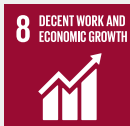




CH6 Community Engagement

MediaTek aims to leverage its core capabilities and technologies to foster innovation, facilitate practical implementation, and cultivate technological talent while promoting digital social innovation. The goal is to lay a strong foundation for Taiwan's tech talent, build momentum for Taiwan's industries, and use technology to solve social problems.

- 6.1 Digital Social Innovation
- 6.2 Strengthening Technological Foundations and Talent Cultivation
- 6.3 Social Welfare and Engagement



ESG Highlights

100+ schools education innovation

Responding to educators' urgent need for AI technology, MediaTek held its first "AI Day for Educational Innovation", to provide cross-disciplinary support to teachers of various subjects, enabling them to explore AI teaching applications and accelerate AI adoption in more than 100 schools. The ongoing "STEM Course Maker" program promotes the integration of emerging technologies into instruction, helping 109 schools transform their technology classes.

350+ ecosystem partners accelerating social solutions

The "Genius for Home" initiative, in collaboration with ESG partners Arm, Cadence, and ASE, has become Taiwan's largest digital social innovation platform with expanded social influence. Through the MediaTek Assistants platform, the initiative attracted over 350 innovative proposals in its initial stages, helping social innovation teams accelerate the development of solutions to social problems.

>93% STEM female talent retention

The "Girls! TECH Action" initiative focuses on talent issues and encourages women to participate in STEM fields by systematically removing barriers to entry. The program continuously tracks participants for up to 1.5 years, with 93.8% of participants continuing to pursue STEM-related courses; 75% of female university students believe that participating in the workshops has significantly impacted their subsequent learning and career choices.

“Genius for Home” initiative and Local Realization Program

Highlights

For Taiwan’s largest private “Tech for Good” competition, over 40% of shortlisted teams continue their operations to date, resulting in the establishment of 19 companies and four non-profit organizations, which demonstrates long-term social impact. In 2024, 362 proposals were received for the program. Historically, registered teams have come from 336 townships across Taiwan, covering 91% of all townships and districts nationwide. To date, over 63 MediaTek executives have served as team mentors, making the competition a platform for co-creating value between corporations and social practice.

Focal points

Collaborating with ESG corporate partners to facilitate social innovation implementation

In 2024, MediaTek partnered with ESG-focused companies—Arm, Cadence, and ASE—in the semiconductor industry. Together, we formed a team of mentors to offer diverse corporate perspectives and connect resources to help social innovation teams refine their proposals and achieve impact.

Arm mobilized its internal technical teams to assist the “Dance-Pose” team in strengthening its AI technical capabilities.

- ▶ ASE provided its group’s facilities and net-zero experience, giving “Love Life” and “Algae Interceptors” access to tangible resources.
- ▶ Cadence, leveraging its insights into social impact and marketing experience, accompanied “Party Animal Academy” and the “Taiwan Sustainable Home Association” in optimizing their project goals and implementation methods.

Up to 95% of teams reported that corporate consultants effectively helped them solve problems.

75%

Of these, 75% of teams considered project implementation and goal clarification to be the greatest reward.

65%

A total of 65% of teams believed they improved their technology-related skills for proposals.

Success story

Expanding impact through implementation: Advancing to the next stage of organized operations

Art for All (intergenerational living arts lab) aims to provide creative care and companionship through AI to alleviate social isolation caused by depression and dementia among the elderly. The team registered as a legal entity in 2023 while participating in the competition. After the competition, it continued to increase its instructors and plan both in-person and online workshops. In 2024, it conducted 14 community classes in Yilan, New Taipei, and Taipei, impacting over 200 participants. They also plan to apply for government subsidies and seek corporate sponsorship and collaboration opportunities in 2025, hoping to launch public fundraising for sustained operations.



STEM Course Maker Program

Highlights

Now in its fourth year, the “STEM Course Maker” program has supported a total of 109 elementary and junior high schools to offer mechatronics programming courses. It helps teachers develop the ability to create their own courses and to guide students in solving real-life problems using technology. In 2024, the proportion of interdisciplinary teachers in the program increased to 15%, including science, mathematics, and English teachers, as well as homeroom teachers. These teachers integrated “Tech + N (interdisciplinary)” topics, further enhancing the program’s diversity and scalability.

Focal points

Identifying needs in the field: MediaTek’s refurbished laptops for schools and collaboration with teacher communities to promote generative AI.

Through classroom visits, it was observed that some schools were using outdated teaching laptops and faced difficulties in purchasing new ones. MediaTek proactively launched the Refurbished Laptop Program to replace hard drives and reinstall systems on its retired but functional laptops, making them suitable for classroom use. In response to AI development trends and recognizing teachers’ lack of suitable platforms to integrate generative AI (GAI) with coding education, MediaTek collaborated with the Study for Ability (S4A) teacher community in 2024. This initiative integrated the elementary and junior high school block-based coding platform with MediaTek Assistants, MediaTek’s GAI platform, and fully sponsored usage fees, thus enabling teachers to seamlessly incorporate GAI content into existing coding courses.

In 2024, the program supported 42 elementary and junior high schools in offering technology courses and clubs, cumulatively reaching 1,008 junior high students and 745 elementary school students.

- ▶ Up to 50% of the “Course Maker” courses supported by this program were the first-time technology courses offered at those schools.
- ▶ The refurbished laptop program donated 55 units to three schools, thus significantly improving their teaching efficiency. This program is planned to become a regular initiative to continue assisting more schools in enhancing infrastructure.

Success story

Course Makers demonstrate diversity through interdisciplinary technology, with alumni continuously returning voluntarily to develop GAI teaching applications.

Ms. Hsu, a teacher at Ganghe Elementary School, rapidly grew from a tech novice to a proficient technology teacher through the program. She not only teaches technology courses but has also won awards in technology competitions. As an English teacher, she integrates technology with English learning and has co-created a vocabulary review assistant with her students through programming. Mr. Su from St. Paul’s Bilingual Elementary School is an alumnus of the “Course Maker” program. He consistently returns for training sessions during winter and summer breaks. In recent years, he has focused on learning to combine GAI with programming software and hardware applications, and has successfully developed a dangerous swimming posture recognition system with his students using the GAI API.



Girls! TECH Action - Tech Girls Future Design Workshop

Highlights

The “Girls! TECH Action - Tech Girls Future Design Workshop” is designed for junior high school students and their parents, with a focus on career anchoring. It specifically aims to help girls and their parents systematically address barriers to women entering STEM fields. The activity emphasizes the social relevance of STEM fields to increase female interest and confidence in technology. It also extends its influence through a school ambassador program to encourage girls to demonstrate leadership.

Focal points

Systematically addressing key decision variables with long-term impact tracking

With reference to domestic and international literature, the program systematically breaks down key influencing factors and designs corresponding activities and courses in workshops, to encourage girls to overcome barriers and explore diverse fields. To ensure the long-term effectiveness of the program, a long-term tracking mechanism has been initiated after the activity. It tracks participants’ subsequent learning and career choices to evaluate the effectiveness of the activity design and to optimize future planning.

93%

of participating students reported a strong willingness to include technology in their future learning.

93.8%

of female university participants continued to take STEM-related courses after the workshop.

- ▶ One and a half years after the activity, 75% of female university students and 67.7% of female junior high school students believed that participating in the workshop had a significant impact on their subsequent learning and career choices.

The sustained motivation for STEM learning and the encouragement of academic and career pathways demonstrate the critical and inspirational role this program plays in shaping women’s career paths.

Success story

Participants showed a strong willingness to consider the technology industry as a career option after participating in the activity, which met their career development needs.

Dong, a student from Taichung Stella Matutina Girls’ High School, learned about the outstanding achievements of female role models in science, both domestically and internationally, during the activity. Through discussions with female engineers, she gained confidence that women can excel in these fields and broke the stereotype of the tech industry as cold and indifferent, thus increasing her anticipation for a future career in STEM. Li’s mother, from Taoyuan Fudan Senior High School, through a visit to MediaTek’s headquarters and interactions with senior female employees, alleviated concerns about stress management in the tech industry. After the event, she expressed support for her daughter’s choice to pursue a career in the tech industry.



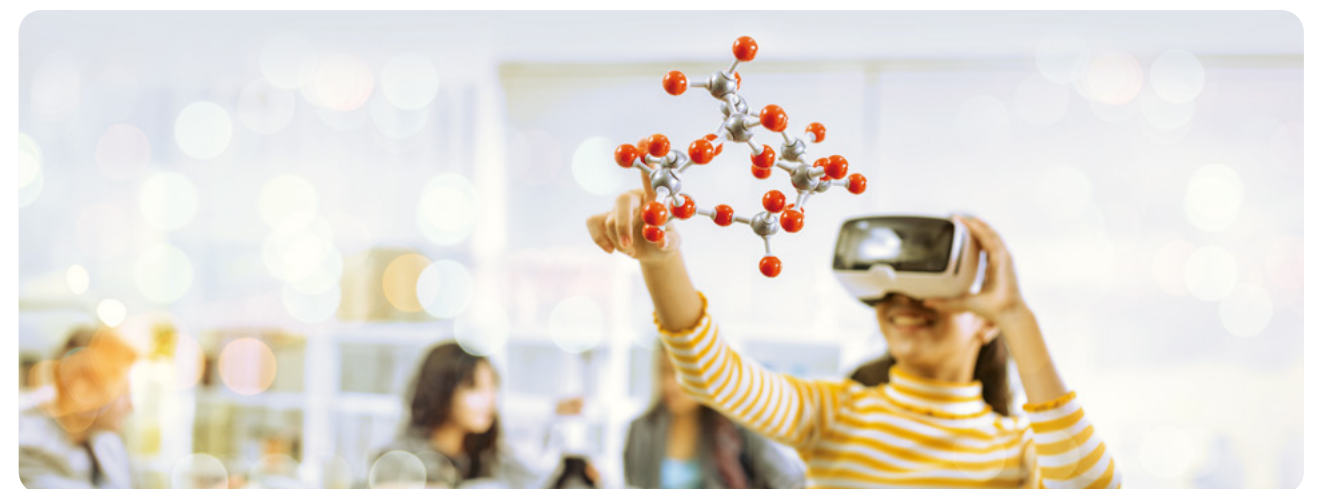
MediaTek Foundation

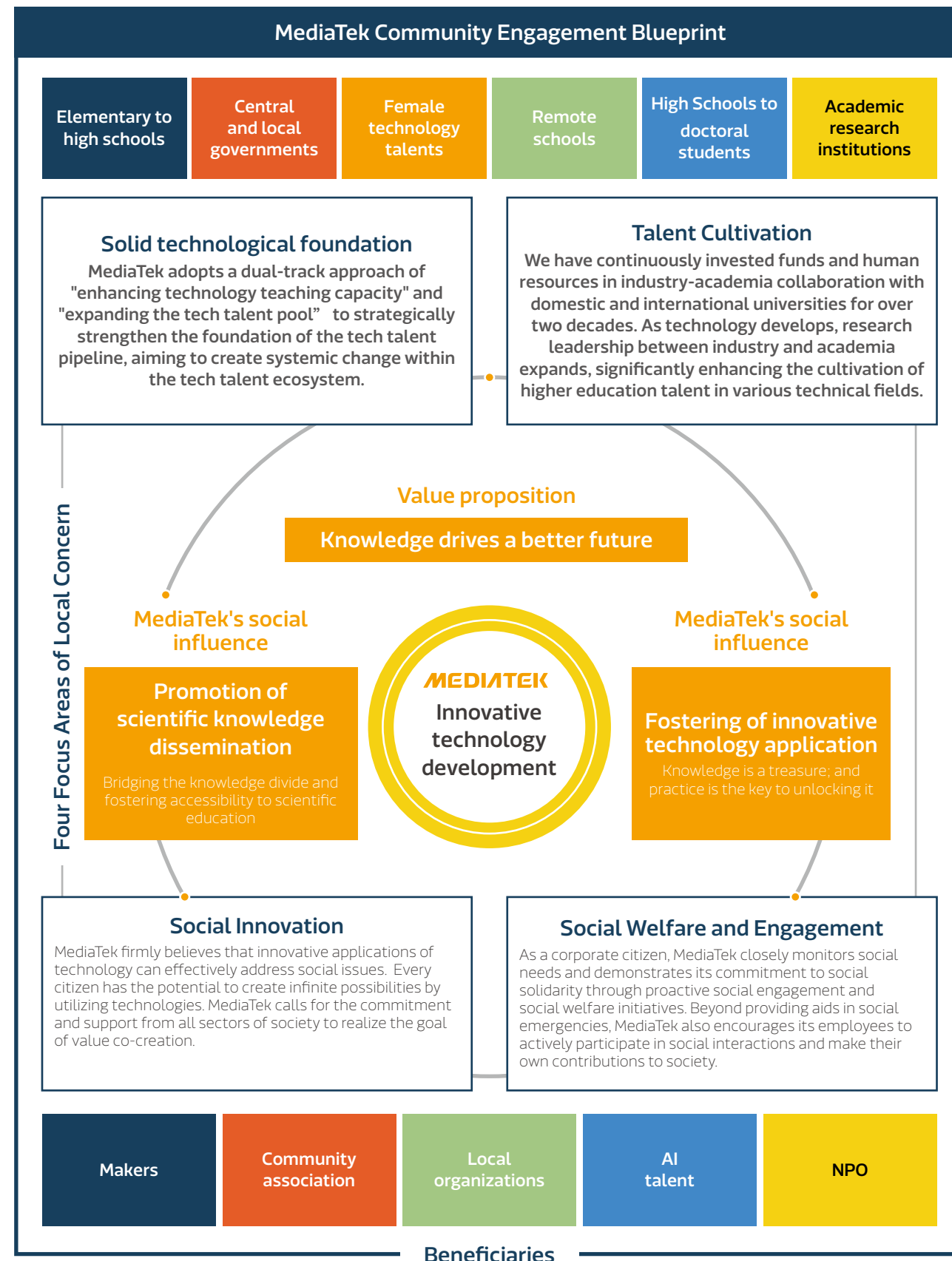
“By retaining an innovative spirit, leveraging the power of technology, and remaining committed, we can seize opportunities for growth and achieve sustainability.”

— Ming-Kai Tsai, Chairman of MediaTek Foundation

Recognizing that talent is the cornerstone of competitiveness, MediaTek established the MediaTek Foundation in 2001. Guided by the core philosophy that “Knowledge drives a better future,” the Foundation’s operational framework is built on four key pillars: social innovation, technology cultivation, talent development, and public welfare and social engagement. With the “Theory of Change” as a strategic tool, the Foundation systematically plans and evaluates the inputs, activities, outputs, outcomes, and long-term impacts of its programs to ensure the most effective use of resources and continuous optimization of execution efficiency.

MediaTek’s local implementation strategy encompasses a broad spectrum, from elementary schools to universities, from remote areas to cities, from local to central government, and even extends to academic research institutions. Through flagship programs, such as “Genius for Home,” “STEM Course Maker,” and “Girls! TECH Action,” MediaTek actively addresses Taiwan’s challenge of tech talent shortage, and dedicates efforts to cultivate diverse and innovative tech talent. These programs not only inspire creativity across Taiwan in using digital technology to solve social problems, but more importantly, they focus on narrowing the tech talent supply-demand gap, increasing female participation in STEM fields, and nurture future tech leaders with cross-disciplinary thinking. Through these efforts, MediaTek aims to build a more inclusive, innovative, and competitive tech talent ecosystem, thus laying the foundation for Taiwan’s long-term technological development.





MediaTek focuses on the substantive impact of its programs through long-term and continuous strategic planning, targeting key challenges in education and society. We fully utilize the Company's core capabilities and resources to design innovative solutions that not only respond to current needs but also focus on future development, striving to create lasting change.



6.1 Digital Social Innovation

Harnessing digital technologies to address social issues is not the exclusive domain of private enterprises. MediaTek firmly believes that every citizen has the potential to create unlimited possibilities by utilizing digital technologies. In 2018, MediaTek launched the digital social innovation competition “Genius for Home” to encourage the public to use technology to develop solutions for issues affecting their hometowns. In addition, MediaTek supports shortlisted teams in implementing their proposals.

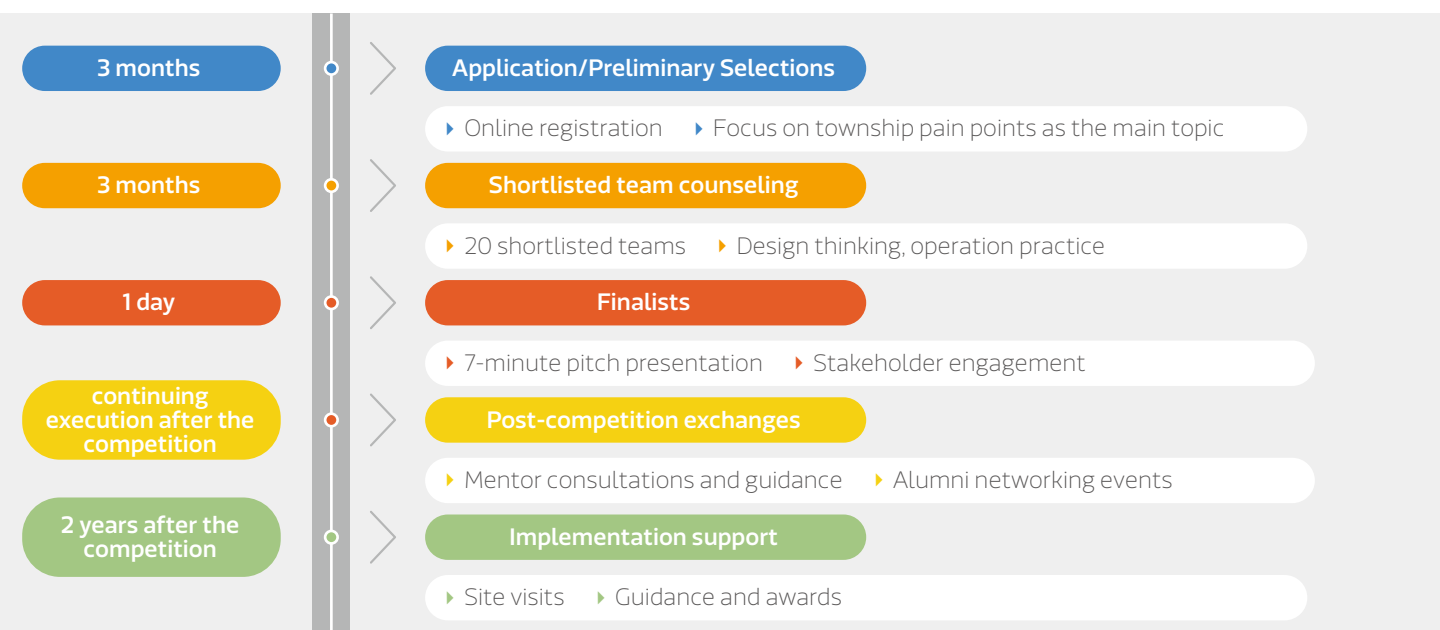
6.1.1 Genius for Home

SDG 4.7 SDG11.a SDG17.17

Social Innovation	Taiwan’s largest Tech for Good competition aims to co-create social value by leveraging corporate core capabilities.		
It aims to co-create social impact with MediaTek based on local needs, along with public insights and solutions.	▶ 1,519 participants	▶ Through resource investment, training, and empowerment, the program fosters the development of a social innovation ecosystem and supports the implementation of local problem-solving solutions.	▶ Collaborates with three semiconductor ESG partners: Arm, Cadence, and ASE.
	▶ 34 consultants, mentors, and lecturers involved	▶ 362 innovative solutions	▶ Nurtures and supports 20 social innovation teams.
	▶ Total training hours: 58 hours		

Practice-oriented social innovation and deep-rooted influence in local communities

Digital technology can be utilized as a tool for enhancement of problem-solving efficiency. The MediaTek Digital Social Innovation Competition titled “Genius for Home” was launched based on the fundamental belief that “everyone should make contributions to improve their hometowns”. It calls on all citizens to provide solutions for social issues facing their hometowns through innovative application of digital technologies. Since its inception in 2018, seven competitions have generated 2,534 proposals for improving local communities. “Genius for Home” is more than just a competition; among the past 124 shortlisted teams, 44 teams have demonstrated strong determination for practical implementation after the competition, and received subsequent support to gradually implement their ideas and move toward impactful social innovation.



Submitted proposals

In 2024, a total of 362 proposals were received, and over 1,500 persons participated. The proposals to improve the hometown covered 179 townships and cities and touched on sustainable development issues, such as environmental sustainability, population aging, long-term healthcare, urban-rural disparity, and innovation in traditional industries, in line with the global SDGs and ESG.

Proposal submission period training

To expand social participation, proposal training workshops were offered earlier in the submission period for the first time. This aimed to lower the barrier for the public in preparing proposals. Workshops included “Market Analysis Introduction” and “Social Innovation Proposal Workshop,” to guide participants to explore issues, propose value propositions, and how to evaluate the feasibility and market demand of social innovation proposals. This helps teams interested in the competition to clarify problem contexts and prepare suitable proposals for their communities.

Guided co-creation

During the two-month guidance and co-creation period, MediaTek and its three ESG partners collectively designated 24 senior executives to serve as mentors for the top 20 shortlisted teams. In addition, five founders and core partners from emerging social innovation organizations were invited as mentors. Three training courses were also offered to help the teams accelerate implementation and maximize their impact.



New venture mentors:

Five founders or core partners of emerging social innovation organizations served as mentors, and were matched with teams based on their proposal themes, progress, and current needs. For example, teams were grouped according to areas such as model validation, target audience communication, marketing strategy, brand building, and industry market focus.

Industry instructor & consultant team:

Composed of 15 MediaTek senior executives and nine ESG corporate partner mentors (three from Arm, three from ASE, and three from Cadence). Based on each team’s current status, they provide practical assistance in various aspects, such as proposal presentation goals, impact clarification, cost analysis of existing solutions, and GAI & IoT technical consulting, to help teams solve their most pressing problems.

Training courses:

The courses are designed based on most beginner teams’ common needs, including one compulsory “Business Model” course and two elective courses on “Cross-Industry Collaboration” and “Pitch Presentation.” These aim to inspire team members to imagine more possibilities for their current proposals and take practical first steps toward implementation.



First prize

First prize: NT\$1 million award:

Taipei Medical University Chimei Stationed Team

This team utilizes GAI to break through early intervention bottlenecks, to provide innovative solutions for child early intervention. Combining social prescriptions, digital family communication book, and an online consultation platform, the team works closely with parents, social welfare groups, and local governments in Chimei Township, Penghu County, to provide comprehensive early intervention services and continuous follow-up evaluations. Through short-term on-site presence and regular remote consultations, the team deeply connects with local needs to enhance children's developmental opportunities and parent-child relationships. This solution demonstrates great innovation, impact, and social significance and offers a sustainable solution for early intervention problems in remote areas. The team shared that receiving corporate consulting and support from the MediaTek Assistants platform during the competition was an unexpected gain. They consider "Genius for Home" one of the most dedicated competitions in which they have participated and felt the immense effort invested by the entire event team.



Implementation support

Now in its seventh year, the program continues to support past shortlisted teams in implementing their initiatives. This year, 11 teams applied for local support, the highest number to date. Beyond providing resources, this year's implementation plan also offered tailored guidance by matching teams in need with suitable industry mentors for consultation and support. Furthermore, an alumni networking event was held, bringing together 45 past team members to network and build opportunities for cross-cohort collaboration.

Individual consulting for participating teams

Since each team faces different issues and challenges, their needs are first consolidated and analyzed. Then, based on each team's nature, they are divided into two main categories: "general social innovation teams" and "school-based teams." Tailored to each team's characteristics, we invite professionals from various fields to provide professional guidance, thus effectively helping teams overcome difficulties encountered during the implementation process.

Alumni networking events

The social innovation teams cultivated over seven years of the "Genius for Home" initiative now span various facets of social innovation. The exchange of resources and opportunities among these teams has evolved into a vital platform that benefits all cohorts. In 2024, current teams were invited to participate in the event for the first time, aiming to allow alumni teams to meet each other, exchange industry information, and create potential collaboration opportunities. Besides updates and exchanges, since most teams often face challenges in business development and partnerships when accessing external resources, two practical lectures were held: "Cross-Industry Collaboration Experience Sharing" and "Business Development Experience Sharing," to help teams solve problems.

We track individual finalists for two years after the competition to validate actual implementation:

2018	2019	2020	2021	2022	2023
Number of shortlisted teams					
20	20	21	21	21	21
Number of actual on-the-ground practices in the two years after the competition					
4	7	6	8	11	8
Ratio of actual implementations					
20%	35%	29%	38%	52%	38%
List of topics of primary concern					

- | | | | | | |
|--|--|--|--|---|--|
| <ul style="list-style-type: none"> Female parenting and workplace support Sustainable consumption AI-based fruit selection and identification Agricultural climate control | <ul style="list-style-type: none"> AI-based breeding and cultivation AED warning system Pomacea canaliculate eradication initiative Community information and tourism system | <ul style="list-style-type: none"> Smart greenhouse control Online sales platform for new immigrants Baseball science adoption IoT-based, automatic irrigation | <ul style="list-style-type: none"> Preventing disasters in the country Regional revitalization for tea farmers Blockchain and marine ecology data Digital transformation for lighting lamps in temples | <ul style="list-style-type: none"> Net-zero and climate governance services Local culture IP operations Athlete career planning Civic community environmental records | <ul style="list-style-type: none"> Mental health care Ecological environmental protection Smart agriculture GAI technology information learning platform |
|--|--|--|--|---|--|

Art for All (Intergenerational Living Arts Lab)

The team registered as a formal organization in 2023 while participating in the competition. After the competition, it continued to increase its instructors and plan both in-person and online workshops, allowing more people to access art therapy. They will also launch public fundraising to acquire resources for sustained operations.



More information is available on their official website: [Art For All](https://www.artforall.org/)



CoCoTree Technology

Formed and competed in 2022, CoCoTree Technology established its company and began operations in 2023. Through “nature-based” solutions, CoCoTree provides comprehensive and precise quantifiable forest management information to maintain the sustainability of forest environments. In 2024, CoCoTree has partnered with the Kaohsiung City Bureau of Agriculture on a project to manage 438 hectares of forest land and aims to secure future collaboration opportunities with other government departments.



More information is available on their official website: [CoCoTree](https://www.cocotree.com/)



Seven-Year team tracking survey

MediaTek’s “Genius for Home” initiative has been a driving force in fostering social innovation in Taiwan over the past seven years. To better understand the current status and needs of past shortlisted teams, a comprehensive survey of 124 teams was conducted for the first time in 2024. MediaTek aims to continue providing substantive support through “Genius for Home” to help teams develop and achieve far-reaching impact.

Some of the teams have officially formalized their organizations and continuously developed and actively addressed local community issues. Over 36 teams remain in operation, with 23 having registered as official entities—19 as companies and 4 as non-profit organizations.

The majority of teams (21 teams) reported revenues of less than NT\$1 million in 2023, with resource maintenance as their biggest challenge. Technology and product development are also key areas of post-competition adjustment. Teams mainly seek assistance in introducing or connecting with networks and resources, clarifying operational direction, and establishing collaborative relationships.

Survey insights:

These findings reflect the persistent challenges faced by early-stage startups. While many teams have formalized their organizations, most remain in nascent stages, facing funding and resource constraints. The focus on technology and product development demonstrates their pursuit of innovation but also the difficulty of translating innovation into viable business models. The demand for networking and operational guidance further underscores the importance of external support for their growth.

This survey confirms the tangible achievements of “Genius for Home” in promoting social innovation and provides crucial insights for optimizing future support strategies. We will continue to deepen our support, particularly in resource connection, business model development, and long-term operations, to expand social impact and foster the long-term development of Taiwan’s social innovation ecosystem.

Areas overlapping with priority locations for placemaking

The National Development Council has identified 134 priority locations (townships and districts) for placemaking. In 2024, 55 hometowns represented in the “Genius for Home” competition reached the promoted area earmarked for placemaking. Most of these townships (a total of ten) are located in Pingtung County, followed by Kaohsiung City (eight townships). Significantly, there were also “Genius for Home” proposals for Jianshi Township, near MediaTek’s headquarters in Hsinchu City.



Most of these townships (a total of ten) are located in Pingtung County



followed by Kaohsiung City (eight townships).

County/city	Reach	Reached townships/districts	County/city	Reach	Reached townships/districts
New Taipei City	1	Ruifang District	Taoyuan City	1	Fuxing Township
Hsinchu County	2	Wufeng Township and Jianshi Township	Tainan City	4	Xigang District, Qigu District, Beimen District, and Yanshui District
Miaoli County	1	Shitan Township	Kaohsiung City	8	Dashu District, Alian District, Jiading District, Yanchao District, Mituo District, Qishan District, Jiaxian District, and Namasia District
Taichung City	3	Waipu District, Heping District, Xinshe District	Pingtung County	10	Sandimen Township, Majia Township, Neipu Township, Taiwu Township, Linbian Township, Donggang Township, Manzhou Township, Nanzhou Township, Liuqiu Township, and Gaoshu Township
Changhua County	6	Puxin Township, Xizhou Township, Erlin Township, Dacheng Township, Fangyuan Township, and Ershui Township			
Nantou County	5	Ren'ai Township, Shuili Township, Mingjian Township, Zhushan Township, and Puli Township	Yilan County	1	Datong Township
Yunlin County	3	Linnei Township, Gukeng Township, and Kouhu Township	Hualien County	4	Xiulin Township, Fengbin Township, Wanrong Township, and Ruisui Township
Chiayi County	1	Alishan Township	Taitung County	5	Chenggong Township, Dawu Township, Beinan Township, Guanshan Township, and Lanyu Township

Satisfaction survey and feedback

A satisfaction survey was conducted among the 20 finalist teams who have completed the whole competition process:

- Overall, 100% of teams provided positive feedback on the incubation resources, event arrangements, and community connections of the competition, and are willing to recommend others to participate in future competitions. Up to 70% of teams expressed willingness to return and participate in future program-related exchange activities.
- During the competition period, teas conducted self-assessments on the completion of their competition goals, with the overall average score being 8.3 out of 10. Furthermore, 70% of teams reported achieving “unexpected” goals through their participation in the “Genius for Home” initiative. Teams felt that involvement strengthened team motivation and cohesion and allowed them to network with partners from different fields. Through training courses, corporate consultants’ guidance, and mentors’ advice, team members broadened their horizons and further reflected on their project’s original intention.

Chala!

We feel very grateful for the practical advice from corporate consultants on market scale, pricing strategy, and product design during training. They also generously provided detailed advice and guidance for our competition presentation and recommended our applications to other social innovation programs. It is of great help in all aspects.



BuggiPro

During previous R&D, we emphasized technology and efficacy, while losing sight of our original intention. Through this participation, we formally re-examined the purpose of developing this technology, redefined our direction, and can now truly contribute to the industry.



6.2 Solid Technological Foundation and Talent Cultivation

6.2.1 Solid Technological Foundation

To actively respond to the urgent global demand for digital transformation and talent cultivation, MediaTek has strategically established a strong foundation for the tech talent pipeline through a dual-track approach: “enhancing technology teaching capacity (teachers)” and “expanding the tech talent pool (students)”. This aims to create systemic change within the tech talent ecosystem. 2024 Technology Rooting Initiative: Key Themes and Core Programs:

Technology Rooting Focus	Tech Teaching Capacity			Tech Talent Pool
Focus	The “STEM Course Maker Program”, the “GAI Promotion Program”, and the “1+1 Science Circle” aim to cultivate key figures in education: frontline teachers. By empowering teachers in technology and science, these initiatives ensure that technology courses and science projects can take root and flourish within schools.			The “Girls! TECH Action” program focuses on increasing the representation of female students in STEM fields, to boost their interest and confidence in choosing these disciplines.
Core Program	STEM Course Maker Program	GAI Promotion Program	1+1 Science Circle	Girls! TECH Action - Tech Girls Future Design Workshop
MediaTek’s Role	Program organization and activity coordination			
	<ul style="list-style-type: none">Teacher training: Summer empowerment, winter reinforcementFunding: School course implementation, teacher independent research, and competition/exhibition participationPlatform sponsorship: MediaTek AssistantCorporate refurbished laptops for schools	<ul style="list-style-type: none">Tool provision: GAI/ API procurementMindset building: Helping teachers understand the necessity of GAI tool adoptionPractical case sharing: AI Day	<ul style="list-style-type: none">Establishing a “1+1” platform for school resource sharing and mutual teaching supportFunding for executionOrganizing teacher training campsDonating popular science books	<ul style="list-style-type: none">Female employee role model sharingArranging school/ department visits and lectures by senior female engineersMediaTek headquarters visits.
Target	<ul style="list-style-type: none">For 2024, 61 teachers from 42 elementary and junior high schools who were passionate about technology education participated in our programs, benefiting 1,753 students through the courses they offered.	<ul style="list-style-type: none">We also supported 101 schools with teachers highly interested in GAI, reaching 2,212 teachers and students.	<ul style="list-style-type: none">In the 2024 academic year, our subsidized programs are projected to reach at least 130 teachers and 484 students from participating elementary, junior high, and senior high/ vocational schools.	<ul style="list-style-type: none">For junior high and high school girls interested in STEM careers, our 2024 selection process involved students from 8th grade through 10th grade, with 31 parent-child groups for a total of 62 individuals.



Tech Teaching Capacity

STEM “Course Maker” Program

SDG 4.c

Technology Course Innovation Accelerator: Empowering Teachers to Develop Tech Courses, Supporting Students to Solve Real Problems!

Solid foundation for tech talent		Cultivating teachers with technology curriculum development capabilities in Taiwan	
Identifying highly motivated teachers and providing them with multifaceted support to facilitate the implementation of technology courses in schools.	<ul style="list-style-type: none"> Up to 109 elementary and junior high schools have offered technology courses and clubs (since 2021). In 2024, 61 teachers received training, with each receiving 45.5 hours of training. 	Up to 92.9% of teachers introduced IoT and AIoT into their courses for the first time through this program.	<ul style="list-style-type: none"> For elementary and junior high schools keen on integrating technology into their teaching. We empower teachers, provide school subsidies, and offer students opportunities to solve problems using technology.

Now in its fourth year, the “Course Maker” program continues to support mechatronics control programming, IoT, and AI application courses in schools. As more people recognize technology as a versatile problem-solving tool, the proportion of “non-tech field” teachers in this year’s program increased to 15%. This includes science teachers leading students in building IoT devices for scientific experiments and English teachers collaborating with students to create vocabulary review robots through programming, showcasing the diverse applications of technology in schools. The program structure is as follows:

- ▶ **Participants:** Elementary and middle school teachers who exhibit a passion for technology education.
- ▶ **Training method:** Experienced frontline professional instructors in technology education serve as mentors, to provide four-day intensive training in summer and two-day retraining in winter, and lead school visits for exchanges during semesters and various technology education observation activities.
- ▶ **Multi-faceted resources:** Provides subsidies for school course implementation, teacher independent research, and participation in competitions/exhibitions, along with full sponsorship of MediaTek Assistants platform usage fees.
- ▶ **Program period:** 1+1 year. After one year of participation, teachers can choose whether to continue for a second year based on their needs.
- ▶ **Alumni system:** After completing the two-year program, participants become “Course Maker alumni.” While financial subsidies cease, alumni can continue to return for winter and summer training. In 2024, nearly 50% of alumni voluntarily returned for training.
- ▶ **Learning effectiveness evaluation mechanism:** Regular participant surveys during winter and summer breaks assess the gap between program support mechanisms and actual teaching implementation, and impact tracking surveys evaluate the substantive effectiveness of teaching.



▲ Cross-cohort group photo from the Course Makers' summer training.



▲ Course Maker instructors and alumni mentors leading small group discussions on course planning.

Practical achievements

In 2024, MediaTek assisted 42 elementary and junior high schools in launching technology-related regular courses or clubs. These schools are located in Hsinchu County/City (where MediaTek offices are located), Taipei City, Tainan City, and 16 other cities/counties. In 2024, 58 regular classes and 19 club classes were offered, covering 1,008 junior high students and 745 elementary school students. Building on the existing promotion structure, MediaTek expanded its innovative actions in three areas based on frontline needs observed to deepen support for “Course Maker” schools:

Fundamental Infrastructure

MediaTek’s Refurbished Laptops for Course Makers’ Schools

During classroom observations at course Makers’ schools, we noticed that some schools, we found that some schools, due to the high number of courses offered, faced insufficient computer classroom capacity. Others chose to teach in regular classrooms using laptops for greater flexibility in project-based learning (PBL) and problem-based learning) projects, which require mobility and discussion. However, these schools often had outdated laptops that would take five minutes to boot up and ten minutes to process a single program, thus significantly hindering lesson progress.

Furthermore, with the “one tablet per student” policy, schools found it difficult to secure budgets for laptops, and tablets were unsuitable for technology courses requiring software-hardware integration and practical programming projects. Laptops, as fundamental infrastructure for technology courses, became a major pain point for some schools. A survey confirmed this was not an



▲ Even the donated laptop bags are highly useful for resource-scarce schools as essential bags for students attending outside training and competitions.

isolated case. The MediaTek Foundation partnered with MediaTek's IT Department in the first half of 2024 to launch the "Refurbished Laptops for Schools Program". They selected well-conditioned laptops from MediaTek's retired ones, replaced hard drives, and reinstalled systems and office software. In 2024, 55 refurbished second-hand laptops were sent to Yampu Junior High School in Pingtung, Guanpu Elementary School in Hsinchu, and Yongfu Elementary School in Tainan, all with urgent laptop needs. This initiative further enhanced the quality of "Course Maker" courses by improving teaching infrastructure.



▲▲ MediaTek's refurbished laptops, with updated software and hardware, are now serving technology courses at course creators' schools.



Innovative Collaboration

Partnering with the S4A Teacher Community to Promote GAI Education

Since its inception, the Course Maker Program has offered selected schools training in both technical aspects (programming, development boards, IoT, etc.) and teaching methodologies (problem-based/project-based learning, practical guidance for electromechanical projects, etc.). The rise of GAI, with its ability to perform tasks through natural language, further broadens elementary and junior high students' imagination regarding the potential of technology for problem-solving. However, most advanced GAI services on the market require payment. To address this, in 2024, the MediaTek Foundation partnered with the S4A teacher community, to integrate MediaTek Assistants' GAI features into "OSEP," an open-source block-based programming learning platform, for elementary and junior high schools, with the usage fees fully sponsored; and both online and offline teacher training was organized. Beyond teachers in the Course Maker Program, educators outside the program were also welcomed. This platform allows all teachers to seamlessly integrate GAI into existing programming and electromechanical lessons, thus allowing both teachers and students to effortlessly experience AI in their daily lives.

► The MediaTek Foundation held teacher training to guide educators on how to use OSEP and GAI to develop school-based projects.



Industry-Academia Bridge

Connecting "tech teachers" with the "tech industry" to understand future trends and practical cases

"I'm a tech teacher, but I'm not sure what the tech industry is doing right now. I always feel a bit uncertain when I'm teaching..."

Responding to feedback from teachers like this, the Course Makers Program, starting in 2024, added a "Meet the MediaTek Engineers" session to its winter exchange and summer training sessions. MediaTek's employees are invited to introduce the connection between semiconductors and daily life, as well as the work and career paths within the tech industry. The MediaTek Volunteer Club's Programming Education team is also invited to interact with course Makers. Industry engineer volunteers met with institutional



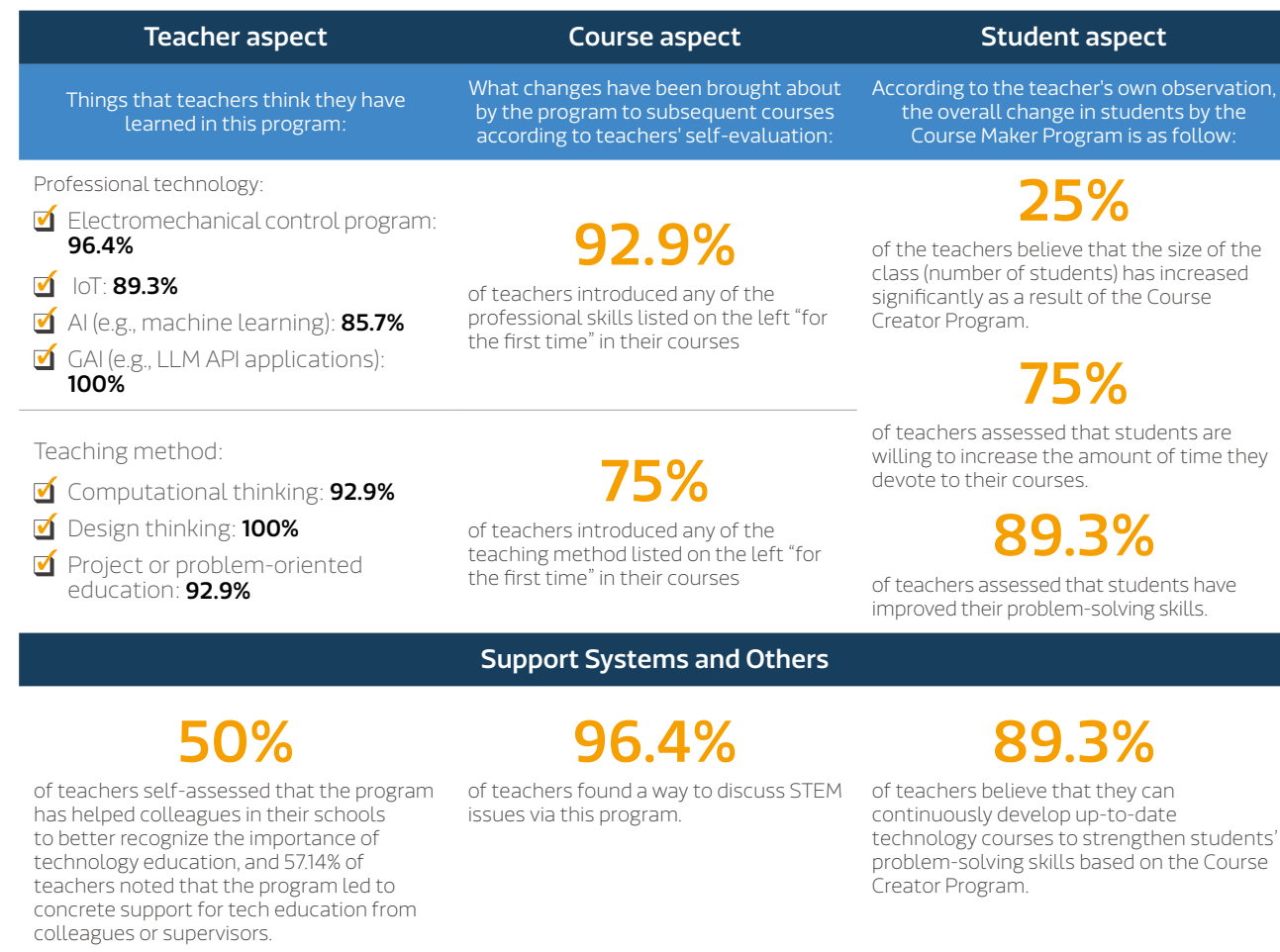
▲ "Meet the MediaTek Engineers": (Right) winter session, (Left) summer session



course Makers to exchange experiences and perspectives on elementary and junior high technology education. Also, the annual Girls! TECH Action workshop now increases observation openings for teachers, allowing course makers to visit MediaTek headquarters. This provides technology teachers with the opportunity to get closer to the tech industry and enables them to better keep abreast of industry-relevant materials and case studies to share with their students.



Impact data from MediaTek's 3rd "Course Maker" Program (2023-2024)



Teachers and students' feedback

Mr. Tsai-Chuan Liu, from Danfeng Elementary School in New Taipei City

The Foundation is incredibly thoughtful in every winter and summer return session by pairing new course makers with experienced mentors for discussions. The program is also very open to feedback and constantly refines its approach.

As a teacher without a tech background, joining "Course Maker" made me feel even more strongly that programming education should begin early. Students can write their own code and connect it to hardware, experiencing firsthand the continuous process of trial and error. This boosts their logical thinking, practical skills, and resilience – it's a rare experience that truly builds skills students can take with them! For instance, one student was on leave for a personal commitment on a Wednesday morning but still made a special trip to school in the afternoon just for the club class. We also have students who, despite having no prior programming experience, will independently research coding after class and even proactively share games they've designed in class!



Ms. Hsu Chia-Chen, from Ganghe Elementary School in Kaohsiung City

Students no longer see coding as just something done on a computer. Through hands-on practice, their practical abilities and problem-solving skills are strengthened, and the application of mechatronics has greatly enhanced their interest in technology.

The openness of the program allows teachers to freely unleash their creativity to encourage students to create their ideal models. For example, they have designed motion-sensing interactive games using development boards and trained English Kebbi robots to lead challenge games. These continuous and exciting activities help boost students' creativity and problem-solving skills!

I once saw a student, after several days of testing, finally discover a solution to a tiny coding error. When he excitedly told me, his eyes sparkled, as if finding that error was the most important thing in the world. That spirit of exploration and persistence deeply moved me as a teacher.



Tech Teaching Capacity

GAI Promotion Program

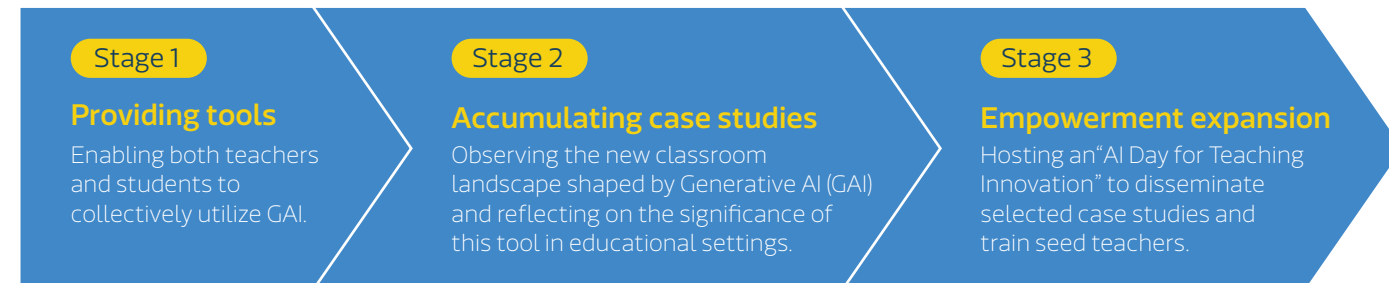
SDG 4.c

Breaking down traditional academic barriers and exploring the infinite possibilities of GAI in teaching innovation across diverse subjects like language, art, science, social studies, and special education.

Tech talent	Accelerating the integration of GAI into K-12 to facilitate teaching innovation		
Targeting highly motivated GAI "early adopter" teachers and providing them with essential tools and training resources to create innovative teaching examples.	Supporting 101 K-12 classes nationwide, reaching 2,212 students, and providing GAI tools for classroom instruction.	Post-activity surveys revealed that 97% of participating teachers intend to apply what they have learned in the classroom: <ul style="list-style-type: none"> 49% plan to use it for teaching administration. 38% plan to use it for teaching. 10% plan to share and disseminate knowledge within their schools. 	Collaboration: Ministry of Education's Department of Information and Technology Education, Junyi Academy Foundation, and S4A teacher community

The MediaTek Foundation began promoting the practical application of GAI in technology education through the "STEM Course Maker" program in early 2023. Building on this success, and recognizing that GAI innovations extend beyond just technology classrooms, MediaTek launched the new "GAI Promotion Program" in 2024. This new initiative breaks through subject limitations and expands the sharing of GAI resources with the broader K-12 education community.

In its first year, the program aims to accelerate the integration of GAI in schools with the goal of creating “innovative teaching cases in real classrooms”. By providing GAI tools and platforms to teachers and students, it supports the effective use of GAI in various fields of teaching. The program then selects innovative teaching case studies and further disseminates knowledge through additional teacher training activities.



Stage 1 Providing tools – Identifying needs and equipping educators

Our investigation revealed that approximately 20% of teachers, who were highly interested in GAI, were personally paying for paid accounts due to school reimbursement restrictions, for individual exploration and research. Furthermore, if these teachers wished to adopt GAI in the classroom for collaborative teaching experiments, they lacked a suitable GAI tool that both teachers and students could use together.

Recognizing these shortcomings, the MediaTek Foundation now offers subsidies through its programs for the procurement of GAI/API access to bridge the gap in what institutional budgets cannot cover. Furthermore, teachers can now apply for full class accounts for MediaTek Assistants, with all usage fees fully sponsored. This ensures that teachers who are eager to integrate GAI into their classrooms do not have to worry about high tool costs and can instead focus entirely on lesson design.

- ▶ In 2024, a total of 101 elementary, junior high, and senior high classes across Taiwan received support, with access to GAI tools for classroom instruction.
- ▶ This initiative reached a total of 2,212 teachers and students, with the top three subjects for implementation being technology, language arts (including Mandarin and English), and art.

Stage 2 Accumulating Case Studies – Interviews and on-site exchanges to identify key applications of GAI tools in teaching

To better understand the potential benefits and risks of GAI in frontline teaching, the MediaTek Foundation conducted interviews and on-site classroom observations. These efforts have allowed us to witness firsthand the educational advantages brought by GAI: Mr. Chen-Tse Yang from Kaohsiung’s Chung Shan Industrial & Commercial School integrated MediaTek Assistants into every life science class throughout the semester, which accelerated programming applications and allowed students more time for hands-on approaches related to real-life applications. In Mr. Ming-Yao Hsu’s physics animation course at Changhua’s Hunan Elementary School, image generation features replaced traditional digital drawing, enabling a single teacher to conduct interdisciplinary lessons. Mr. Chun-Fu Tseng from New Taipei’s Haishan Elementary School used a comparison of GPT 3.5 versus GPT 4.0 in mathematics calculations to help students understand that GAI uses different models and can make mistakes, thereby strengthening their critical thinking skills. This has truly created a novel educational landscape. However, despite the innovation and convenience, interviews also revealed that some teachers, while adopting GAI tools, felt lost regarding the tools’ significance, and admitted that while the tools seemed advanced, they failed to align with their

existing curriculum.

- ▶ Three key questions for meaningful GAI integration: What is the teaching objective? How can GAI help the teacher achieve this objective? Does adding GAI truly make the teaching better?
- ▶ Through the questions mentioned above, the MediaTek Foundation helps teachers consider the necessity and significance of integrating GAI tools.



- ① Mr. Yang from Chung Shan Industrial & Commercial School used a GAI assistant to accelerate ideation for real-life applications in life science class.
- ② Mr. Tseng from Haishan Elementary School used AI to enhance students’ independent thinking.
- ③ Hunan Elementary School’s physics animation class incorporated interdisciplinary elements with GAI.



Stage 3 Empowerment expansion– AI Day for Educational Innovation brought together 100 teachers from across Taiwan, advocating for “AI for Purpose, Not Just AI.”

Gathering firsthand valuable experiences from frontline educators who are pioneering GAI teaching, the MediaTek Foundation held its inaugural “AI Day for Educational Innovation” on December 14-15, 2024. The event featured 30 practical GAI implementation cases across diverse fields, including Chinese literature, English, mathematics, social studies, arts, technology, natural sciences, special education, self-directed learning, and educational administration. It shared classroom practices, explored whether AI could add value to teaching, and discussed necessary measures for its adoption. The event also invited representatives from the Ministry of Education’s Department of Information and Technology Education, the Junyi Academy Foundation, and the S4A teacher community to share government -and private sector-developed GAI tools, thus fostering public-private collaboration to provide diverse resources for frontline teachers.

In addition to the main agenda, recognizing AI’s role in lowering the barrier to programming, an elective workshop titled “No Coding Skills Needed! Developing Your Own Teaching Games and Tools with AI” was held. The workshop guided teachers to use AI Coding to enhance productivity, and over forty educational administration tools (e.g., teacher labor and health insurance calculators, class scheduling systems) and



creative teaching tools (e.g., home economics ingredient unit conversion calculators, food and agriculture education animated games) were created on-site.

- ▶ The AI Day for Educational Innovation attracted 512 teacher registrations from across Taiwan; 100 teachers were selected after review, with an actual attendance rate of 99%.
- ▶ All presentations, recordings, and creations from this workshop are publicly available on the Foundation's YouTube channel for online viewing by those unable to attend: https://bit.ly/2024_aiday.

Online
browsing



Teachers and students' feedback

AI Day Participants' Feedback (anonymous)

The caliber of participants at AI DAY was excellent. It felt great to listen and learn together, as everyone came with a mindset of learning and observation, readily engaging in exchanges. It was truly wonderful. We are incredibly grateful to the Foundation for organizing this educational event. For frontline teachers, having the opportunity to learn from fellow educators who have successfully implemented or are currently developing AI in their teaching is invaluable. It is particularly challenging, yet incredibly beneficial, to break free from subject limitations and find possibilities for our own practice and adjustments through the shared experiences of teachers from other disciplines and learning stages. I am taking what I learned back to share with colleagues and teaching partners at my school.

- ▶ Ms. Lin, who developed a teaching administration tool during the AI Coding workshop.



Ms. Hsueh-Chi Lin, Wufeng Junior High School, New Taipei City

I knew I could do counseling, but I never knew I could write code! Participating in AI DAY hosted by the MediaTek Foundation, I used AI coding to write my very first program to process daily teaching and administrative meeting minutes. The joy I felt at that moment was greater than giving birth! I got a taste of what it feels like to work as a programmer and gained a new understanding of what I am capable of. Suddenly, I feel like my future could be very different. Thanks to the AI Coding workshop consultants for helping a complete tech novice go from zero to something. And thanks to the MediaTek Foundation for letting me experience what it means to continuously learn, innovate, and create limitless possibilities!



Tech Teaching Capacity

1+1 Science Circle

SDG 4.b

Cultivating Tech Talent

To foster locally operating science learning ecosystems, we are launching an initiative to create interconnected, local science education platforms through subsidized cross-school collaboration projects involving elementary, junior high, and senior high/vocational schools.

Establishing Local Science Learning Ecosystems

▶ This program includes 15 local science circles, with an estimated 130 in-school teachers, 484 in-school students, and 218 members of the public participating.

▶ We aim to support frontline elementary science teachers by building a platform for resource sharing and mutual teaching assistance, thereby improving the existing science learning environment.

▶ This involves a total of 30 schools, including 15 core elementary schools and 15 partner junior/senior high schools.

The Foundation's "National Elementary School Popular Science Hands-on Project," implemented over the past 12 years, has already helped over 25,000 elementary school teachers and students develop an interest and confidence in science projects through participation in national science fairs. However, we recognized that many remote schools were unable to take the crucial first step into science fairs due to resources and geographical constraints. This observation spurred the transformation of our program. In 2024, we launched the new "1+1 Science Circle" program. This initiative brings together a core school (elementary) with a nearby partner school (junior high/senior high/vocational school) to create a locally operating science learning circle. Teaching empowerment will be built within the core school, and learning resources will be shared across the 1+1 schools (partner schools). This approach aims to help remote schools build long-term, sustainable science teaching capacity, to ensure that both teachers and students at these schools widely benefit.



- ▶ **Target participants:** A “1+1” group consists of one elementary school paired with one neighboring junior high, senior high, or vocational school.
- ▶ **Role definition:**
 - ▶ **Core school:** An elementary school aspiring to establish a “local science learning ecosystem”. Its teachers and students are the main beneficiaries of this program and the school is the site where program is implemented.
 - ▶ **Partner school:** A junior high, senior high, or vocational school seeking to “apply their science education knowledge, engage in mutual learning and teaching, and exert social influence”.
- ▶ **Resources provided:** This includes project subsidies, teacher training camps, and popular science book donations.

Selection

In 2024, 15 science circle projects (totaling 30 schools) were selected. Throughout the entire academic year (September 2024 to August 2025), at least 130 teachers, 484 students, and 218 members of the public are expected to participate in the “1+1 Science Circle” projects across Taiwan.

The project’s teacher training camp

The 2024 teacher training camp consisted of a one-day in-person training. The goal was to provide more content that teachers could take back to their schools and apply directly to their science circle projects. We approached the training by exploring the nature of scientific inquiry and practical approaches to inspire participating teachers’ ideas for designing scientific inquiry course content. We also invited organizations at the forefront of education but outside



the traditional system, such as “Science Monthly”, “Learning in Science”, and “Pley School”. They offered perspectives, practices, and experiences different from those within the system, with a focus respectively on science writing, science teaching materials, and game-based camp design.

In addition to the representative teachers from selected projects, the training camp was open to representatives from non-selected projects. A total of 42 teachers participated, and their overall average satisfaction with the training camp was 96%. They expressed a desire for more opportunities to interact with teachers from other projects in the future.

Popular science book donations

To further enhance science learning environments, especially for schools with limited resources, MediaTek curated and donated 40 newly published popular science books from various fields. In 2024, 15 schools received a total of 600 books. These books are a vital resource for establishing robust science reading environments and serve as valuable material for core and partner schools to collaboratively brainstorm and design science learning activities.



Teachers’ feedback

Ms. Kao, Datong Elementary School, Kaohsiung City

Every course has its goals, but typically, a teacher facing over 20 children, with about a third struggling to keep up, has to adjust their objectives for that group, delaying progress and even dedicating 60-70% of their effort to those few. However, with the assistance from our partner school, those children who were falling behind can now keep up, allowing the class to proceed smoothly and meet its objectives.

When students overcome technical hurdles and create something substantive, not only do they feel a great sense of accomplishment, but as a teacher, I also enjoy the teaching process. All of this encourages me to continue leading science camps and engaging in exploratory courses with the children.

Mr. Chung, Sizhen Junior High School, Taichung City

Since Sizhen Junior High School and Longhai Elementary School teamed up to promote STEAM education, it has had a profound impact on our teaching environment. It has boosted students' learning interest and fostered teachers' professional growth, leading to a much tighter integration of science and art education.

In terms of teachers' professional development, through the cross-school STEAM community's collaborative lesson preparation and course development, teachers are no longer confined to teaching a single subject. Instead, they actively explore how to combine diverse fields of science, engineering, and art. This interdisciplinary teaching model sparks more innovative ideas during lesson preparation, enhances our ability to design courses, and makes teaching more flexible and more creative.



Tech Talent Pool

Girls! TECH Action - Tech Girls Future Design Workshop

SDG 4.4 | SDG 4.7 | SDG 5.5 | SDG 5.b | SDG 8.2 | SDG 9.5 | SDG 10.3

Female tech talent	The program is designed to systematically address key factors influencing girls' academic and career choices in technology. We work with top universities to explore both academic and career paths, fostering the next generation of female tech talent.			
This involves incorporating crucial elements, such as "social impact of technology", "financial literacy", and "real-world industry experiences," to cultivate girls' interest and confidence in the tech field.	Participants showed a 13% increase in confidence regarding their future career planning, and 93% of participants expressed a high willingness to incorporate technology into their ongoing learning in the future.	The program also helps participants recognize the societal value of STEM professions, to challenge existing stereotypes about the tech industry and encourage them to consider it for their future career development.	This program was jointly planned with National Tsing Hua University's (NTHU's) College of Education and College of Electrical Engineering and Computer Science. MediaTek employees also contributed by sharing their insights.	

To actively respond to Taiwan's talent development challenges and encourage female talent to embrace the tech field, the MediaTek Foundation launched the "Girls! TECH Action" program in 2023. Based on both domestic and international research on women in STEM and observations from related activities, the program focuses on junior and senior high school students and their parents, and collaborates with top universities to explore both academic and career paths simultaneously. This involves hosting "Girls! TECH Action: Tech Girls Future Design Workshop" for junior and senior high school students.



Focusing on critical talent issues, Singapore's CNA produced a special feature titled "Taiwan's tech industry taps female talent pool amid labour shortage." The report highlighted the Foundation's "Girls! TECH Action" workshop, and discussed how companies were leveraging educational programs to reverse gender imbalance in the tech industry. It effectively shows how these efforts reduce the "leaky pipeline" phenomenon for women in STEM fields, and encourages more junior and senior high school girls to enter science, technology, engineering, and mathematics (STEM) fields, to fully unleash their potential in technological innovation!

Amidst the global challenge of a tech talent shortage, both Taiwan and Singapore are highly concerned about this issue. The tech industries in both countries are actively seeking ways to unlock the potential of female talent, hoping to alleviate the talent crunch and diversify industry development. Through education and related programs, we are committed to increasing female participation in STEM fields, to ensure that technological innovation benefits from more diverse perspectives, thus helping address current talent demand challenges.

Eligibility

MediaTek's "Girls! TECH Action" program is the first enterprise-led parent-child workshop, focusing on women in tech and reaching down to junior high school students. Research from both domestic and international literature indicates that the age of 10-14 is critical for developing interest and confidence in STEM careers. Therefore, the workshop lowers the participant age to junior high school students and invites parents, the most influential stakeholders in future university major decisions, to participate with their children. The aim is to build confidence in girls to embrace STEM fields while establishing a supportive system around them.

The program selects 31 parent-child groups, totaling 62 individuals, from 8th grade through 10th grade. The goal is to inspire interest and build confidence through a two-day workshop, with a focus on academic path exploration and technology workplace experience. We arranged face-to-face interactions between students and parents with role models, such as female engineer mentors, senior university students, and professors, to enhance participants' career motivation and strengthen the social relevance of their studies to tech careers. Additionally, by venturing out of school for industry environment experiences and incorporating financial considerations into career choices, the workshop cultivates girls' interest and builds confidence in the tech field.

Recognizing that girls in regions outside of northern Taiwan have fewer opportunities to access STEM learning resources, we reserve spots for students residing in remote areas. This year, 48.4% of participants came from non-six special municipalities, and selected participants received full transportation and accommodation subsidies to alleviate financial pressure on families.

Workshop design background

To ensure that the "Girls! TECH Action: Tech Girls Future Design Workshop" effectively impacts participants and achieves its influence goals, the activity was designed by referencing academic research and international practices. It also adopted four key design validations to provide a basis for future expansion of impact:

Design and validation 1 Role models and self-efficacy

Through female role models in the technology field, the program breaks down gender stereotypes, and helps junior and senior high school girls establish career anchors. Literature suggests that appropriate role models can increase a sense of belonging, while overly unattainable role models might decrease confidence. Therefore, the workshop invited MediaTek female engineer mentors, professors from NTHU's Electrical Engineering and Computer Science, and senior university students to interact face-to-face with junior and senior high school students. For example, young female MediaTek engineers shared their workplace experiences and their journey of overcoming challenges. We also invited female professionals in the tech industry from non-engineering fields, such as HR personnel and female volunteers from the MediaTek Volunteer Club, to share their experiences, showcasing the diversity of female professional talent in the tech industry. This motivates girls to enter STEM fields and become a critical minority in technology. Post-activity surveys revealed that exposure to accessible female role models helped female students break through preconceived notions about future career in the tech industry, thus boosting their confidence and increasing the likelihood of choosing related careers in the future.



Design and validation 2 Social impact of technology and motivation to engage

Key factors in building female students' interest in STEM and its connection to careers include social relevance and career anchoring. Women tend to choose work with social impact; thus, emphasizing how STEM careers can change the world helps boost their learning motivation. Literature indicates that women place greater importance on soft skills and the social value derived from a profession. Therefore, the workshop included visits to NTHU's Electrical Engineering and Computer Science Departments. Through sharing by professors and female engineer mentors on the professions, students learned how technology solved societal problems, thus boosting their confidence and alleviating concerns women might have about choosing tech-related jobs. We conducted multiple communications and rehearsals with visiting scholars and MediaTek female engineer mentors before the event to ensure that, in addition to discussing technology's social impact, students could participate in hands-on activities. For example, we designed

an activity where students personally operated an AI model simulating cancer targeted drug synthesis to strengthen social connection and increase female students' identification with the field. Post-activity surveys indicated that experiencing laboratories firsthand and solving real-life problems helps students imagine the impact they can have in professional fields, thereby increasing their motivation to engage in STEM fields.

Design and validation 3

The Motivational Impact of Financial Literacy on Pursuing Tech Careers

International research indicates that financial literacy significantly influences women's career choices and impacts economic independence and self-realization. The workshop invited a university professor to teach a financial literacy course, connecting career choices to the real world from a financial perspective. Students calculated their estimated annual expenses at age 35, helping them understand how to manage future income, expenditures, and risks effectively. Through data analysis of career development, the course also helped girls understand different professional profiles, and provided diverse perspectives to evaluate career options and assist in building career expectations. Post-activity surveys revealed that the financial literacy and risk management courses broadened students' perspectives on career considerations, helping to strengthen their motivation for tech careers.



Design and validation 4

Direct exposure to industry environment to overturn stereotypes

Observations from activity registration forms showed that students were interested in the tech industry but lacked understanding and felt uncertain if they were suited for it. To address this, the workshop organized an "Unboxing! MediaTek Headquarters" activity, leading students on an on-site visit. They interacted with female MediaTek mentors from various professional backgrounds, including AI, IC design, algorithms, and human resources, to learn about the potential for growth in different tech fields, as well as the Company's benefit measures and diverse and inclusive environment. We aim to break down parents' and students' stereotypes about the tech industry through hands-on experience, and encourage more girls to confidently enter the tech field. Post-activity surveys indicated that most students overcame their stereotypes of the tech industry as being socially isolated and lacking interaction. Parents mostly expressed a change in perspective toward the tech industry and stated they would encourage their daughters to bravely become "tech girls".

Focal data

To keep abreast of the program's effectiveness and impact, in addition to post-activity surveys for current participants, a follow-up tracking was conducted for participants from the previous year (2023), one to one and a half years later, to understand the program's sustained influence on participants' subsequent learning and career choices.

Post-activity feedback questionnaire

- ▶ Through visits to MediaTek and interactions with female mentors, positive perceptions of the tech industry increased, with an average score of 4.83 out of 5 points.
- ▶ After the activity, the average score for junior and senior high school girls' understanding of tech-related departments increased significantly by 22%, reaching 4.6 out of 5. Additionally, 93% of participating students reported a strong willingness to continue engaging in technology learning, and there was a 13% increase in their confidence regarding future career choices.

To ensure the program's sustained impact, a follow-up questionnaire was conducted one year after the activity for previous participants:

- ▶ Up to 75% of female university students and 67.7% of female junior high school students believed that participating in the workshop had a significant impact on their subsequent learning and career choices.

Actions taken in STEM fields by participants after the workshop, as per the survey:

- ▶ University students: 93.8% continued to take relevant courses or credits in STEM fields; 75% participated in STEM-related research projects or internships; 56.3% began self-directed learning on new STEM skills (e.g., programming languages, data science, and mechanical engineering) after the workshop.
- ▶ Junior and senior high school participants: 56.2% began planning STEM-related higher education or career paths after the workshop; 56.2% opted for STEM-related elective courses or tutoring classes; 43.8% began self-directed learning on new STEM skills (e.g., programming languages and data science) after the activity.

The follow-up survey confirmed the "Girls! TECH Action" program's influence and sustained effect. In the short term, the program successfully increased participants' awareness and interest in STEM fields, particularly their understanding of tech-related departments and confidence in future choices. Long-term tracking results further demonstrated that the program had a continuous positive impact on participants' learning and career choices.

The survey results confirm the importance of early intervention and continuous support. With practical corporate visits and role model interactions, it is possible to shape participants' positive perceptions of the tech industry. In the future, we will further strengthen long-term support mechanisms, such as establishing continuous mentor programs or providing advanced learning resources, to help more women build confidence and develop in STEM fields.

School Ambassador

To extend the workshop's impact, encourage girls to exhibit leadership, and enable participants to inspire more girls with their own achievements, "Girls! TECH Action" established the "School Ambassador" program. This program allows participating girls to apply for funding after the workshop to organize relevant lectures and activities at their own schools, to inspire more girls to bravely embrace their interests and explore tech career possibilities.



▲ Students Huang and Chuang from Yilan Senior High School served as School Ambassadors and returned to their school to host the "Tech Girls Learning Journey" lecture.



▲ from Tainan's Li-Ming High School, a School Ambassador, hosted the "Girls in TECH Lecture" at her school.

The "School Ambassador" program has been implemented, resulting in a total of 51 social media posts from participants, with a cumulative 1,521 likes and views. By providing subsidies for workshop participants to organize their own school activities, the initiative amplifies advocacy for women in tech. From 2024-2025, a total of eight participant-led lectures were hosted at their schools.

Junior and senior high school post-activity questionnaire feedback in 2024

Student Zuo, Leichuan Waldorf School in Taichung

Participating in "Girls! TECH Action!" helped me learn more about university departments, learning resources, and what it is like to work in the tech industry. I am now determined to pursue my dream with even greater effort and passion. I was really moved when watching the "Run Like A Girl" video, even with a surge of excitement. I cannot wait to add a career in the tech industry to my life's checklist.

Student Wang, National Chupei Senior High School in Hsinchu

After the workshop, I am even more convinced that girls can excel in the tech field. In fact, a girl's unique meticulous thinking might even become an advantage in the tech industry. So, this path is definitely one I can explore.

Student Chuang's Father, National Yilan Senior High School

During the activity, my daughter had the opportunity to interact with female university students in the tech field. Their experiences as fellow girls were incredibly convincing for my child. From their sharing, I also saw the girls' confidence and enjoyment.

Student Hsu's Mother, Tianjhong Senior High School in Changhua

After the event, I realized that although women may be a minority in the IT industry, they can still carve out their own path and develop their expertise freely.

Tracking of 2023 participants

In 2024, MediaTek conducted a follow-up survey among participants from the previous year's (2023) Girls! TECH Action! Workshop by asking them to share how the experience influenced their future direction one year later.

University participants' feedback

Student Tsai, Department of Electrical Engineering, National Taiwan University

My favorite part of the workshop was the engineers' experience sharing. I learned about job responsibilities and each person's values and what qualities they valued.

During the workshop, I wrote a letter to myself for a year later, and a line in it stated, 'Be a responsible, empathetic, and thoughtful person.' I feel I am getting closer to the person I want to be. In the year and a half since the event, I have participated in Make NTU Electrical Engineering Hackathon, the 2024 Taipei Autumn Programming Festival - Citytalk Microservice Grand Hackathon, and each semester I have completed at least one major project, all of which have contributed to society. I have met the expectations I set for myself in that letter. Now I am writing a letter to myself for a year from now, hoping I can achieve these aspirations too!

Student Su, Department of Mathematics, NTHU

When I attended the workshop, I was hesitating about whether to switch to computer science for my career and felt very uncertain. Perhaps because I have always been on the STEM path, it is hard to describe a clear turning point, but now I can say that I have become determined that I will pursue a career in computer science!

At the time, I was worried that switching paths would be a disadvantage and a bit of a waste of my past experience. But now, a year and a half later, I have taken more computer science courses and am even more certain that I want to pursue a career in computer science more than mathematics, and I am currently preparing to apply for computer science graduate programs.

Junior and senior high school participants' feedback

Student Huang, National PingPei Senior High School in Pingtung

The biggest help from the Girls! TECH Action workshop was that it made me 'willing to start' exploring and learning in the tech field. At first, I did not feel capable of working in tech at all. After participating in the workshop, I started to feel that it was possible for me too. It helped me enter the tech field step by step and influenced my future plans. Thank you for giving girls confidence and making them believe they can be powerful in technology. This belief will continuously expand and also influence girls who have not participated in the workshop.

Student Chen, National Tainan Girls' Senior High School

The workshop's greatest benefit was broadening my horizons regarding technology and its applications. Through hands-on activities and interactive sessions, I learned many practical skills that are applicable to real life. Furthermore, this workshop boosted my confidence in presenting my ideas. Collaborating with like-minded peers greatly inspired me and gave me the courage to further explore career opportunities in the tech industry.



6.2.2 Talent Cultivation - Engagement in Industry-Academia Collaboration and Higher Education Talent Development

SDG 4.b SDG 8.6 SDG 9.5 SDG 9.b

MediaTek has been engaged in industry-academia collaboration in the field of higher education since 2002 for over 20 years. The MediaTek Advanced Research Center (MARC) is in charge of the management and planning of relevant activities.

The responsibilities of the MARC include far-sighted planning and research, innovative research center operations, formation of industry-academia alliances, implementation of industrial development policies adopted by the government for high-priority areas, cooperation with domestic and international academic research institutions, and participation in top international discussion forums and technology exchange activities. Over the past over twenty years, the center has also partnered with domestic and international academic institutions all over the world, including National Taiwan University, National Tsing Hua University, National Yang Ming Chiao Tung University, National Taiwan Normal University, National Cheng Kung University, National Central University, National Chung Cheng University, National Sun Yat-sen University, National Taiwan Ocean University, National Taiwan University of Science and Technology, University of Florida, Harvard University, University of Oulu, Oregon State University, University of Mississippi, Massachusetts Institute of Technology (MIT), UT Austin, New York University, UC Berkeley, University College Dublin, Delft University of Technology, Cambridge University, Virginia Tech, KU Leuven, and University at Buffalo.

In 2024, MediaTek invested over NT\$ 100 million in various domestic and international universities. Through industry-academia collaboration, we cultivated outstanding talent. In the same year, the academic institutions executed industry-academia projects, collectively published 170 papers, applied for 10 patents, and participated in various competitions, with over 33 awards. In 2024, we executed as many as 67 industry-academia projects, and 55 of them were domestic projects. Among these, nearly 40 students joined MediaTek for employment in 2024, and another 27 participating students undertook internships at MediaTek.

► Our annual industry-academia achievement presentation invites renowned experts and distinguished professors from the industry to deliver keynote speeches, while providing a platform for all our collaborating professors to connect and exchange ideas.



Program description	Achievements
<p>Participation in industrial development initiatives of the government in high-priority areas— establishing semiconductor academies</p> <p>▶ In the end of 2021, MediaTek provided funding and industry instructors to support the establishment and operations of three semiconductor colleges, namely the “NTU Graduate School of Advanced Technology”, the “NTHU College of Semiconductor Research”, and “NYCU Industry Academia Innovation School” in line with the promotion of industrial development in high-priority areas by the government and the “National Key Fields Industry-University Cooperation and Skilled Personnel Training Statute” promulgated by the Executive Yuan.</p>	<p>▶ We invest tens of millions of NT\$ annually to support the establishment and operations of three semiconductor colleges, namely the “NTU Graduate School of Advanced Technology”, the “NTHU College of Semiconductor Research”, and “NYCU Industry Academia Innovation School”.</p> <p>▶ MediaTek employees serve as industry mentors to offer specialized courses at universities. They bring advanced knowledge from the industry to the academia. As such, we can nurture students to adapt to the rapid changes in technology and obtain information about the latest technological trends during their schooling.</p>
	 <p>▲ First graduates from Yang Ming Chiao Tung University's Industry Academia Innovation School, helping alleviate semiconductor talent demand.</p>
	 <p>1 2 Dr. Bor-Sung Liang, Senior Director at MediaTek, teaching courses at National Taiwan University and National Yang Ming Chiao Tung University, with over 200 students enrolled.</p>
<p>Industry-academia collaboration</p> <p>▶ In the end of 2013, “MediaTek—NTU IOX Center,” “MediaTek—NYCU Research Center,” and “MediaTek—NTHU Innovation Research Center” were founded.</p> <p>▶ Tens of million dollars are invested in Call for Proposal each year to collaborate with universities on industry-academic projects.</p> <p>▶ Industry-academia alliances are jointly formed by schools and enterprises in line with the policy of the Ministry of Science and Technology to promote the “provision of solutions by academia for problems” put forward by enterprises.</p>	<p>▶ In 2024, our industry-academia collaboration funding exceeded NT\$ 100 million.</p> <p>▶ In 2024, out of 67 industry-academia collaboration projects in 2024, 55 were domestic projects; the academic institutions collectively published 170 theses, applied for 10 patents, and participated in various competitions, and won multiple awards. Over a quarter of the 27 participated students who participated in the program became interns at MediaTek.</p> <p>▶ MediaTek participates in the “Future Society (2025-2035) Top Energy-Saving Semiconductor Technology” industry-academia alliance program held by Yang Ming Chiao Tung University. In addition to MediaTek, the partners include TSMC, Vanguard International Semiconductor, Elan, Wafer Works, DING QIAN, VEECO Taiwan and AboCom.</p> <p>▶ By providing funding, MediaTek helps schools to provide scholarships for outstanding master's and doctoral students.</p> <p>▶ We also held the inaugural “MediaTek Advanced Research Center Outstanding Industry-Academia Research Award” and “MediaTek Advanced Research Center Excellence in Industry-Academia Contribution Award” to recognize collaborating professors' excellent research achievements and their significant impact and contributions to the industry.</p>
<p>1 Winners of the first “MediaTek Advanced Research Center Outstanding Industry-Academia Research Award,” from left to right: Professor Wen-Hsiao Peng (Professor Wei-Chen Chiu accepting on his behalf), Professor Yan-Yu Lin, Vice President Kuo-Hung Lu, Professor Chun-Yi Li, and Professor Chien-Mo Li.</p> <p>2 Winner of the first “MediaTek Advanced Research Center Excellence in Industry-Academia Contribution Award,” Professor Chun-Fa Chang, receiving the award from Vice President Lawrence Loh.</p>	 

Program description	Achievements
<p>Participating in various academic forums and industrial exchange activities at home and abroad</p> <p>▶ In addition to collaboration with universities in the execution of industry-academia programs, MediaTek proactively applies for membership in various academic research institutions to engage in discussions and participate in projects and thereby bring the Company in sync with international trends.</p>	<p>▶ We actively participate in various academic research institutions and industry associations, including MIT CICS, Khronos Group, CAP Membership (The Princeton NextG Corporate Affiliate Program), IUCRC Membership (the Board of Trustees of the University of Illinois as Lead University for the Center for Advanced Electronics through Machine Learning), and NYU Wireless Membership, and NTU System-on-Chip Center.</p> <p>▶ We join industry associations to stay updated with cutting-edge technologies and trends, and invest tens of millions of NT\$ annually to participate in the Semiconductor Research Corporation (SRC). Founded in 1982, SRC is the world's leading semiconductor organization with a 40-year history. Gathering major companies, such as Intel, AMD, IBM, Micron, Qualcomm, TI, TSMC, Samsung, and ARM, as well as the U.S. government and academic institutions, SRC offers billions of USD each year to the academic community for various cutting-edge semiconductor research projects. MediaTek has participated in the SRC Decadal Plan for Semiconductors, the Global Research Collaboration Program (GRC). Furthermore, in 2022, MediaTek expanded its participation in the SRC Jump 2.0 program (Joint University Microelectronics Program 2.0). Concurrently, we hold important positions within organizations, such as the Taiwan Semiconductor Industry Association and the Taiwan IC Industry & Academia Research Alliance.</p> <p>▶ In addition to the 170 technical papers selected through collaborations with various universities, the MediaTek team also had over 60 papers selected for international technical forums in 2024, significantly elevating the Company's technology R&D level.</p> <p>▶ MediaTek's R&D team's hardware technical paper, “Enhancing Low-Power Edge Device Image Quality with AI Technology,” won the 2024 Anantha P. Chandrakasan Award for Distinguished Technical Paper. The Anantha P. Chandrakasan Award for Distinguished Technical Paper is the highest honor at ISSCC, and this marks MediaTek's second time receiving this prestigious award.</p>
	<p>▶ MediaTek has sponsored or participated in the following national and international exchange activities and conferences:</p> <ol style="list-style-type: none"> 2024 ISSCC Forum Paper Trends Forum 2024 RISC V Taipei Day 2024 Taiwan AI Annual Conference 2024 Information Theory and Communications Autumn Workshop The 29th Workshop on Compiler Techniques and System Software for High-Performance and Embedded Computing (CTHPC 2024) 2024 IEEE International Conference on Multimedia and Expo, ICME 2024 2024 IEEE Asia Pacific Conference on Circuits and Systems, APCCAS 2024 2024 IEEE Picture Coding Symposium 2024 ACM SIGDA International Symposium on Physical Design, ISPD 2024 IEEE SSH/CASS Taipei/Tainan Chapters 35th VLSI Design/Computer/ aided Design Symposium 2024 International VLSI Symposium on Technology, Systems and Applications, VLSI TSA 2024
<p>Advocacy of Exchanges in the field of Hi-tech</p> <p>▶ Active participation in national and international exchange activities in the field of hi-tech to facilitate industry upgrades.</p>	 <p>▶ 2024 Taiwan AI Annual Conference</p>

6.3 Social Welfare and Engagement

MediaTek demonstrates social solidarity through proactive social engagement and social welfare actions. Topics of concern in 2024:

Volunteer Club

- ▶ Reading & Writing Program
- ▶ Tech Education Group



Social engagement

- ▶ Sustainable Nanzhou Project, Christmas Wishes, and sponsorship of Voice of IC program.



6.3.1 Volunteer Club

SDG 4.7 SDG 17.17

MediaTek encourages its employees to engage in social interactions to identify opportunities for practicing compassion and contributing to society.. The Volunteer Club was officially established in 2012 to expand the social influence of MediaTek through organized and systematic management. The Volunteer Club operates under a self-managed model, where members proactively identify various social issues and form corresponding subgroups to flexibly respond to societal needs. This flexible organizational structure enables the Volunteer Club to more effectively address the diverse needs of the community while inspiring employees' initiative and social responsibility. Additionally, in 2015, the Taiwan headquarters officially implemented a volunteer leave policy. Starting in 2024, global employee volunteer leave was adjusted to 16 hours annually, encouraging more MediaTek employees to actively participate in public welfare activities and fulfill their civic responsibility.

In 2024, the Volunteer Club consisted of the Reading and Writing Group, Mountain and Beach Cleanup Group, Stray Animal Care Group, Tech Education Group, and newly established Environmental Education

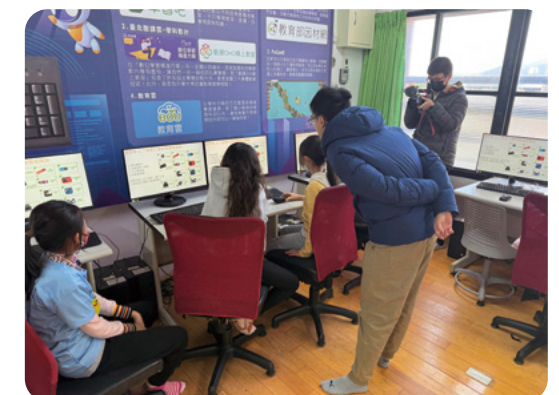


Group, Elderly Care Group, and Career Exploration Group. A total of 82 volunteers contributed 2,089 hours of service. The Mountain and Beach Cleanup Group encourages employees to participate in the Zhunan Changching Forest International Beach Cleanup Day to jointly protect the local environment. The Environmental Education Group conducted volunteer training and guided tours for the nearby military dependents' village historical site, Hsinchu General Village, which is close to the headquarters. The Elderly Care Group organized lectures on super-aged community care and support in surrounding communities, serving hundreds of local seniors. The Career Exploration Group helped students with disabilities learn about the workplace, inspired their potential, encouraged them to bravely pursue their dreams, and jointly explored diverse future possibilities.

Reading & Writing Education Program

In 2018, MediaTek volunteers independently launched the "Reading & Writing Education Program" during their spare time, with logical training from STEM and a passion for writing combined. They developed teaching materials to guide students from observation to ideation, ultimately enabling them to complete a full essay, with international employees participating in the English teaching group. In addition to on-site school service, the program utilizes online teaching and AI-assisted essay grading to increase teaching opportunities and connections with students. In 2024, now in its seventh year, 48 MediaTek volunteers collaborated with 239 students from National Yang Ming Chiao Tung University's service-learning program. The service primarily covers schools in the Hsinchu area, where MediaTek's headquarters is located, but also extends to 18 elementary and junior high schools across different cities and counties, reaching 1,882 students. In 2024, the Mandarin essay collection "Love in Bloom" was published.

To expand the reach of volunteer services, the volunteer club has created an online charity writing platform since 2021. Students can submit their articles on the platform. After the platform's systematic management and automated assisted lectures, the volunteer coaches assigned by the platform will provide feedbacks, thus enhancing the teaching and learning effectiveness. As of 2024, 367 volunteers graded 8,210 essays written by 3,952 students through the platform.



Tech Education Group

Established in 2023, this group now has eight MediaTek volunteers to provide on-site service at Hengshan Elementary School in Hsinchu County. Collaborating with school teachers, volunteers personally design lesson plans using simple block-based programming and development boards as teaching materials. They have transformed programming into engaging games, allowing students to experience how fun games can be created through coding, while training students' logic and thinking skills in the process.



Feedback

Principal Li, Municipal Jiow-Sheh Primary School, Hsinchu City

The enthusiastic participation of MediaTek volunteers made the children feel warmth and care. They not only guide activities but also support the children's growth journey. Through these diverse learning experiences, students continuously explore and push their boundaries in creativity, thus laying a solid foundation for future achievements.

Principal Li, Municipal Nanliao Elementary School, Hsinchu City

Writing is a process of integrating thoughts and expressing beliefs. But for most elementary school students, writing is a task, and it is equally tedious for elementary school teachers. Guiding students in writing requires expertise, and grading their essays is a demanding and laborious task. Fortunately, MediaTek has a group of enthusiastic volunteers who integrate AI technology, online platforms, and university student resources, to encourage elementary students to write, help children grade essays, provide feedback, and even publish selected works in a book. This transforms writing from a lonely, boring assignment into an engaging activity where students can express and share their thoughts and interact with others.

6.3.2 Social Welfare Activities

SDG 17.17

MediaTek strives to achieve social inclusion through a long-term commitment to social welfare activities. The following programs have been adopted:

Sustainable Nanzhou Program

We have maintained a long-term focus on the development of the Chaozhou and Nanzhou areas in Pingtung. Beginning with education, we have invested resources in humanities and popular science education to promote the cultivation of local culture. In 2024, approximately 2,165 teachers, students, and local residents participated in the program's activities.

MEDIA TEK

Sponsorship of Voice of IC's "Zero Carbon Future" Program

This program provides the latest trends and developments in net-zero carbon emissions to 643,000 listeners.

Christmas Wishes

MediaTek employees cooperate with charity organizations in the vicinity of company operating sites in the joint fulfillment of Christmas wishes.

In 2024, 1,307 wishes from 20 social welfare organizations were adopted.

Sustainable Nanzhou Program

MediaTek Foundation joins hands with the Lovely Taiwan Foundation in the implementation of the "Sustainable Nanzhou Program" in Pingtung, which aims to inject humanistic and scientific educational resources and preserve local culture through an education-oriented approach. This program maintains a long-term focus on the Chaozhou and Nanzhou areas of Pingtung by fostering the cultivation of local culture. In 2023, the "Nanzhou Office" was established in Nanzhou, serving as a community cultural platform. It promotes the integration of local culture and ecology to enhance community identity. In 2024, we sponsored a total of NT\$ 3 million, with at least 2,165 teachers, students, and local residents participating in local arts and cultural activities launched by the program. Looking ahead, we plan to publish "Nanzhou People: Village Scenery" in 2025. This book will focus on village life and explore the development of settlements and the formation of village temples through the lens of space and time. It will also delve into the history and characteristics of the Nanzhou's Wang Yeh Welcoming Ceremony, as well as the traditional architecture and painted art of temples and folk houses, and ultimately uncover Nanzhou's diverse cultural heritage.

In 2024, we launched "Stress Relief Classes for Local Sisters" and plan to continue the classes in the future. The classes introduce historical elements from different art fields to Nanzhou, thus sparking residents' imagination for arts and culture and building their confidence. We also organized "Painted Art in Nanzhou" and invited traditional painting research expert, Yi-Hsing Li, to guide the next generation in understanding the openness and inclusivity of Nanzhou's culture, while encouraging them to cherish and preserve it with pride.

For the first time in 2024, the triennial "Wang Yeh Boat Festival" was incorporated into the Sustainable Nanzhou Program. We collaborated with the Taiwan Railways Administration to promote the "Nanzhou: Happy Wang Yeh Boat" co-creation project by inviting local residents to create an art installation at the Nanzhou Railway Station. We also organized the "Tide Travel" and "Spring Tide Collection" events in Nanzhou Township, with Nanzhou's industry, life, and cultural networks combined. These events fostered connections between people and allowed locals to create their own unique travel routes. The program enriches the local cultural development and art ecosystem of Chaozhou and Nanzhou in Pingtung, bringing new vitality into the area to facilitate sustainable development.



Christmas Wishes

At the end of every year, MediaTek Group organizes a social welfare activity titled “Christmas Wishes - Compassion without Limits”. Individuals of all ages in charity organizations were asked to write down their Christmas wishes which were fulfilled by MediaTek employees to bring them human warmth on this special occasion. In 2024, the activity lasted 11 years. Up to 1,307 wishes from 20 social welfare organizations were “adopted” by MediaTek employees and the heartwarming gifts were delivered before Christmas Eve with the goal of sowing the seeds of hope through love and compassion.

For detailed information, please scan the QR code.



Sponsorship of Voice of IC’s “Zero Carbon Future” Program

Net-zero carbon emissions and a sustainable future are increasingly vital. Since 2022, the MediaTek Foundation has sponsored IC Voice’s production of the “Zero Carbon Future” radio program. In 2024, the program reached 643,000 listeners (including live online broadcasts, reruns, channel estimates, AOD, and Podcast platforms). In 2024, it shared forward-looking content with listeners on various aspects, including carbon sinks, carbon reduction actions, and renewable and alternative energy. The program’s host is Dr. Hsin-hsing Chia, an expert in climate change, disaster risk reduction, and energy environment. In the total of 53 episodes, he invited experts from various fields to discuss the latest trends and developments in net-zero carbon emissions.



About this Report

We appreciate your time for reading the 2024 ESG Report of MediaTek Inc. (“MediaTek”). This Report is a transparent and comprehensive presentation of MediaTek’s performance in the ESG (Environmental, Social, and Governance) domains and aims to help stakeholders understand our principles and actions regarding sustainable development. We provide responses to our stakeholders’ expectations and demands within this Report and strive to exceed their expectations by reviewing and enhancing our practices.

Reporting Framework

This Report has been prepared in accordance with the Global Reporting Initiative Sustainability Reporting Standards 2021, providing comprehensive disclosures on MediaTek’s economic, environmental, and social impacts. It also addresses our stakeholders’ key concerns, showcasing MediaTek’s performance and determination in sustainable development.

Scope of this Report

The reporting period is between January 1st, 2024 and December 31st, 2024. The previous Report was published in August 2024, and all reports are published annually on MediaTek’s website as part of our continuing mission to realize sustainable corporate development. The scope of information disclosure is primarily within our headquarters in Hsinchu Science Park, Taiwan. MediaTek plans to progressively include important information regarding our affiliated companies and subsidiaries, so as to display the sustainable influence it has on the value chain.

Principles for Writing this Report MediaTek compiled significant economic, environmental, and social issues internationally. Through a materiality assessment, we analyzed the Company’s impacts on these areas and included our stakeholders’ issues of concern as the primary focus for information disclosure in this Report. We adhered to the reporting principles under the

GRI Standards, conforming to the materiality, inclusivity, responsiveness and impact principles of the AA 1000 Account Ability Principle Standard (APS). In this report, we also included relevant disclosures aligned with the Sustainability Accounting Standards Board (SASB) Standards for semiconductors industry.

Management Approach

Relevant information in this Report was provided by corresponding units in MediaTek, reviewed for accuracy and comprehensiveness by department managers, and compiled, edited, and reviewed by the six task forces of ESG Committee. The chairperson of the ESG Committee and senior managers of each relevant department had reviewed and confirmed MediaTek’s strategic initiatives for sustainable development and management approaches for material topics. The report was then submitted to the Board of Directors for approval and release.

Data of our financial reports had been certified by Ernst & Young and publicly disclosed, and the unit of calculations used was New Taiwan Dollars (NT\$). Calculation basis and unit for environmental data were sourced from publicly available governmental information. Social data encompasses the MediaTek Foundation, and notes were made for all other quantitative data of significance.

Third-Party Assurance

This Report was verified by the BSI (British Standards Institution) Taiwan Branch, and Type 1 moderate-level assurance was conducted under AA1000 Assurance Standard v3, confirming this Report’s compliance with GRI Standards. Relevant results were fully communicated to governance units subsequent to the completion of assurance. Please refer to the Independent Third-Party Assurance Statement in the appendix of this Report for more information.