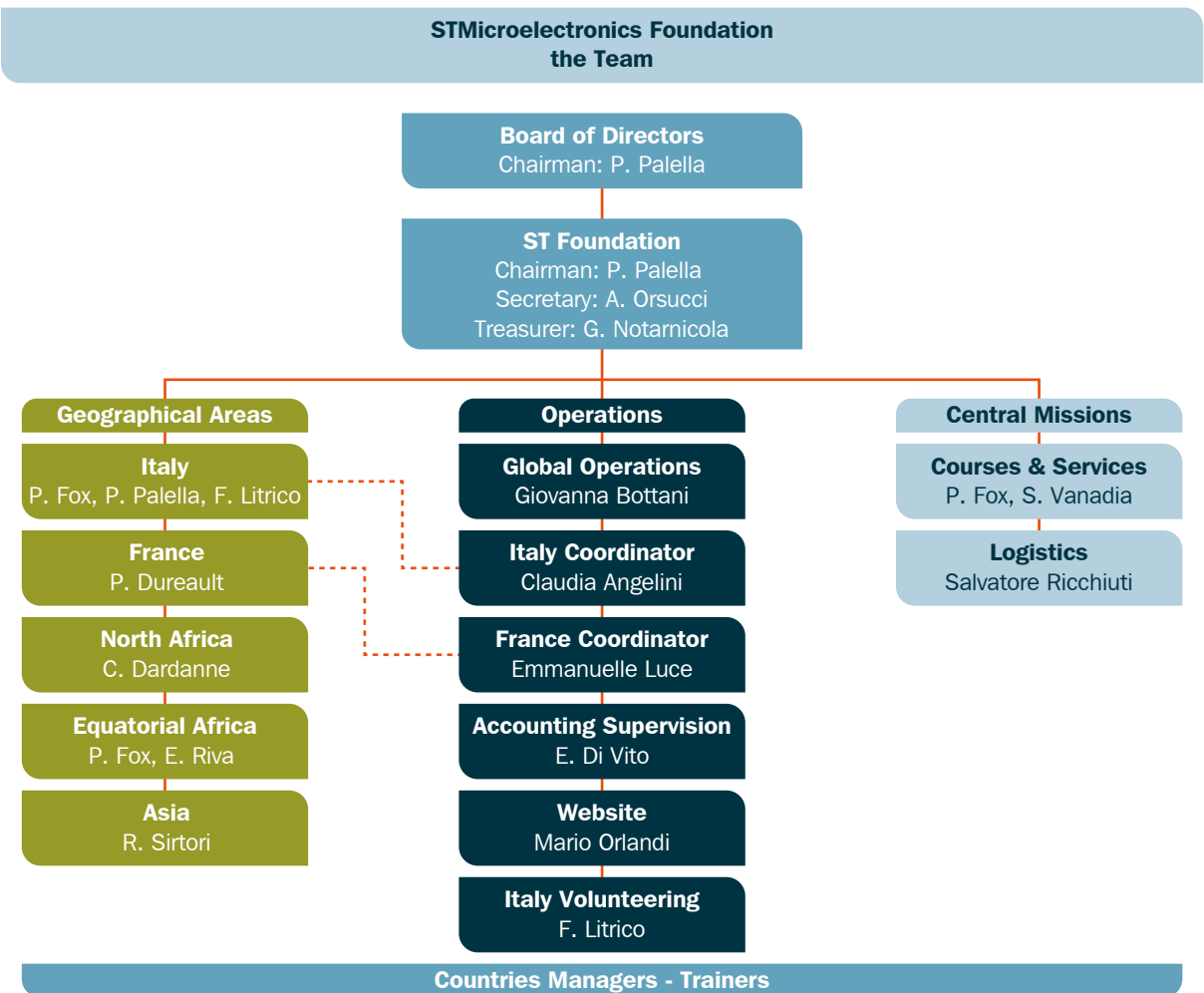
As activities continue to evolve across diverse environments and communities, governance remains essential in ensuring coherence, accountability, and long-term sustainability. Gradually, it has developed a collaborative operational model that combines global coordination with local engagement. This approach enables the organization to uphold shared educational standards and strategic directions while adapting to the unique needs and cultures of each country.

Its organizational structure reflects this balance between international vision and local implementation. Alongside the strategic oversight provided by the board of directors, activities are carried forward every day through the contribution of the director of operations, country leaders, trainers, volunteers, educators, partners, and local communities working together towards a shared objective: expanding access, participation, and long-term opportunities.

Supporting such a distributed operational model requires constant investment in local capacity building, long-term partnerships, stakeholders' engagement, and governance frameworks. Particular attention was devoted to cross-cutting areas such as the child protection policy, privacy and data protection, monitoring systems, and coordination. These elements help ensure that activities remain effective, ethical, and aligned with international standards.

Corporate volunteering remains a key component of the organization's identity. Across multiple countries, ST employees contribute to educational initiatives, coding programs, communication projects, and local engagement efforts, bringing together expertise and human commitment. As illustrated in the organizational structure, the operations are managed through a lean yet interconnected system that encourages collaboration, local ownership, and a strong focus on outcomes rather than immediate outputs. Beyond structures and processes, the success of an organization ultimately relies on people and communities working together to drive change.

ST Foundation's organizational chart as of December 31st 2025



2 PROGRAMS & INNOVATION





NAVIGATING A WORLD OF CHANGING DIGITAL EXCLUSION

Digital change is transforming society at an unprecedented pace. AI, e-government, telemedicine, digital financial services, e-communication, and new learning environments are gradually changing the way people work, learn, interact, and engage in everyday life. These innovations bring benefits, but they also risk worsening existing disparities for those who remain excluded from access to them.

The ITU reported that although connectivity increased, an estimated 2.2 billion individuals globally remained offline in 2025. Yet access alone no longer tells the full story. Increasingly, digital exclusion is also linked to the lack of digital skills, accessibility, affordability, and the ability to navigate technology safely and meaningfully. This evolving reality has transformed the very essence of digital inclusion throughout the years. Historically, efforts focused on providing first access to computers and connectivity. Today's challenge is larger and more complex. In a world where services, communication, and information are increasingly moving online, a lack of the capacity to use the right tools can directly and negatively affect every aspect of one's life.

These dynamics played out differently across the communities we served, shaped by local realities and vulnerabilities. In certain locations, the priority remained the provision of basic digital literacy to those with little or no prior experience. In others, the focus gradually shifted to employability, accessibility, coding, online communication, AI knowledge, or aiding at-risk populations in adapting to rapidly changing contexts. For seniors, digital exclusion often meant isolation in a world where communication, healthcare, and services are moving online. For visually impaired learners, it meant continuing to navigate digital environments that often remain inaccessible. In underprivileged regions, this often translated into a lack of chances to develop the skills needed to study, work, and fully participate in society. Teachers also had to adapt to classrooms and learning models revolutionized by technology.

This broader vision has guided the expansion of the educational framework that has developed over more than two decades of action. Courses increasingly focus on fostering autonomy and adaptation in rapidly changing scenarios, going beyond the mere transmission of technical skills.

As communities evolve and new forms of exclusion emerge, learning paths are adapted to local realities and emerging needs. Basic computer literacy remains essential in many contexts, while accessibility, coding, AI awareness, intergenerational learning, and community-based initiatives are becoming increasingly important components of the educational offer.

Across different countries and target groups, the common objective remains the same: helping people develop the confidence, skills, and opportunities needed to participate independently in society.

STANDARD COURSES: BUILDING THE BASIS FOR DIGITAL ENGAGEMENT

The standard courses developed within the Digital Unify (DU) Program continued to represent the core educational framework of activities implemented. While each course was designed for specific audiences and learning objectives, all educational pathways shared the same philosophy: making digital knowledge accessible, practical, inclusive, and aligned with real-world needs.

Over the years, these educational options have evolved beyond traditional computer training. For many participants, this is a first step towards greater independence, stronger self-confidence, and better job opportunities. They also often offer the possibility of rediscovering one's own potential and reconnecting with what once seemed out of reach. With the acceleration of the global digital revolution, educational content has adapted to changing circumstances. In addition to basic content, greater emphasis was placed on advanced learning options, accessibility, coding, computational thinking, and an introductory approach to upcoming technologies, such as AI.

Introduction to Computer Basics (ICB)

The ICB course remained at the heart of the educational framework developed over the years. It is designed as a practical introduction to digital literacy, helping participants acquire the essential competencies needed to navigate everyday digital environments.

The course introduces learners to the basic use of computers and Microsoft Office applications, including Word, Excel, and PowerPoint, alongside internet navigation, email communication, and video conferencing. In many cases, it represents students' first exposure to computers. Beyond technical skills, the course often marks the beginning of a broader process of confidence, helping individuals become more autonomous.

In 2025, the curriculum was updated to reflect current technological standards, including the transition to Windows 11 and Office 2019, while also introducing a new AI awareness module. The upgrade content is intended to provide learners with an updated, enriched set of topics more in line with current educational trends.



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Advanced Digital Literacy Course



This 60-hour course offers participants the possibility to expand and strengthen their digital competencies beyond the initial training. The path is focused primarily on an in-depth presentation of Microsoft Office tools, helping learners develop the skills to create professional documents, organize data, manage digital communications, and feel more confident in an increasingly digital professional environment. It is a bridge between basic digital literacy and employment for many young adults and job seekers, helping them acquire skills that are in demand in the labour market.

Tablet for Seniors (T4S)

Despite continuous technological progress, many older adults still face the risk of isolation due to limited familiarity with online tools and services that have become essential in daily life. The T4S course was designed to respond to this growing challenge by helping seniors become more comfortable using tablets, smartphones, communication platforms, and online resources.

Beyond acquiring technical skills, the course often helps reduce social isolation and strengthen personal autonomy. Through patient, accessible, and supportive learning environments, many participants progressively rediscover the possibility of staying connected with family members, accessing information independently, and managing everyday activities more easily.

Tablet for Kids (T4K)

The T4K course remained an interesting and creative introduction to technology for children aged 9-13. Developed to help reduce digital inequality affecting younger generations, the course encourages children to approach technology not only as passive users but also as active learners, capable of exploring creativity, communication, and problem-solving through digital tools.



Students understand how to use tablets securely and productively through interactive activities that teach them about educational programs, multimedia tools, online research, and creative digital environments tailored to their age and learning needs.

Introduction to Computer Basics for Visually Impaired people (ICB4VI)

It's a comprehensive educational pathway specifically designed for blind and visually impaired learners. Through accessible training environments, participants learn how to use screen readers, navigate computer systems autonomously, create documents, communicate online, and access essential services more independently.

The course outcome extends far beyond the acquisition of technical competencies. Access to technology can promote greater independence in daily life, enhance social participation, provide broader educational opportunities, and, in some cases, improve employment prospects.

Throughout the year, the course extended its reach through international collaborations and accessibility initiatives, reinforcing its role as one of the most inclusive educational options and contributing to the broader development of accessible learning opportunities.

Coding course

Introduced in 2024, the Coding course represents the most recent addition to the educational portfolio. Developed to introduce young learners to programming, creativity, and problem-solving, the course combines coding and electronics through practical and interactive activities.

Using STM32 educational kits and the VittaScience platform, participants experiment with sensors, actuators, and simple applications while developing logical thinking and digital skills. The course was developed with contributions from ST volunteers, particularly in India, where Parul Mehndiratta and colleagues helped design educational materials and training activities.

By combining accessible educational tools with hands-on experimentation, the course encourages curiosity, teamwork, and interest in STEM subjects, helping young people discover technology.

SOCIETY DIGITALIZATION ACTIVITIES: RESPONDING TO COMMUNITIES, PEOPLE, AND EMERGING NEEDS

Alongside the standard courses that constitute the core educational offer of the DU Program, society digitalization activities represent its second complementary pillar. While standard courses provide structured learning pathways, these activities respond more flexibly to local realities, emerging needs, and specific forms of social and digital exclusion, creating additional opportunities for participation, creativity, and community engagement.

Not every form of exclusion looks the same. In some places, the challenge is helping children discover the digital world beyond entertainment and social media. In others, it means supporting seniors who feel increasingly isolated in a world where even the simplest services are managed online. Sometimes it means encouraging girls to approach STEM subjects (Science, Technology, Engineering and Mathematics) with self-confidence, helping teachers reinvent how they engage students, or simply ensuring a family, a school, or a community has access to functional technology.

Over the years, society's digitalization activities have evolved progressively: not as standardized programs but as flexible responses shaped by people, local realities, and emerging needs. Alongside classroom-based courses, these activities continued to create spaces where technology could become more accessible, more creative, and more human. In many countries, coding workshops introduced children and teenagers to problem-solving, experimentation, and creativity through playful and interactive learning opportunities. For some students, it was the very first time they realized that technology could be something they created rather than simply used.

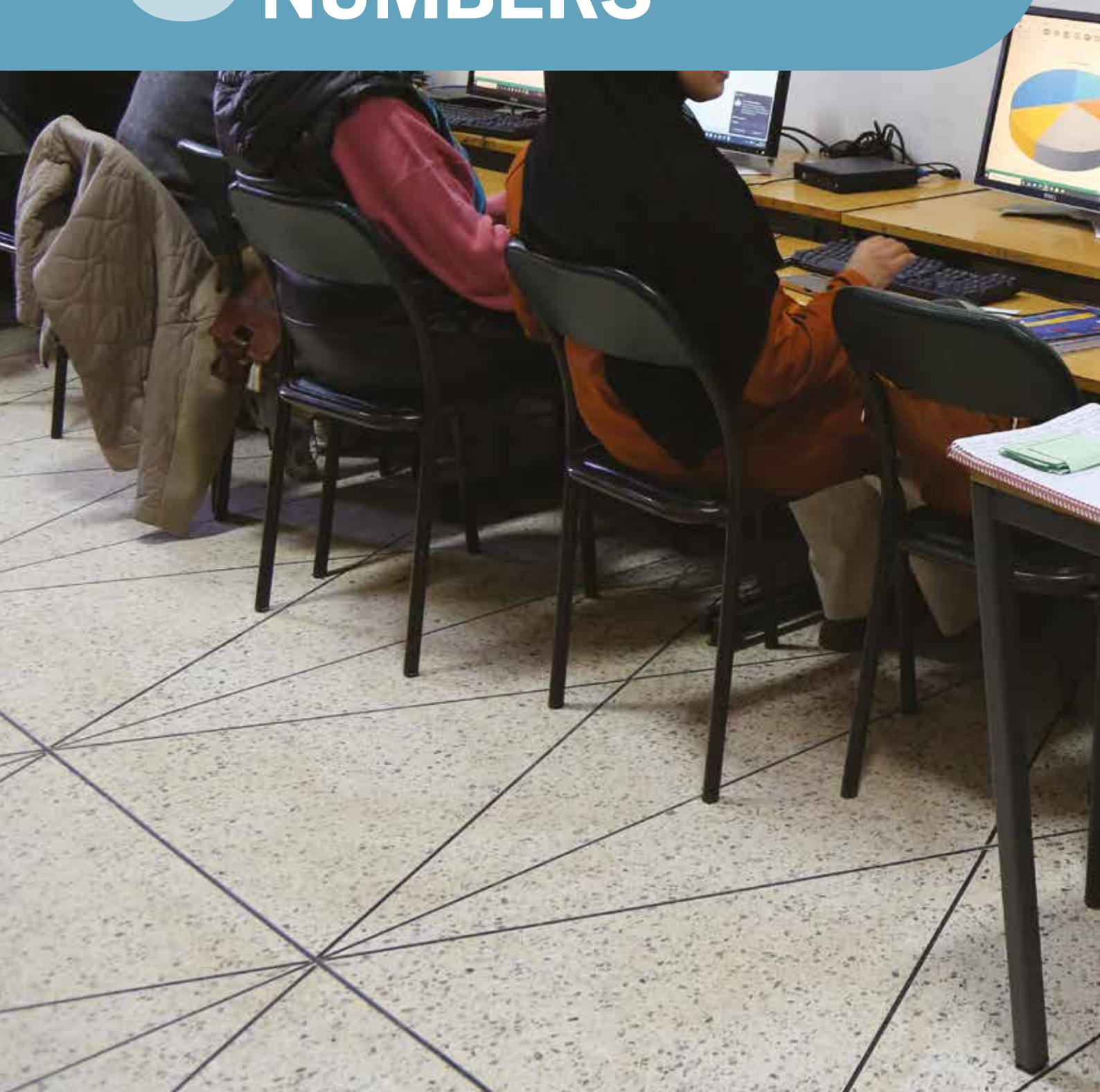
Simultaneously, career orientation initiatives helped young people explore professional paths that previously felt distant. Through meetings with volunteers, trainers, and professionals willing to share their personal journeys, many students gained not only information but also new perspectives about their future.

Other projects focused on reducing actual barriers to e-inclusion by donating and refurbishing IT equipment for schools, associations, libraries, and community organizations serving underserved areas, since in many situations, access to a device still represents the first necessary step towards participation.

What makes these experiences meaningful is their ability to remain connected to everyday life. Rather than applying identical models everywhere, local teams, educators, volunteers, and partners adapted activities to the communities they serve and the challenges they encounter on the ground. Sometimes the impact emerged through small but significant moments: a child presenting a coding project for the first time, a senior learning how to communicate independently with distant family members, a student discovering new aspirations for the future, or a teacher finding new ways to engage a classroom. These moments may appear simple, yet together they reflect something much larger: the possibility for individuals to feel connected and prepared to participate in a rapidly evolving world.

Meaningful change rarely starts with technology alone. More often, it begins with listening, understanding, and creating opportunities that help people rediscover trust in their own potential.

3 2025 IN NUMBERS





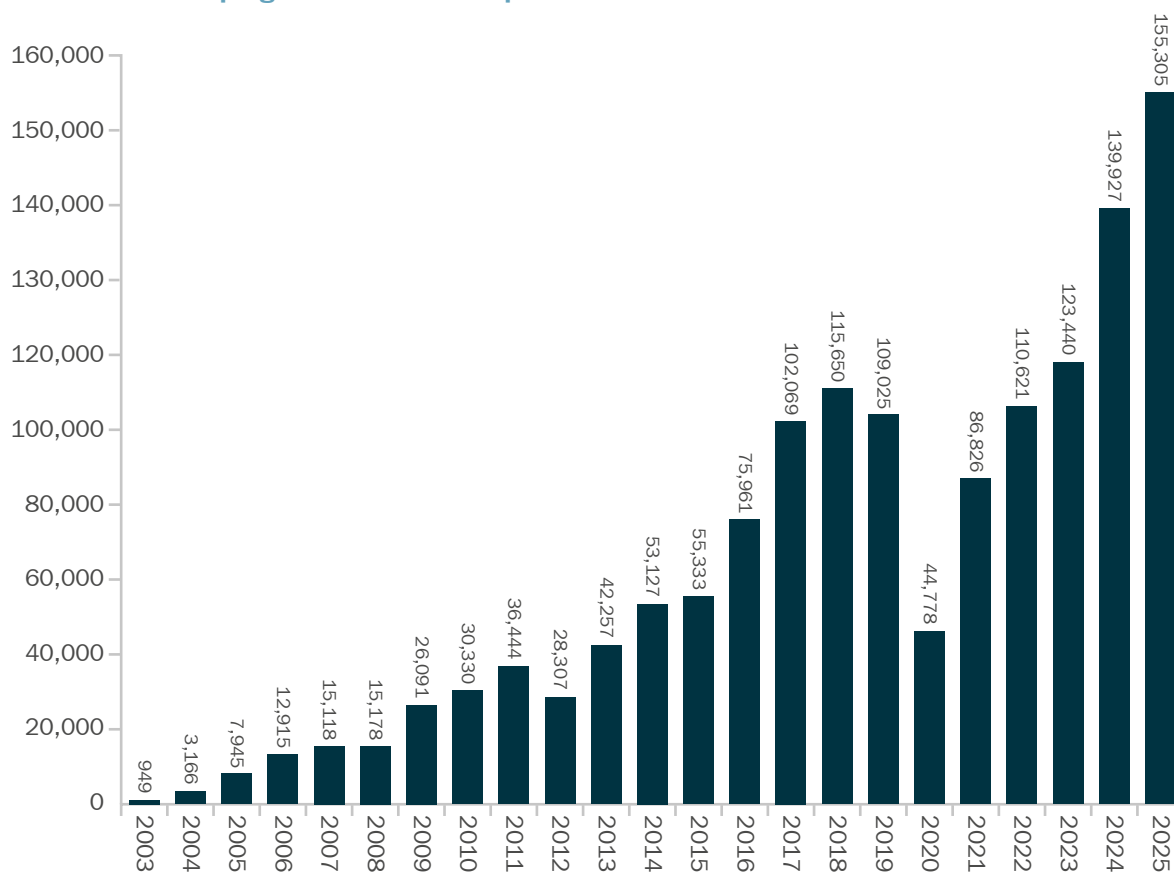
STANDARD ACTIVITIES

Activities implemented through the DU Program expanded their reach while maintaining a strong focus on quality, consistency, and sustainability across all operating countries. 2025 represented a phase of operational maturity, guided by three main strategic directions:

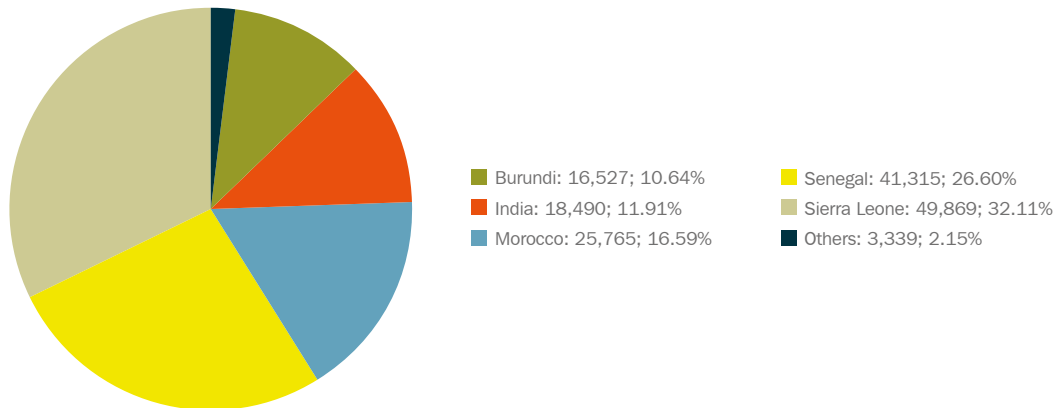
- 1 Stable growth and consistency:** the presence in operational countries was maintained and reinforced, while ensuring that implementation standards, monitoring processes, and training methodologies remained aligned across all contexts. The DU Program operated in 14 countries: Burundi, China, Democratic Republic of Congo, France, India, Italy, Malawi, Malaysia, Morocco, the Philippines, Senegal, Sierra Leone, Singapore (online activities only), and Uganda.
- 2 Strengthened inclusion of vulnerable groups:** particular attention was dedicated to seniors, disadvantaged individuals, and visually impaired people. The existing ad hoc training courses (i.e., ICB4VI and T4S) were further improved to ensure greater autonomy for at-risk communities.
- 3 Strategic partnerships' consolidation:** existing collaborations, including those within the Digital Transformation Centers framework, were strengthened, and cooperation with local partners was reinforced.

The range of learning pathways confirmed to include ICB, ICB4VI, Advanced Digital Courses, T4K, T4S, and Coding courses. A total of 9,451 courses were organized, benefiting 155,305 individuals in 2025 alone. Since its inception, the program has reached 1,390,762 students.

Evolution of the DU program since the inception



2025 trainee breakdown by country



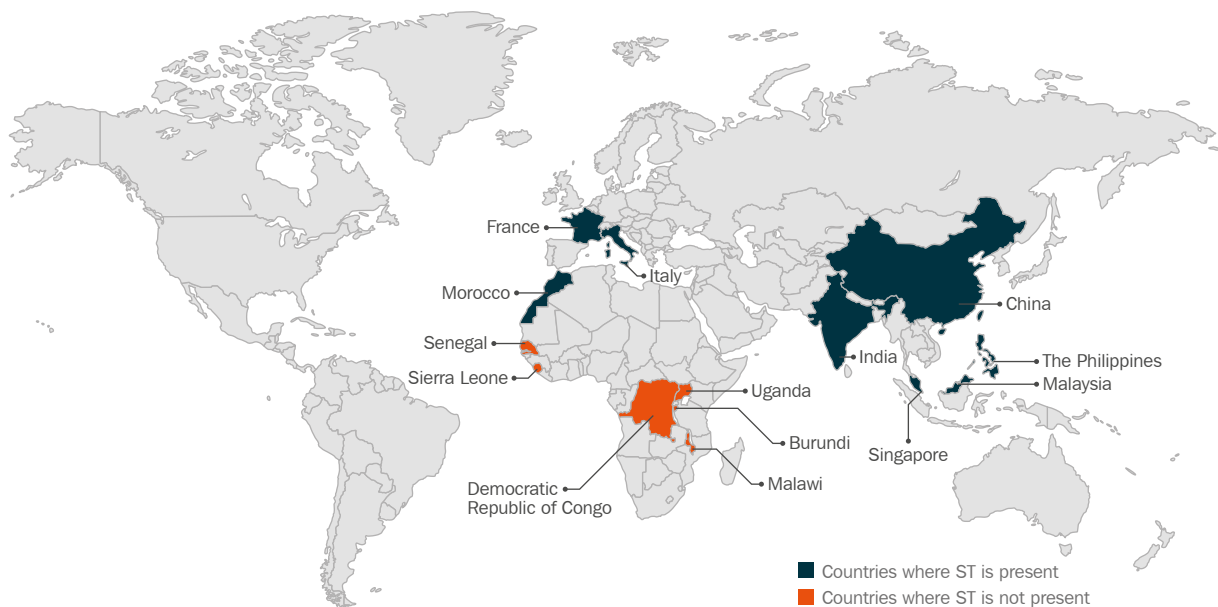
Activities were still performed through two complementary operational environments: ST and non-ST countries.

In ST countries, the activities are supported by a strong context that brings together corporate volunteers, technical expertise, local alliances, and long-standing relationships with educational and community organizations. These places are fertile grounds for testing innovative didactic approaches and broadening access to resources to serve local populations.

Activities in countries where ST is not present often occur in contexts where digital exclusion is closely intertwined with broader social, educational, and economic challenges. Here, training courses are primarily delivered through local partners, institutions, governments, and international organizations, with a significant emphasis on capacity building and the establishment of sustainable educational frameworks that yield long-term effects.

The working conditions may differ, but all approaches share the same objective: to create opportunities for underprivileged populations to develop digital skills, improve their autonomy, and engage more actively in an increasingly e-society.

To strengthen local ownership, operations were supported through specific local entities in India, ST Morocco, and the Philippines.



ST countries' key indicators in 2025 for standard activities

ST Countries	Years of activity	Active DU Labs	Cities reached by the Program	Teachers working for the Foundation	Certified students	Organized courses
China	11	9	6	22	1,292	112
France	15	7	6	-	67	15
India	21	56	27	59	18,490	1,126
Italy	21	16	10	-	711	77
Malaysia	9	10	2	8	358	22
Morocco	21	45	17	47	25,765	2,028
Philippines	11	10	1	19	674	34
Total		153	69	155	47,357	3,414

Non-ST countries' key indicators in 2025 for standard activities

Non-ST Countries	Years of activity	Active DU Labs	Cities reached by the Program	Teachers working for the Foundation	Certified students	Organized courses
Burundi	15	13	8	26	16,527	895
Congo DR	16	1	1	-	58	4
Malawi	1	1	1	-	28	2
Senegal	15	62	11	80	41,315	2,404
Sierra Leone	14	43	10	129	49,869	2,722
Uganda	1	1	1	-	151	10
Total		121	32	235	107,948	6,037

The indicators show that the two operational models that define the DU program complement each other. ST nations accounted for 77% of total expenditures, although non-ST countries had a much larger share of beneficiaries and provided the majority of courses. This variance indicates more variety in the settings in which activities are implemented than in their strategic importance.

Activities in ST contexts are supported by strong local networks that combine infrastructure, corporate volunteering, educational partnerships, and continuous innovation. Such environments often play a significant role in testing innovative courses, refining instructional materials, strengthening governance mechanisms, and supporting the program's long-term quality.

In all other regions, projects are often implemented in settings where demand for computer education remains mostly high and where large local networks enable broad-scale outreach. These collaborative networks continue to expand learning opportunities for marginalized groups through partnerships with schools, community organizations, governments, and international institutions.

While the indicators presented earlier help describe the scale of activities implemented during the year, additional insights can be gained by examining how participants apply the skills acquired through the ICB course, which remains the largest component of the DU Program with over 90% of the participants. Almost a decade ago, the Catholic University of Milan created a specific monitoring methodology to support this evaluation. The approach has enabled the collection of consistent, comparable data over time, offering invaluable insight into how technical expertise is employed outside the training environment.

Results indicate that the abilities gained through the ICB course are increasingly integrated into participants' daily lives. Most said they use computers for communication, accessing information, surfing the internet, and creating content. Almost 70% of respondents say they can independently create documents or write a CV, and almost 60% use their competencies to seek career opportunities.

The survey also highlights an increase in confidence when using technology. While some participants still express concerns about making mistakes, 78% report moderate to very high confidence in digital tools, suggesting that the training contributes to acquiring practical capabilities and greater autonomy in everyday life. Moreover, the benefits often extend beyond the individual learner. Almost all responders (96%) said they shared what they learned with family members and friends, and 93% said they would suggest the course to others. The results imply that the benefits of DU courses typically spill over to homes and local communities through informal knowledge exchange.

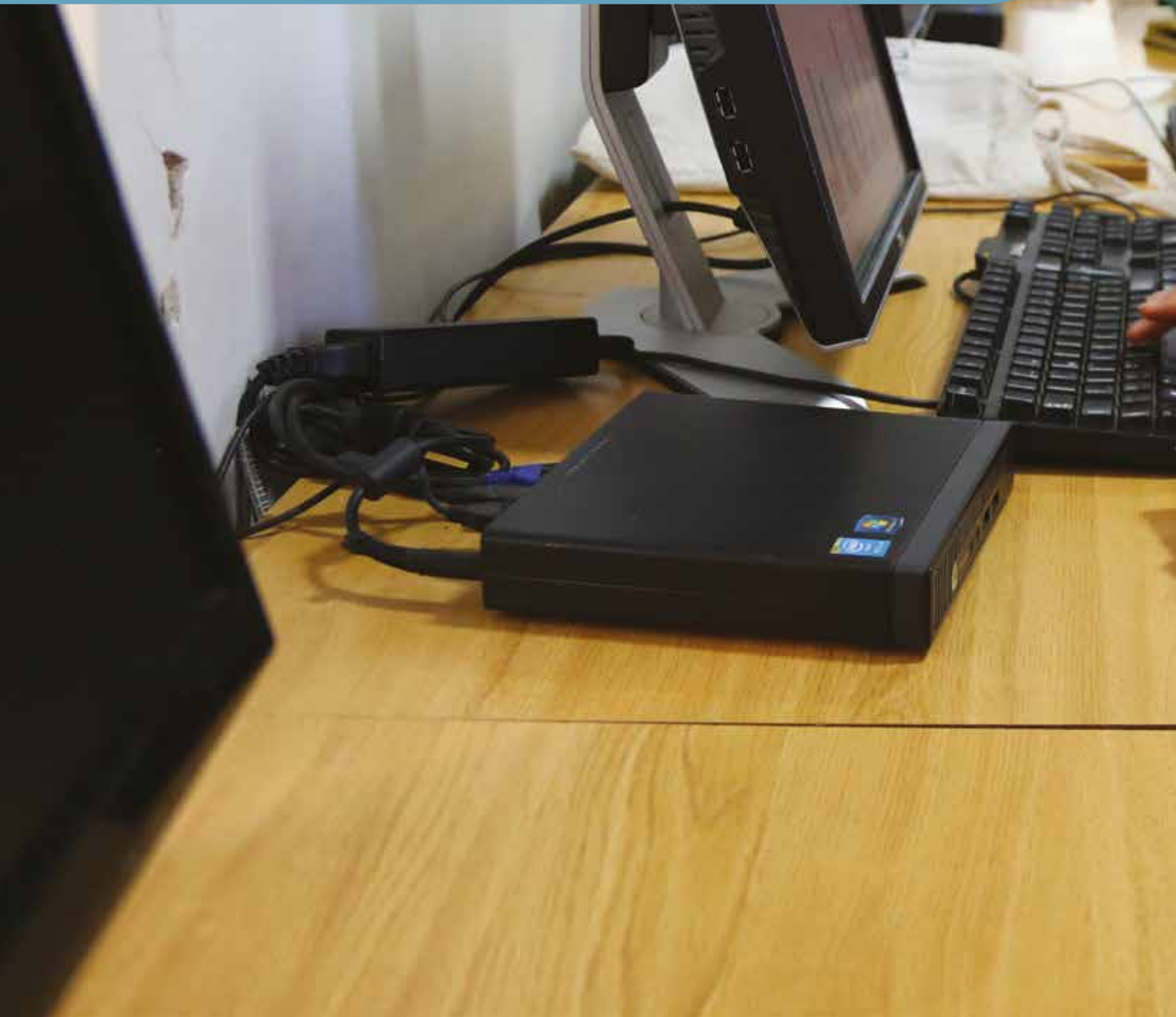
Statement	Not at all	Little	Moderate	Very Much	Total ¹
Downloading articles	17.5%	20.7%	37.3%	24.6%	100%
Looking for a job	16.8%	23.2%	35.7%	24.3%	100%
Reading e-journals	13.7%	23.2%	35.9%	27.1%	100%
Write a resume/C.V.	13.3%	21.8%	31.2%	33.7%	100%
Write a document	10.2%	18.4%	32.5%	38.9%	100%
Reading emails	10.3%	19.7%	32.9%	37.0%	100%
Communicate/chatting with friends/social media	8.8%	16.4%	36.3%	38.5%	100%
Easy Calculations	9.9%	18.3%	36.0%	35.8%	100%
Internet	6.5%	14.6%	37.2%	41.8%	100%

	Not at all	Little	Moderate	Very Much	Total ¹
I hesitate to use a computer for fear of making mistakes that I cannot correct	23.5%	21.9%	23.7%	30.9%	100%
I feel comfortable using computers	6.2%	15.8%	29.2%	48.8%	100%

NOTE

1: Percentages may not sum to exactly 100% due to rounding.

4 DIGITAL UNIFY PROGRAM AT WORK





PERSONAL STORIES, LOCAL ECOSYSTEMS, AND GLOBAL VIEWS

While activities developed across countries remained connected to local realities, several common patterns emerged. Experiences involving younger generations exploring coding and creativity, seniors becoming more comfortable with digital tools, and visually impaired learners gaining greater autonomy through accessible education reflected broader transformations that continue to reshape what real inclusion means today. Rather than describing activities from a geographical perspective alone, this chapter highlights fundamental themes and human experiences that connected communities across various areas and educational contexts. Key trends emerged consistently across countries and programs, and in more detail:

- Empowering younger generations through digital education, creativity, and future-oriented skills
- Using digital competencies to strengthen communication, connection, and participation
- Strengthening autonomy, accessibility, and human dignity through inclusive educational experiences
- Building inclusive and scalable educational ecosystems through partnerships, local engagement, and capacity building

The stories collected this year reflected a shared desire to learn, stay connected, participate more actively in society, and navigate a rapidly evolving world. In schools, universities, community centers, penal facilities, and local associations, DU education went beyond technical instruction. In many cases, it was a chance to strengthen self-belief, exchange ideas, and participate actively. The following pages bring to life some of these experiences through the voices and projects that defined activities across countries.

EMPOWERING YOUNGER GENERATIONS THROUGH STEM, CREATIVITY, AND DIGITAL EXPERIMENTATION: THE EXPERIENCE OF MOROCCO, INDIA, BURUNDI, AND MALAYSIA

Morocco

During the year, the Foundation reached more than 25,000 beneficiaries through over 2,000 courses, confirming the country's role as one of the most dynamic ones. Among the most significant initiatives, the summer camps were confirmed to represent a powerful example of how DU courses can combine scale, creativity, and community engagement. Implemented across 17 cities, the initiative reached more than 9,300 participants during the summer alone through initiatives that integrated coding, robotics, STEM education, and interactive activities tailored for younger generations.

Far beyond traditional classroom approaches, the summer camps were designed to reach younger generations with new educational paths. Children and teenagers engaged in standard courses alongside programming and robotics often discover for the first time that technology can be something they actively create rather than consume. The initiative reflected the evolution of the DU program. What initially began as digital literacy gradually evolved into broader STEM-oriented activities that integrate imagination and innovation.



The maturity of these proposals was evident in participation in WRO Morocco and WRO Europe, part of the World Robot Olympiad, where students tackle robotics and coding challenges that promote teamwork and problem-solving skills.

Beyond the project's operational scale, one of the most meaningful aspects was the transformation observed among participants themselves.

Summer camp trainers' feedback.

Before joining the activities, many students saw technology mainly as entertainment or as something distant from their everyday lives. During the summer camps, we watched them become progressively curious, cooperative, and willing to take initiative. Through coding and robotics, they discovered that technology could also become a space for creation, teamwork, and personal growth. For many of them, it was the first time they truly felt capable of building something on their own.

The enthusiasm generated by the initiative demonstrated how these activities can serve not only as learning opportunities but also as spaces for discovery and inspiration for younger generations.

Comparable experiences were noted in various DU centers, where youths increasingly linked technology to creative problem-solving and future possibilities. Although the local contexts varied, the desire to use the newly acquired skills for self-expression and personal growth was highly consistent across countries.

India

Activities highlighted how DU courses can strengthen self-belief, employability, and future aspirations among younger generations. Nearly 19,000 beneficiaries were reached through a network of 56 DU Labs across 27 cities. Implemented together with local scholastic centers and partners, ST Foundation's initiatives evolved beyond traditional computer literacy alone.

In addition to basic skills such as MS Office, internet use, typing practice, and online safety, the courses helped students connect the newly acquired skills with future goals, employability, and lifelong learning opportunities.

For numerous participants, these courses marked their initial significant experience with computers. What once felt distant quickly became familiar and accessible, helping them broaden their horizons and imagine new possibilities. Together with the competencies developed, one of the most significant outcomes reported by participants was a stronger belief in their own potential. Many described feeling better prepared to face school, communicate with others, and even approach possible new work environments.

Kiran,
ICB student.



Before joining the course, I didn't believe in myself even to face a job interview. Throughout the training, I learned not only how to use computers and related tools but also how to communicate more effectively and be more engaged. It was a welcoming and encouraging context, and little by little, I gained the confidence to speak up, interact with others, and believe more in my future.

Other students similarly described how standards courses progressively improved their soft skills, academic performance, and overall outlook for the future. For younger learners, approaching computers was not only a way to study a different subject but also a first step to becoming more optimistic about one's future, opening the door to new job opportunities.

Burundi

Local activities expanded, reaching more than 16,000 beneficiaries who participated in over 890 courses, confirming the growing demand for IT skills among students, teachers, and local communities.

For many students, the presence of a DU center within their school represented access to opportunities that had previously seemed distant. Beyond practical skills, the courses helped students envision educational pathways and potential career aspirations that often seem impossible to reach in contexts where opportunities remain limited. And one of them perfectly synthesized this concept:

Jean-Marie,
ICB student.



Since I was a kid, my dream has always been to become an IT professional. Joining a school with a DU center made me even more confident that this dream could become a reality. Through the training, I acquired practical skills and identified new paths towards achieving my goals.

Malaysia

In Malaysia, more than 350 beneficiaries participated in around 20 courses delivered through local schools and educational partners. Alongside ICB and T4K, younger students were offered opportunities to explore alternative approaches to learning, in which practical experimentation, collaboration, and hands-on activities complemented traditional educational methods.

These experiences demonstrated that innovation in teaching is not only about introducing new technologies but also about creating conditions in which diverse talents and learning styles can emerge. For some students, activities based on coding and robotics became an opportunity to express abilities that often remain hidden in conventional classroom settings.

As one trainer explained:

Feedback from trainer involved in coding and robotics activities.



Some quieter students tend to be undervalued. Through our classes, we identified students who demonstrated strong imagination and the ability to build their own mini robots. Some were able to modify code confidently, while others excelled in assembling and troubleshooting the robots. Their level of ability and ingenuity, especially at such a young age, was truly impressive.

These testimonies and classroom experiences showed that digital education can do much more than teaching technical skills. By encouraging experimentation and discovery, the activities helped students discover strengths they did not know they had. For many participants, technology became not only a subject to learn but also a space where they could better express themselves and become active creators rather than passive users.

USING DIGITAL COMPETENCIES TO STRENGTHEN COMMUNICATION, CONNECTION, AND PARTICIPATION: ITALY, THE PHILIPPINES, AND CHINA

Italy

Activities undertaken in Italy have demonstrated how the DU courses can help create more connected citizens with a focus on vulnerable groups and in challenging educational settings. In addition to the regular ICB activities with schools and community organizations, special attention was given to ad hoc pathways developed within correctional facilities and other contexts of social vulnerability.

Specific paths, as usual, were customized according to the different needs and stakeholders' requests. Courses increasingly incorporated AI awareness, online communication, responsible technology use, and discussions on the role which digital competencies play in contemporary society. For many participants, these initiatives were not just an opportunity to learn new skills. They also served as spaces for dialogue, reflection, and personal growth in environments where educational opportunities can often be limited.

The Italian operating model continued to rely on the key contributions of corporate volunteers working hand in hand with schools, associations, and local partners. A systematic preparation of volunteers was carried out not only from a technical standpoint but also through training in facilitation, empathy, classroom management, and engagement with vulnerable groups. This human dimension has been one of the most significant features of the activities conducted. In many situations, the value of the didactic experience came not just from the content gained in the courses, but also from the quality of the connections created in the classroom. During the year, 77 courses were conducted across various educational and social venues, benefiting more than 700 beneficiaries.

Reflections from volunteers involved in correctional facilities activities.

“



Working in correctional facilities changes the meaning of digital education itself. In such scenarios, teaching IT skills is not only about the technology. It also includes assisting people in rebuilding their belief in their ability to learn, communicate, and re-engage with society. The most significant revolution isn't technical; it's human more often than not.

”

In many cases, learning together became the first step towards rebuilding self-trust, strengthening relationships, and reconnecting individuals with society. These experiences showed that education can create spaces where people rediscover their own abilities and regain a sense of belonging, even in the most challenging conditions.

The Philippines

DU activities were successfully implemented through 34 courses, reaching more than 670 beneficiaries, most of whom were younger students participating in the T4K course. Alongside these activities, more recent initiatives focused on older adults, offering a particularly meaningful example of how digital competencies can strengthen communication, social participation, and connection within local communities.

Today, many aspects of everyday life depend on the ability to access information and use online services independently. Booking medical appointments, reading health information, making payments, staying in contact with family members, and using public services have become part of daily life, often creating new barriers for older generations who had limited opportunities to develop familiarity with these tasks.

In Cabuyao, Laguna, the T4S course addressed these challenges through a practical and accessible pathway

developed in collaboration with the Office for Senior Citizens Affairs. Here, participants gradually learned to use tablets, communicate with relatives and friends, and access online information while protecting themselves from online risks. By the end of the year, 26 senior participants had completed the course, demonstrating how learning opportunities can continue to promote communication, participation, and social inclusion at every stage of life.



For many participants, however, the experience extended far beyond the acquisition of new skills. The course often proved to be the right instrument for becoming more comfortable using IT tools, maintaining social relationships, and rediscovering the pleasure of learning in a supportive atmosphere. As one participant explained:

Wilfredo Tolentino,

Tablet for Seniors student, the Philippines.

“



Before joining the course, I was often afraid of using computers and tablets because everything felt complicated and easy to do incorrectly. Step by step, I learned how to communicate, use social media, make online payments, and access useful content on my own. What made the biggest difference was not only having new skills, but gaining confidence and realizing that even at our age, we can continue learning, discovering new things, and staying connected with the people around us.

”

Perseveranda Juarez,

Tablet for Seniors student.

“

Every class was fun and exciting. I discovered new applications, learned how to stay in touch more easily with my loved ones, and gradually became more open to using technology in daily life. Earning a perfect score on the final online exam made me realize that learning and personal growth never truly stop, regardless of age.

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Together, these testimonies highlighted that learning can continue to play an important role throughout life. For many participants, acquiring new abilities became a way to remain involved in daily life, nurture relationships, and face social changes with serenity. In this sense, continuing to learn also meant continuing to participate.

China

Across rural public schools, more than 1,290 beneficiaries participated in more than 110 courses. While ICB remained the largest component of the educational offer, almost one-third of the students participated in T4K courses, highlighting the growing importance of dedicated learning options for children.

For pupils involved in the T4K, these experiences often represented an opportunity not only to discover tablets and their applications, but also to express themselves, work together with classmates, and participate more actively in classroom life. Activities such as becoming a young journalist or detective encouraged students to observe, explore, and gain confidence when presenting their work to the class.

T4K student participant, China.

I didn't have a tablet at home before, and I hadn't had much exposure to these technologies. Through this course, I learned how to take photos, videos, draw, type, use Google to search for information, and create spreadsheets. My favourite classes were 'Little Journalist' and 'Little Detective'. It felt like playing a game, but I really learned something. Now I dare to show my work to everyone and collaborate with classmates to complete tasks. I think this training has made me more willing to express myself and also sparked my interest in technology. In the future, I want to be a teacher and use tablets to teach more children how to learn.

This testimony reflects how T4K can inspire children to share their thoughts, participate more dynamically in school activities, and learn while studying with their friends. In other words, through this course, they discovered not only new tools but also their own voice, helping them become more confident and engaged.



STRENGTHENING AUTONOMY, ACCESSIBILITY, AND HUMAN DIGNITY: SENEGAL, UGANDA, AND MALAWI

In a world where information, services, and communication increasingly depend on technology, people with visual impairments often continue to face barriers that go beyond the absence of appropriate devices. The biggest challenges often arise from infrastructures and learning systems that are not designed to accommodate their needs for studying and interacting. Within this context, ICB4VI remained one of the most

distinctive courses. By combining basic computer knowledge with accessible methodologies developed for blind and visually impaired learners, it aims to remove obstacles that too often prevent individuals from accessing information and carrying out daily activities independently.

In Senegal and Uganda, the course continued to be developed within the broader framework of the ITU Digital Transformation Center (DTC) initiative. While Senegal further consolidated its role as a reference point for accessible education, Uganda represented an important step in expanding the approach within institutional training systems. Following an initial pilot launched in April 2025, the program progressively expanded through the Uganda Institute of Information and Communications Technology (UICT), resulting in the certification of 120 visually impaired learners and laying the groundwork for wider implementation. The experience also introduced a Train-the-Trainer approach designed to ensure long-term sustainability. 20 trainers were certified in inclusive teaching methodologies, building local expertise to extend the course's reach over time.

In Malawi, a new collaboration with the local UNDP chapter and the Government of Malawi enabled the Foundation to bring the course to the country. The project brought together visually impaired trainees and sighted assistants within a shared learning environment, combining assistive technologies with accessible educational methodologies. Twenty-eight participants completed the training, exceeding the original target and demonstrating the strong demand for these initiatives.



For many participants, these experiences represented much more than learning how to use a computer. Reading a document independently, navigating a system using assistive technologies, accessing information without assistance, or communicating online often became experiences that previously seemed unattainable.

Safietou Seydi,
ICB4VI participant, Senegal.



Before attending the course, I had never imagined that a blind person could use a computer and access digital tools with no external support. At the beginning, everything seemed impossible and intimidating. Gradually, however, I began to learn how to use the devices, communicate online, and interact more autonomously with the digital world around me. Today, I feel much more confident and independent, and I realize that disability should never prevent someone from learning, participating, and building their own future.

Across these experiences, one lesson emerged clearly: removing barriers is only the first step. Long-term change also depends on learning contexts that adapt to people, local institutions that embrace accessibility, and educational models that recognize different abilities and needs. In this sense, accessible education becomes not only a pathway to knowledge but also a means of strengthening autonomy, expanding possibilities, and allowing individuals to shape their own future with greater dignity and self-determination.

BUILDING INCLUSIVE AND SCALABLE EDUCATIONAL ECOSYSTEMS THROUGH PARTNERSHIPS, LOCAL ENGAGEMENT, AND CAPACITY BUILDING: SIERRA LEONE AND FRANCE

As the **digital divide** takes many forms worldwide, partnerships have increasingly become central to ensuring a clear understanding of the phenomenon and its needs while achieving long-term impact. Over time, collaborations with schools, universities, NGOs, local institutions, and international organizations evolved beyond operational support alone, helping to create educational ecosystems increasingly customized to local realities.

One of the most significant examples was the collaboration with the International Telecommunication Union (ITU) within the DTC Initiative. Across several countries, the partnership aimed to support all partners in strengthening citizens' digital capacities, particularly those in rural and underserved communities.

In this scenario, Sierra Leone represented one of the clearest examples of this collaborative approach. As one of the longest-standing operational countries, it further strengthened its role within the DTC Initiative by combining its experience in delivering digital education in disadvantaged communities with the opportunity to leverage the new training opportunities offered by all partners. The approach created a multiplier effect, allowing local beneficiaries to access complementary learning opportunities developed by other members of the initiative.

During the year, nearly 50,000 beneficiaries were reached through a network of 43 active DU labs distributed across multiple districts and involving a wide range of local stakeholders. Over time, these centers evolved beyond training venues, becoming local learning hubs that connect diverse institutions and community actors. These experiences developed over the years, and the strong collaboration among local and international actors led to a new milestone: UNICEF joining the Digital Champions initiative to promote digital competencies in schools and local communities.

Sahr Swaray,
Trainer - FAWE Lab, Sierra Leone.



Many learners begin the courses with uncertainty and very limited exposure to technology. Over time, however, we watch them progressively blossom. Participants who were initially afraid even to use a computer became capable of preparing presentations, conducting online research, supporting classmates during practical activities, and even mentoring others. What is most remarkable is not only the technical progress itself, but the transformation in their mindset. Technology stops being something intimidating and becomes a tool for opportunity, ambition, and personal growth.

Many beneficiaries similarly described how digital education progressively changed their perception of future opportunities. For several participants, acquiring digital competencies represented a first concrete step towards higher education, professional development, and greater autonomy.

Marian Isatu Koroma,
ICB student.



Before joining the program, access to computers was limited in my daily life, and I depended on others for typing assignments, online research, and professional documentation. Through the ST Foundation's courses, I learned to prepare CVs, conduct online research, use digital communication tools, and independently apply for opportunities. Today I feel better equipped to participate in professional and social life.

Testimonies like these demonstrated that sustainable impact is rarely achieved by a single organization acting alone. Rather, it emerges when all actors involved work together towards a common goal. By strengthening relationships, sharing knowledge, and building local capacities, partnerships can create educational initiatives that continue to grow and generate value far beyond the duration of individual projects.

France

Digital inclusion projects grew through a combination of local partnerships, community engagement, and long-term capacity building. By the end of the year, 7 DU labs were active across the country, delivering 15 ICB courses and supporting 67 trainees, while 6 additional labs were being established through new partnerships in several French regions.

More importantly, this expansion reflected efforts to diversify both partnerships and target groups, creating an educational ecosystem capable of addressing diverse forms of digital exclusion. What makes the French experience distinctive is precisely the diversity of the communities involved.

Collaborations developed with organizations such as AFIPH, l'Îlot, and ZUPdeCO illustrate this approach particularly well. While AFIPH supports young people with intellectual disabilities, l'Îlot works with individuals facing severe social hardship and reintegration challenges, and ZUPdeCO provides educational support to young people at risk of academic exclusion. Together, these collaborations reflect a common objective: making digital education accessible to people whose pathways and needs often differ significantly.



Emmanuelle Luce,
Country Manager, France.



What strikes me the most is the motivation and kindness of the people involved, and the impressive number of initiatives carried out worldwide. Providing genuine access to digital tools for underserved communities and offering them support helps improve their daily lives, their independence, and their social and professional inclusion. I am very proud to represent ST and its Foundation; I have found a purpose and a strong desire to take action.

Beyond individual projects, these experiences highlight the value of building local ecosystems that bring together associations, educational institutions, volunteers, and community organizations around a shared commitment to digital inclusion. The strength of the model lies not only in the activities delivered but also in the network of partnerships that enables those activities to reach diverse communities and continue to grow over time.

DIGITAL INCLUSION BEYOND THE STANDARD ACTIVITIES

As the DU Program evolved, society's digitalization activities remained an important part of the Foundation's approach to inclusion. These activities, although sharing the same goal of empowering people and communities through technology, addressed local requirements through more flexible and contextualized interventions. The following examples illustrate the implementation of the activities in Italy and France, combining access to technology, STEM education, career orientation, community engagement, and corporate volunteering to create additional pathways to digital participation and inclusion.

France

Increased digital skills are becoming more and more important for education, work, access to services, and social involvement. But for many vulnerable people, there are still practical impediments; they don't have access to suitable devices. So, the organization extended the life cycle of digital equipment, ensuring that technology is available to those who need it most. Refurbished smartphones and computers became tools to reduce inequities while creating environmental and social value through collaborations with groups working in social inclusion and employment support.

The cooperation with Emmaüs Connect, one of the most prominent initiatives in this regard, remained a key example. Through the la Collecte Tech project, refurbished mobile phones and computers were provided to vulnerable beneficiaries, including people who are homeless, job seekers, and those facing social or economic issues. The scope was to provide tools that help them stay connected with society, access online services, pursue training opportunities, and encourage their employability.

Special focus was also given to facilitating pathways towards digital autonomy. Beneficiaries got help from job services and local partners to participate in dedicated training courses. They were later offered a laptop to continue their learning and professional integration. The devices were refurbished and recycled by organizations operating in the social and solidarity economy, combining inclusion with opportunities for professional integration and more sustainable use of resources.

These projects highlight how digital inclusion may provide benefits far beyond access alone. The activities focused on social assistance, digital empowerment, environmental sustainability, and local collaboration, contributing to the development of more inclusive communities while respecting the environment and managing resources responsibly.

As pointed out by Flora Graioni, Regional Director of Emmaüs Connect:

“We are thrilled to have teamed up with ST Foundation on this impactful initiative. The donation of refurbished digital equipment is an important step in our fight against digital exclusion. Not only are we expanding access to technology, but we’re also advancing the cause of sustainability. “The partnership is a great example of how collaboration can make a real difference, and we look forward to continuing this work together.”

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Main results:

- 300 PCs and smartphones were distributed
- 20 organizations were supported
- Over 1,800 beneficiaries were reached
- Networking with 50+ NGOs
- Identified over 20 possible relationships



34

Italy

The collaboration with ACRA Foundation also continued in 2025 to implement initiatives in Lombardy, Sicily, and Campania, combining corporate volunteering, STEM education, coding, and career orientation to support students, teachers, and communities experiencing various forms of educational and digital disadvantage. The focus remained on addressing digital educational poverty, an issue that still affects many young people despite increasing access to technology. The activities aimed to strengthen competencies, motivation, and educational engagement. Through a combination of experiential learning and active participation by ST volunteers, the program aimed to make technology more accessible, relevant, and meaningful in students' lives.

Corporate Volunteering: Empowering Communities Through People



At its core, this approach was still about people. ST volunteers devoted their time, experience, and energy to initiatives that aimed not only to convey digital knowledge but also to instill trust, interest, and hope for the future. They worked with kids, teachers, adults, and vulnerable groups by bringing real-life experiences into learning environments and allowing participants to see new opportunities and build a more positive connection with technology. Special attention was paid to preparing volunteers for the different realities they may encounter. The training sessions focused on technical content and practical tools related to facilitation, inclusive education, classroom management, and child protection, so that volunteers could interact effectively and with respect in diverse educational and social contexts.

Main results:

- 17 volunteers trained in the delivery of ICB courses
- 23 volunteers qualified through compulsory training sessions in activities with minors
- 11 new volunteers qualified on the Moodle platform
- 7 volunteers were educated in coding exercises with educational tools based on Minecraft

STEM & Coding Education: Fostering Creativity and Digital Citizenship

Coding and STEM education remained strong tools for combating educational poverty and encouraging inclusive learning pathways. Rolled out in schools across Lombardy and Sicily, these activities encouraged children to explore technology through creativity, experimentation, teamwork, and problem-solving. In coding workshops, educational events, and teacher training sessions, participants discovered how to encourage active learning while building both digital and transversal skills. Several activities also explored themes of responsible technology use, collaboration, and active citizenship, encouraging students to consider digital tools not just as tools for consumption but also as opportunities to create, learn, and contribute positively to society. At the same time, teachers were given practical approaches and materials for classroom practice, helping build more engaging and inclusive learning environments.



Main results:

- 5 coding workshops and 7 coding days conducted
- 5 courses for teachers in coding
- 261 students and 123 teachers participated
- 82 volunteers involved in the delivery of activities

35

Career orientation: connecting education with future opportunities

Career orientation activities complemented this work by helping young people better understand the opportunities offered by the digital economy and the rapidly evolving labour market. Through direct dialogue with professionals from diverse backgrounds, students explored career paths that often lie beyond their immediate experience while gaining insights into the competencies and attitudes required in modern workplaces. The workshops were useful in ensuring the authenticity of the experiences provided by volunteers. They talked openly, not about abstract job options but about their educational paths, professional decisions, problems, and accomplishments. These testimonies allowed students to connect classroom learning with real-world opportunities and reflect on their own objectives, talents, and future possibilities. In addition to career assistance, the events were designed to increase self-confidence and broaden perspectives, especially for students who might have limited access to professional role models. Volunteers helped to provide tangible and future options, fostering ambition, motivation, and a greater sense of possibility amongst participants.



Main results:

- 10 in-person workshops on career orientation were conducted
- 164 students reached with career guidance activities

5 PROTECTION AND RESPONSIBILITY

COMPLIANCE

STRENGTHENING SAFEGUARDING, PRIVACY, AND RESPONSIBLE PRACTICES

The focus on enhancing safeguarding and data protection practices throughout the organization intensified due to the rising number of minors participating in the courses. Establishing secure and responsible conditions for educational activities has become increasingly essential to the organization's long-term sustainability.

Significant work throughout the year was devoted to supporting local partners in implementing the Child Protection Policy and Data Privacy framework. Activities focused on clarifying responsibilities, improving local procedures, and progressively adapting both policies to different operational and legal contexts. The first regional Steering Committee for Far East Asia was established in November. This marked an important milestone. The meeting was an opportunity to assess progress, identify implementation obstacles, and establish objectives for further action, as well as to foster further discussion among countries and local teams.

These actions demonstrated that safety and privacy are not just compliance issues, but part of responsible digital inclusion. Building trust and ensuring that educational opportunities are inclusive, accessible, and respectful of all beneficiaries is emphasized by creating safe learning spaces, protecting personal data, and strengthening local capacity.

Looking ahead, the experience gained in 2025 provides a firmer basis for the continued implementation of both frameworks, contributing to greater uniformity among countries and strengthening a culture of protection, accountability, and responsibility across all activities.



6 OUTREACH AND ENGAGEMENT





COMMUNICATION, ENGAGEMENT, AND GLOBAL AWARENESS

The Foundation confirmed its willingness to improve its communication activities, engage stakeholders, and disseminate knowledge beyond the communities directly affected by its reach. Communication became an increasingly strategic instrument for amplifying beneficiary voices, sharing relevant stories, and participating in broader conversations on relevant topics.

A major step towards this was the creation of the communication ambassadors' program. The initiative was carried out in Italy, Morocco, Senegal, and India, involving selected volunteers and teachers trained to discover and collect the stories that best illustrated the human effect of the operations. These efforts have been supported by the ST corporate communication team, which has boosted visibility, improved coordination across communication channels, and expanded the distribution of tales and successes to diverse audiences.

Bringing field experience to the global stages

The Foundation's footprint in the global digital inclusion network was underscored by its participation at the Annual Global Digital Transformation Centers (DTC) Workshop, hosted by the International Telecommunication Union (ITU) and Cisco, in Santo Domingo, Dominican Republic. For the third year, Giovanna



Bottani, Director of Operations, was invited to showcase the program's commitment, alongside Sada Kane and Mohamed Dumbuya, country managers for Senegal and Sierra Leone. Particular attention was given to the Train-the-Trainer methodology, which has become a cornerstone of the organization's approach. By empowering local educators and creating multiplier effects, the model helps ensure that initiatives remain sustainable and scalable over time. This ongoing commitment to strengthening skills was further enhanced by learning opportunities provided by HP LIFE and the Cisco Networking Academy, both of which are partners in the DTC initiative. This collaboration enables trainers to improve their digital, pedagogical, and entrepreneurial skills. The workshop also provided an opportunity to introduce new educational options being developed for visually impaired learners, including a course on advanced digital skills to promote greater autonomy and engagement in everyday life. Beyond the specific results presented, the event reinforced the value of collaboration and knowledge sharing as essential drivers of sustainable transformation. A month later, the Foundation was invited to share its experience and vision at the World Summit on the Information Society +20 High-Level Event 2025, held from 7th to 11th July 2025 at Palexpo in Geneva, organized by ITU and its UN partners. Giovanna Bottani and Professor Cristian Bernareggi highlighted lessons learned on the implementation of digital inclusion initiatives for visually impaired learners. Their involvement was of particular importance, as they were the only non-ITU speakers selected to speak at the session, illustrating the Foundation's growing respect within the international digital inclusion community for its expertise.

Acknowledgment and visibility

The relevance of the activities was further confirmed through a series of external recognitions, invitations, and opportunities for dialogue.



In April, the “Terzjus Award - Volontari@Work” further acknowledged the impact of digital education activities implemented in Italian correctional facilities and the contribution of corporate volunteering to social inclusion. The award ceremony took place at the Italian House of Parliament in Rome and was attended by the President Pietro Palella and Italian Country Manager Claudia Angelini, highlighting the growing recognition of volunteer-based initiatives. Two months later, the participation in the Fundraising

Festival in Riccione marked the first sponsorship of one of Italy’s leading events dedicated to the non-profit sector. During the event, Claudia Angelini and Volunteer Coordinator Francesco Litrico led a session entitled “Digital that works as a team: how to build partnerships that truly work.” Their contribution focused on collaborations, corporate volunteering, and the Train-the-Trainer approach as key drivers for expanding digital inclusion initiatives and creating long-term impact.

In November, participation in Philantropea offered an additional opportunity to contribute to discussions on corporate philanthropy, cross-sector collaboration, and the evolving relationship between businesses and civil society organizations.

Finally in December the DU Program in India received the “CSR Project of the Year” award from the Indo-French Chamber of Commerce & Industry (IFCCI), recognizing its contribution to digital inclusion and community empowerment.



Building Community Around a Common Purpose

Beyond participating in conferences, contributing to international discussions, and engaging with stakeholders working on digital inclusion, particular importance was also given to initiatives that strengthen relationships with local communities through participation, solidarity, and fundraising. In September, the tenth edition of the Energy Run was celebrated in Agrate Brianza. Over the years, the charity obstacle mud race has become an opportunity to raise awareness of the organization’s mission, bringing together employees, volunteers, families, and local stakeholders around a shared cause. The second edition of the ST Italy Padel Tournament

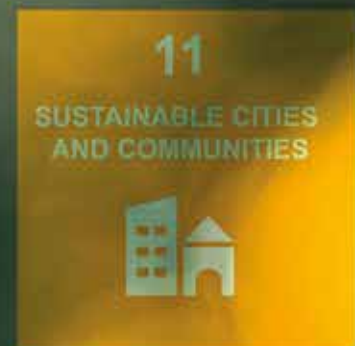


similarly encouraged participation and engagement among colleagues across different sites while supporting projects to expand access to digital education in Africa. Together, these initiatives demonstrated how shared experiences can strengthen community ties, encourage solidarity, and create opportunities for involvement that extend well beyond the events themselves.



7 SDGS & GLOBAL COMMITMENTS

DEVELOPMENT GOALS





The activities carried out across the Foundation's ecosystem contributed to improving several Sustainable Development Goals closely connected to our mission and educational approach.

While education remains at the core of all initiatives, the growing complexity of digital transformation requires a broader perspective that addresses accessibility, inclusion, innovation, gender participation, employability, and community empowerment simultaneously.

Programs such as ICB, ICB4VI, Tablet for Kids, coding initiatives, STEM educational pathways, and Train-the-Trainer methodologies continued to support inclusive learning opportunities across schools, universities, community centers, correctional facilities, and vulnerable environments worldwide, contributing in particular to SDG 4 – Quality Education and SDG 10 – Reduced Inequalities.

At the same time, coding activities, STM32 educational initiatives, robotics workshops, and experimentation-based learning environments increasingly encouraged younger generations to approach technology through creativity, computational thinking, and innovation-oriented educational experiences, reinforcing the contribution to SDG 9 – Industry, Innovation and Infrastructure.

Several activities implemented throughout the year also continued promoting girls' participation in digital education and STEM-oriented learning contexts, particularly through initiatives developed in collaboration with schools, local institutions, and international partners, contributing to SDG 5 – Gender Equality. Overall, women and girls accounted for 54% of all beneficiaries reached during the year, confirming the inclusive nature of the Foundation's educational activities.

Partnerships similarly remained a key element for the operations. Collaborations developed with schools, universities, NGOs, governments, local institutions, and international organizations helped to strengthen the sustainability, scalability, and local ownership of activities across multiple countries, in line with SDG 17 – Partnerships for the Goals.

Increasingly, these goals are viewed as interconnected dimensions of the same challenge: ensuring that technological progress remains accessible, inclusive, and human-centered across diverse social and cultural contexts.



8 LOOKING FORWARD



**THE ONLY LIMIT
TO YOUR IMPACT
IS YOUR IMAGINATION
AND COMMITMENT**

As digital technologies continue to advance rapidly, our responses to these changes must also evolve. Today, simply having access to the right tools is no longer enough. New challenges are emerging, linked to artificial intelligence, accessibility, online safety, and the ability to use these technologies in meaningful ways.

With this evolving landscape in mind, the coming year will focus on both extending the reach of existing courses, which have already been enriched with the most relevant and emerging topics, and developing a dedicated course on Artificial Intelligence. The objective will be to help beneficiaries understand the opportunities, challenges, and ethical implications associated with these technologies.

On the theme of inclusion, exchanges with ITU and the countries participating in the DTC Initiative have also highlighted a growing demand for more advanced learning opportunities. Based on feedback from countries such as Ghana and Uganda, which have already introduced the ICB4VI course, concrete discussions began at the end of 2025 on developing a new advanced pathway to help participants move beyond basic digital literacy and acquire skills that can significantly strengthen independence, autonomy, and social participation. At the core of all future activities, the co-creation approach will continue to play a central role. Collaborations with international organizations, local institutions, schools, universities, and community organizations will remain essential to enrich educational activities with local knowledge, diverse perspectives, and shared expertise. Strengthening local capacities, supporting trainers, and encouraging knowledge exchange will continue to be important in ensuring that learning opportunities can expand and remain sustainable over time. At the same time, 2026 will be further dedicated to strengthening the implementation of safeguarding, child protection, and data privacy policies across operational countries. Beyond procedures and compliance requirements, these efforts aim to ensure that all projects take place in safe, respectful, and supportive learning contexts for every beneficiary. In one word, the objective remains unchanged: helping people understand and speak the language of both the present and the future. By combining education, innovation, responsible practices, and collaboration, the Foundation will continue working to ensure that digital transformation remains an opportunity accessible to everyone.

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 2025, the total amount of grants reached USD 1,267,938. These funds support the Digital Unify Program, with project-related expenditures recorded in the following countries: Burundi, China, Democratic Republic of Congo, France, India, Italy, Malaysia, Morocco, Pakistan, the Philippines, Senegal, Sierra Leone, Singapore, and Uganda.

The geographical scope of financial expenditures may differ from the operational countries presented earlier in this report, as expenses recorded during the financial year may also relate to completed projects or activities no longer operational in 2025.



STMicroelectronics Foundation Geneva

**Report on the review
to the Foundation Board
on the consolidated financial statements
as at 31 December 2025**

Report on the review of consolidated financial statements to the Foundation Board of STMicroelectronics Foundation, Geneva

Introduction

We have reviewed the accompanying consolidated financial statements of STMicroelectronics Foundation and its subsidiaries (the Group), which comprise the consolidated balance sheet as at 31 December 2025, the consolidated operating statement for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies. The Foundation Board is responsible for the preparation and presentation of these consolidated financial statements in accordance with Swiss law. Our responsibility is to express a conclusion on these consolidated financial statements based on our review.

Scope of review

We conducted our review in accordance with Swiss Auditing Standard 910 "Review of financial statements". A review of consolidated financial statements consists of making inquiries, primarily of persons responsible for financial and accounting matters, and applying analytical and other review procedures. A review is substantially less in scope than an audit conducted in accordance with Swiss Standards on Auditing and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in an audit. Accordingly, we do not express an audit opinion.

Conclusion

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

PricewaterhouseCoopers SA



Patrick Wagner



Alexandre Lemonnier

Geneva, 15 May 2026

Enclosure:

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

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Consolidated Financial Statements

Company **STMicroelectronics Foundation**
Financial year **2025**
Closing date **31.12.2025**

STMicroelectronics Foundation



Consolidated Balance sheet as at 31 December

Assets	Note	USD		CHF	
		2025	2024	2025	2024
Current assets					
Cash and cash equivalents	5	691 790	902 707	548 174	816 137
Marketable securities	6	13 607 723	12 258 395	10 782 760	11 082 815
Other Receivables	7	16 650	23 049	13 193	20 839
Total current assets		14 316 163	13 184 151	11 344 128	11 919 791
Total assets		14 316 163	13 184 151	11 344 128	11 919 791

Liabilities	Note	USD		CHF	
		2025	2024	2025	2024
Current liabilities					
Payables and accruals	8	217 668	308 182	172 480	278 627
Total current liabilities		217 668	308 182	172 480	278 627
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	852 474	204 117	-21 236	-1 421 775
Result for the year		1 222 526	648 357	-469 517	1 400 539
Total Equity		14 098 495	12 875 969	11 171 647	11 641 164
Total liabilities		14 316 163	13 184 151	11 344 128	11 919 791

STMicroelectronics Foundation

Consolidated Operating statement for the financial year ended 31 December

	Note	USD		CHF	
		2025	2024	2025	2024
Income					
Donations	10	1 327 027	1 428 956	1 110 346	1 254 909
Expenses					
Project-associated expenses	11	-1 267 938	-1 376 730	-1 060 905	-1 209 044
Operating expenses	12	-230 870	-231 854	-193 173	-203 614
Earnings before financial result		-171 781	-179 628	-143 732	-167 749
Financial result :					
Gain/ (Loss) on marketable securities		1 446 301	872 544	1 210 144	766 268
Interest - Other Income		38 706	41 054	32 386	36 054
Bank fees and commissions		-90 700	-85 613	-75 890	-75 185
Currency translation adjustment				-1 492 424	831 151
Result for the year		1 222 526	648 357	-469 517	1 400 539

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

1. Presentation

STMicroelectronics Foundation (STF) is a Foundation incorporated in Switzerland, registered in the Swiss Trade Register on October, 12 2001 and with registered office in rue du Rhône 65, c/o Me Guy-Philippe Rubeli, attorney.

The Foundation's scope is to develop and support, in Geneva as well as in Switzerland and internationally, the research, spearheading and awareness of the knowledge of modern sciences, especially for what concerns high technology, in a social, human and environmental perspective, as well as the protection of the environment and the research in the field of ecology. The Foundation is committed to the promotion of the Digital Unify program, aiming at spearheading the benefits of digital technology by offering free of cost the access and training to people who have no knowledge of computer technologies and internet. Throughout 2025, active operations have been implemented in the following countries: Burundi, China, Democratic Republic of Congo, France, India, Italy, Malaysia, Morocco, the Philippines, Senegal, Senegal ITU, Sierra Leone, Pakistan, Uganda, Malawi 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.

Notes to the consolidated financial statements for the financial year ended 31 December
3. Significant consolidation accounting policies

The foundation's 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.

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

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

Balance Sheet

2025	2024
USD	USD
0.7924	0.9041

Operating Statement

2025	2024
USD	USD
0.8367	0.8782

4. Employees

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

5. Cash & cash equivalents

	USD		CHF	
	2025	2024	2025	2024
Bank accounts	691 790	902 707	548 174	816 137
	691 790	902 707	548 174	816 137

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	
	2025	2024	2025	2024
Loan	-	-	-	-
Other Receivable	16 650	23 049	13 193	20 839
	16 650	23 049	13 193	20 839

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

8. Payables and accruals

	USD		CHF	
	2025	2024	2025	2024
Auditing fees	21 361	19 216	16 926	17 373
Accruals for bookkeeping fees	2 367	2 140	1 876	1 935
Other payables	193 940	286 826	153 678	259 319
	217 668	308 182	172 480	278 627

9. Profit brought forward

	USD		CHF	
	2025	2024	2025	2024
Profit brought forward	852 474	204 117	-21 236	-1 421 775
Result for the year	1 222 526	648 357	-489 517	1 400 539
	2 075 000	852 474	-490 753	-21 236

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 2025 is :

	USD	CHF
Retained Earnings STF	811 197	-21 236
Retained Earnings STF India	13 438	
Retained Earnings STF Philippines	21 512	
Retained Earnings Fondation ST pour le Maroc	6 327	
Total	852 474	-21 236

10. Donations

	USD		CHF	
	2025	2024	2025	2024
STMicroelectronics Int. N.V.	851 906	938 820	712 804	824 472
STMicroelectronics, India	142 798	174 028	119 481	152 831
STMicroelectronics, Morocco	331 710	238 750	277 547	209 670
STMicroelectronics, Italy	612	7 444	512	6 537
STMicroelectronics, France	1	17	1	15
Donation from third parties	-	69 897	-	61 384
	1 327 027	1 428 956	1 110 346	1 254 909

Donations and grants are recognized when they are received

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

11. Project-associated expenses

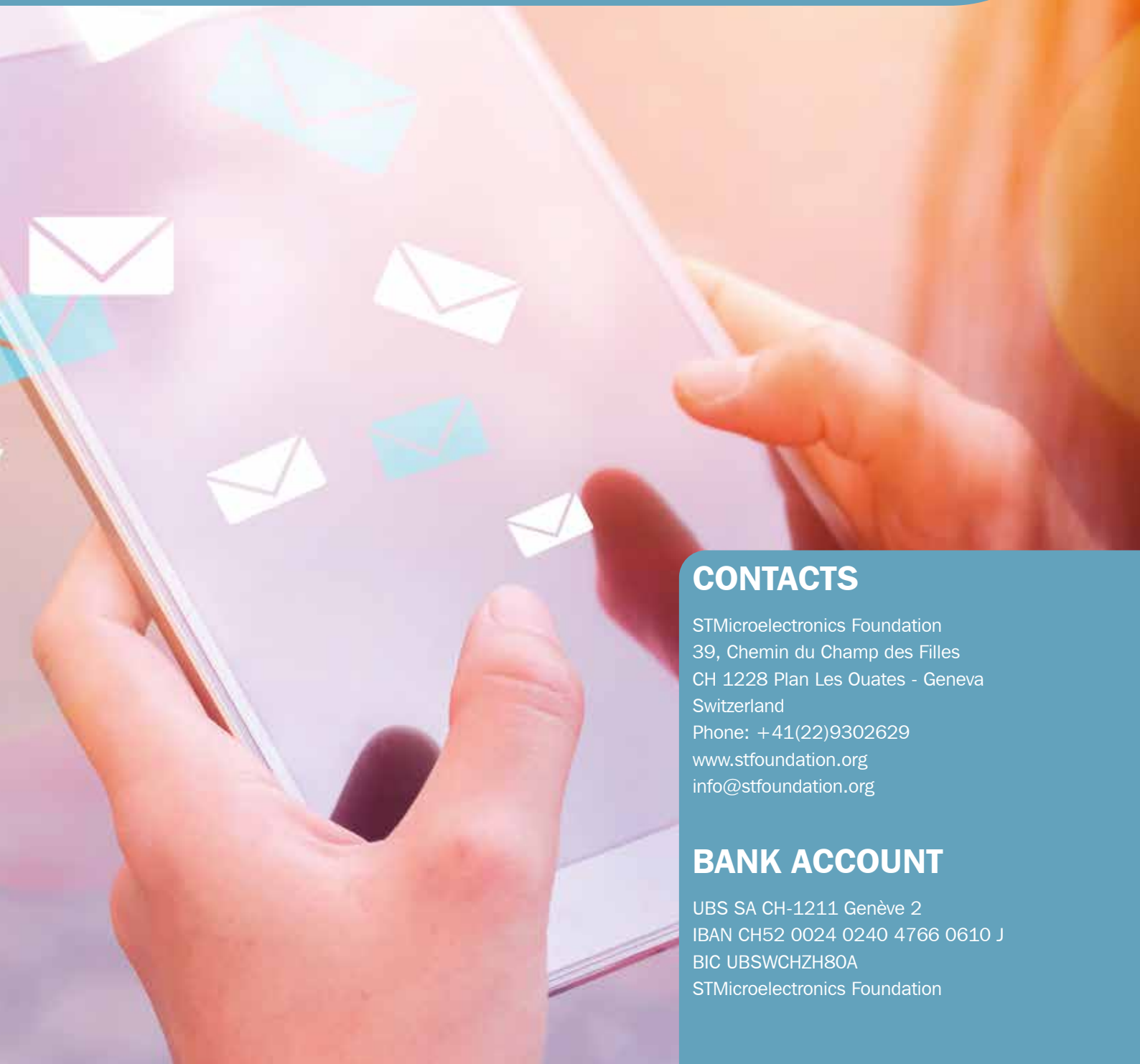
	USD		CHF	
	2025	2024	2025	2024
Burundi	49 085	47 395	41 070	41 622
China	9 960	18 152	8 334	15 941
Congo D.R.	137	1 000	115	878
France	188 480	183 314	157 704	160 986
India	129 041	155 069	107 971	136 182
Italy	277 253	288 817	231 982	253 639
Malawi	2 416	-	2 022	-
Malaysia	12 802	14 954	10 712	13 133
Morocco	316 444	319 993	264 774	281 018
Pakistan	1 150	7 812	962	6 860
Philippines	9 388	7 871	7 855	6 912
Senegal	121 394	163 148	101 572	143 277
Sierra Leone	110 817	116 300	92 722	102 135
Singapore	-	5 786	-	5 081
Switzerland	32 424	47 119	27 130	41 380
Uganda	7 147	-	5 980	-
	1 267 938	1 376 730	1 060 905	1 209 044

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	
	2025	2024	2025	2024
Consultancy fees	140 738	138 546	117 758	121 671
Audit fees	21 833	19 217	18 268	16 876
Accounting fees	4 203	4 039	3 517	3 547
Travel expenses	10 393	13 887	8 696	12 196
Other expenses	11 977	12 183	10 021	10 699
Taxes (mainly VAT)	41 726	43 982	34 913	38 625
	230 870	231 854	193 173	203 614

10 CONTACTS OF ST FOUNDATION



CONTACTS

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HELPING TO BRIDGE THE DIGITAL DIVIDE