



navitas 



impact

Report FY24



Navitas acknowledges the Traditional Owners of the lands in Australia and respects all First Nations peoples in the countries in which we operate. We recognise and respect the continuing living Cultures of First Nations peoples and recognise their connections to lands, seas, waterways, sky and Community. We pay our respects to Elders past and present.

Message from the CEO

Welcome to our FY24 Impact Report.

The past few years have been instrumental in progressing our ESG commitments and addressing our strategic priority of measuring and improving the impact we have as an educator, employer and global citizen. We have learned a lot along the way, and are excited to continue learning as we take small but meaningful steps forward. This Impact Report is a chance to celebrate the impact we had on our people, students and broader communities during FY24.

This year's report looks a little different to previous editions. We are delighted to have more data, commentary, and stories than ever before. This is a testament to the work of our people around the world, bringing ESG conversations and activities into every area of the workplace, from the office to the classroom. From an ESG perspective, FY24 saw us develop our reporting capabilities to increase visibility of activity at a college and campus level, and provide more comprehensive ESG reporting to our Board and leadership teams. Looking ahead, we hope to build on this capability by introducing targets for our most important ESG metrics.

Celebrating the work of our partners (including universities and education agents) is also important to us, because improving our collective impact will only come about from collaboration and a willingness to learn from each other. To celebrate our incredible partners on a global stage, in FY24, we launched our inaugural Navitas Impact Awards and received over 90 nominations for life-changing projects happening across the international education sector. You can read more about the Navitas Impact Awards on page 42.

I hope you enjoy reading this report which includes student success stories, the ways our teams give back to their wider communities, our progress in the areas of climate change and modern slavery, and the continuing impact of the Navitas Education Trust.



Scott Jones
Group CEO, Navitas Pty Ltd



Our approach to impact

We want to operate in a way that positively impacts current generations – without compromise for future generations. How do we amplify our positive impact? And how do we manage impact that doesn't align with our values and goals?

We are an educator.

Our purpose is transforming lives through education. Education drives sustainable development and social change. How do we:

- remove barriers to quality education?
- create safe and inclusive learning environments?
- deliver positive outcomes for our students?
- give our students the skills to build a more sustainable world?

We are an employer.

We proudly employ over 5000 diverse and talented colleagues across the world. How do we:

- build an inclusive culture where every voice is valued?
- prioritise safety and wellbeing?
- help our people develop the skills to enjoy fulfilling careers?

We are a global citizen.

We have the responsibility to treat people and the planet with respect. How do we:

- always demonstrate integrity?
- become part of the solution to the world's most serious challenges: the climate crisis, modern slavery, global poverty, and inequality and justice?

Within these three categories we have identified twelve impact topics that align most closely with our organisation.

How we measure our impact

The Navitas ESG Reporting Framework is our mechanism for collecting impact-related data across each of our 12 priority topics.

The data comes from a range of sources including (but not limited to) Learning & Teaching Reports, Carbon Emissions Report, our student management system, internal employee wellbeing surveys and our HR management systems. To supplement this operational data, we conduct an annual Navitas Impact Survey to gather data directly from our colleges and campuses around the world.

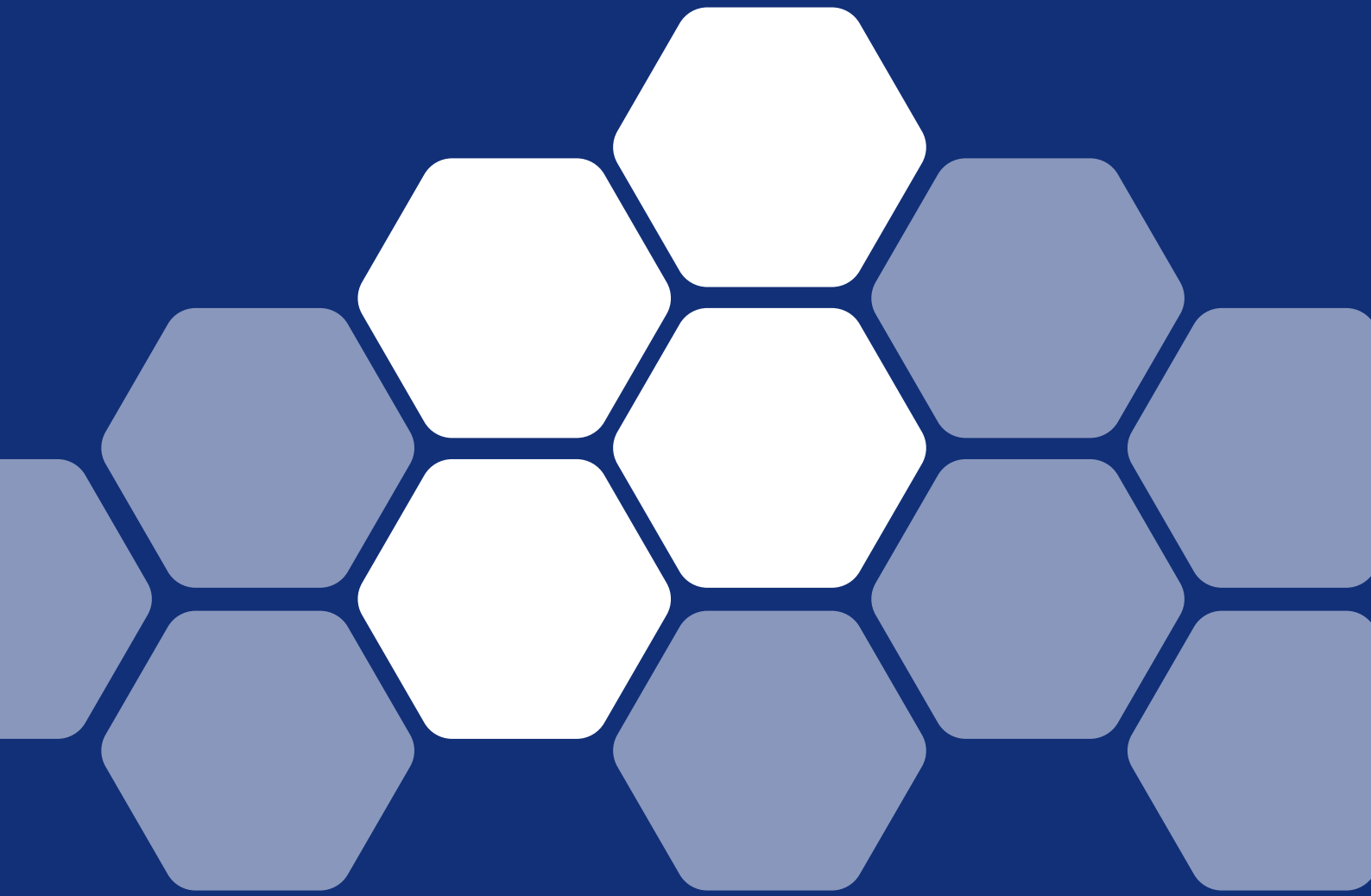
The questions in the Impact Survey are aligned to our Impact strategy and consider the impact we have as an educator, an employer and a global citizen. The survey collects data across a broad spectrum of areas in order to increase visibility of ESG-related initiatives, and identify the biggest areas of opportunity for Navitas at a global, divisional and local level.

*The data in our FY24 Impact Report covers our higher education colleges and campuses (and excludes Navitas Skilled Futures and Women & Leadership Australia).









Our impact as an **Educator**

At Navitas, our purpose is transforming lives through education. Our organisation was born from a desire to bring international higher education to more people around the world. This purpose drives our focus on exceptional student support, building innovative learning solutions, and achieving excellent learner outcomes. Every year going forward, our goal is to continue improving, and to provide more safe, high-quality, and diverse education options for students around the world.

Student outcomes

Student outcomes refers to the immediate and long-term impacts and benefits experienced by our students during their studies and beyond the completion of their programs – this includes educational results, progression and future performance, and employment opportunities.

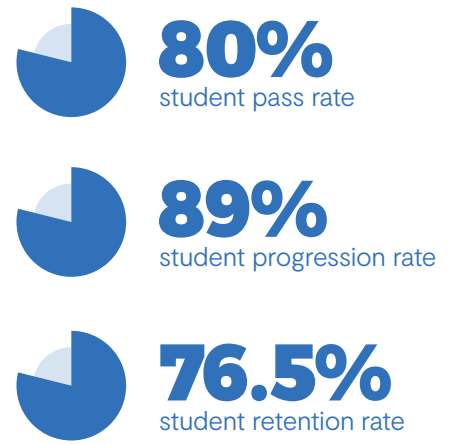


In FY24, we had approximately 60,000 students.

We maintained a global student pass rate of 80%. Pass rate refers to the percentage of students who pass their courses in a Navitas institution.

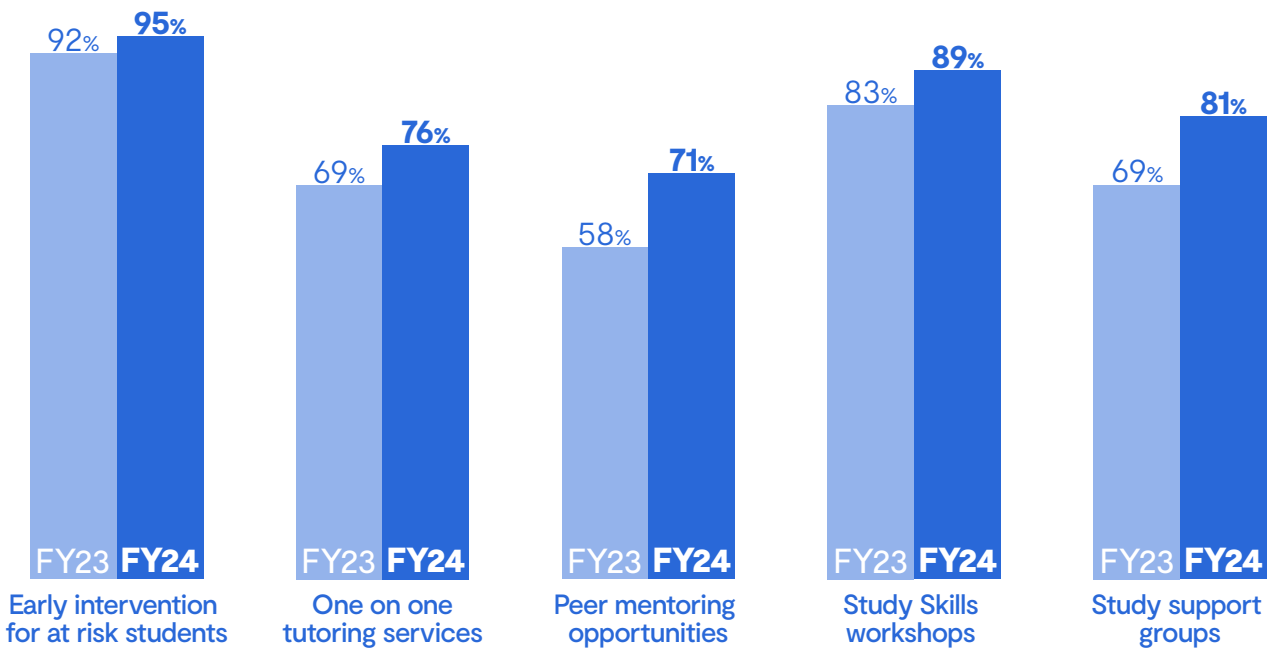
We maintained a global student progression rate of 89%. Progression rate refers to the percentage of students at our pathway colleges who successfully transition to degree study at the university partners. Due to availability of data, the FY24 progression rate is based on Europe and North America operations only.

In FY24 we had a retention rate of 76.5%. Retention rate refers to the percentage of students who returned to study on our colleges and campuses in FY24.



Access to academic support at our colleges and campuses

*% colleges and campuses**



In FY24 Navitas colleges and campuses continued to deliver exceptional learning experiences to international and domestic students. More colleges and campuses provided different types of tutoring services from one-to-one, group and peer mentoring. Our collaborative teams share best practice and learn from each other's experience – where a particular support service has delivered results in one campus it is extended to others, hence the positive movement in availability of services during FY24.

Responding to Pandemic Learning Loss

In FY24 the Navitas Insights & Analytics team continued its research into the long-term impact of pandemic learning loss for international students. These findings include the insights and experience of the Navitas teaching community captured in a survey in September 2023.

The findings reveal that teachers are experiencing more challenges associated with poor student engagement and shifting attitudes to learning. Drawing on extensive post-pandemic research conducted by academics, organisations and governments, and supplemented with Navitas' own research with agents, educators and sector leaders, our report explores:

- Learning loss and academic underachievement caused by the pandemic
- Decreasing student engagement and shifting attitudes to learning
- Impacts on mental health and wellbeing

It concludes that learning institutions need to effectively respond to pandemic learning loss in order to support student success, but also to increase their competitive advantage. The findings of the report have been shared widely within Navitas and across the sector, and we also held two webinars hosted by Jon Chew, Chief Insights Officer at Navitas, to explore the findings further.

You can read the full report here.



Peer mentoring to instil academic integrity

Griffith College, a Navitas pathway college partnered with Griffith University in Queensland, Australia, has explored the problem that guidance and directives provided by academic staff are not a bulletproof approach to instilling academic integrity in students. At times, students fear approaching teachers and advisors to seek guidance, worrying about potential consequences if they are found in violation of academic standards or other issues. In September 2023, Griffith College introduced a Peer Mentoring Program to allow students to connect with and learn from their own peers, regarding the rules and practices of academic integrity.

The College saw many successes in the first year of the program. Workshops promoted by Peer Mentors gained more traction than workshops promoted by academic staff. Students who acted as Peer Mentors exhibited a higher sense of responsibility towards academic integrity, a responsibility that appeared to spread among the wider cohort.



Employability services for students

Employability outcomes are an important measure of impact for Navitas and while we do not have the data to report on employability outcomes specifically, we do consider the services and support available (such as access to careers advisors, employment fairs, work placements and internships) in each college/campus to improve employability outcomes for our students.

Availability of employability services

*% colleges and campuses**



During FY24 we saw a slight decline in availability of some employment related services, including work experience opportunities integrated into programs (from 80% in FY23 to 75% in FY24), and access to career advisors (from 81% in FY23 to 70% in FY24). We are exploring this decline with our leadership teams to understand whether this is driven by a reduction in services offered by the university partner, or changes to our own offerings.

Student welfare and safety

Student welfare and safety refers to the management of our students' health, safety, and physical and mental wellbeing during their participation in a Navitas program. This includes a particular focus on student mental health and on the unique experiences and challenges of international students.



Of our global colleges and campuses

95% offer counselling services and mental health support

78% offer wellness programs and workshops

86% provide health and wellness resources

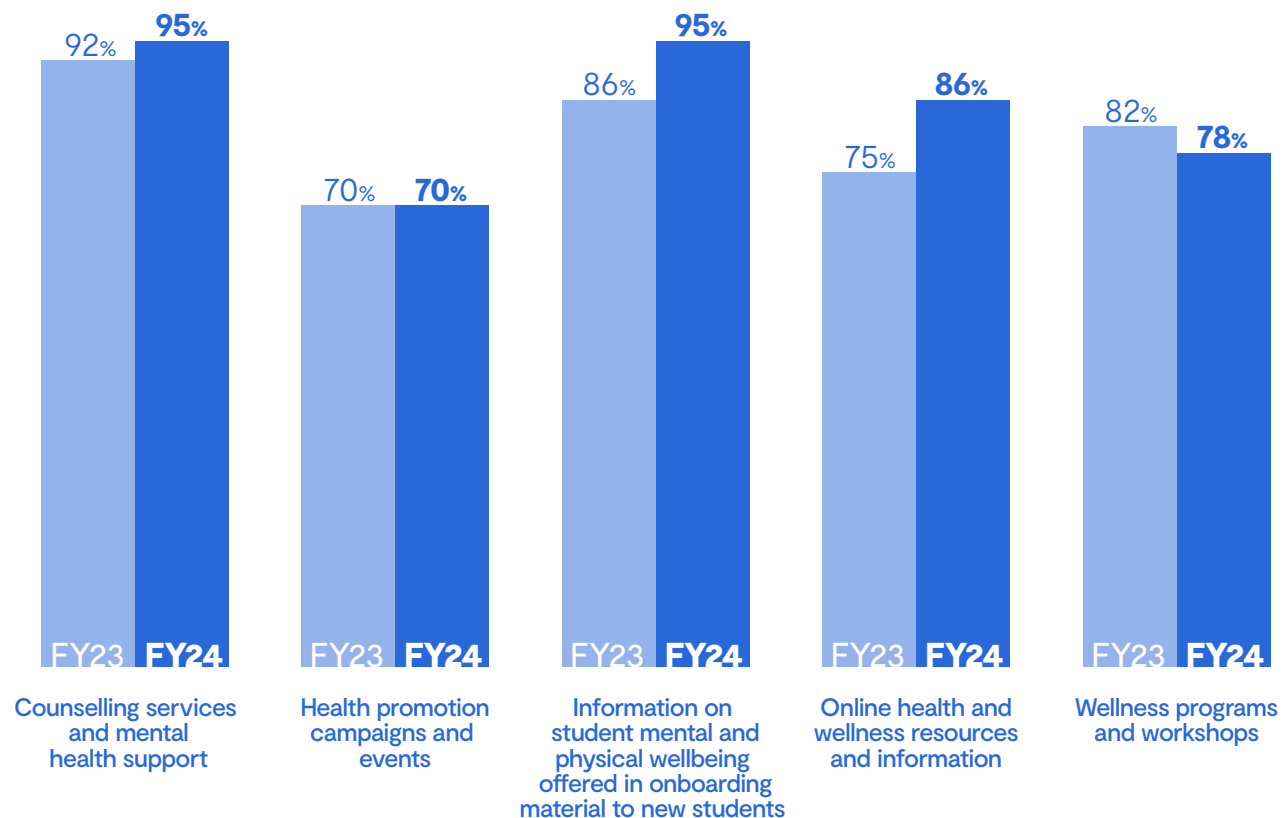
Our colleges and campuses are thriving communities that are strengthened by their diversity. We consciously build inclusive environments by celebrating the significant cultural days of people within our community, establishing student clubs and organisations, providing diversity training for our students and developing inclusive curricula.

We are committed to providing facilities that meet the needs of our diverse student cohorts. In FY24 we saw positive improvement, with more of our students now having access to parents' rooms, end of trip facilities, female friendly toilets, multi-faith prayer rooms and mediation rooms.

Mental health and wellbeing is becoming an increasingly important topic in the education sector, and informs the services and support we provide for our students. We are proud that 100% of our university partnership colleges and campuses offer counselling services and mental health support for students.

Access to mental and physical health facilities

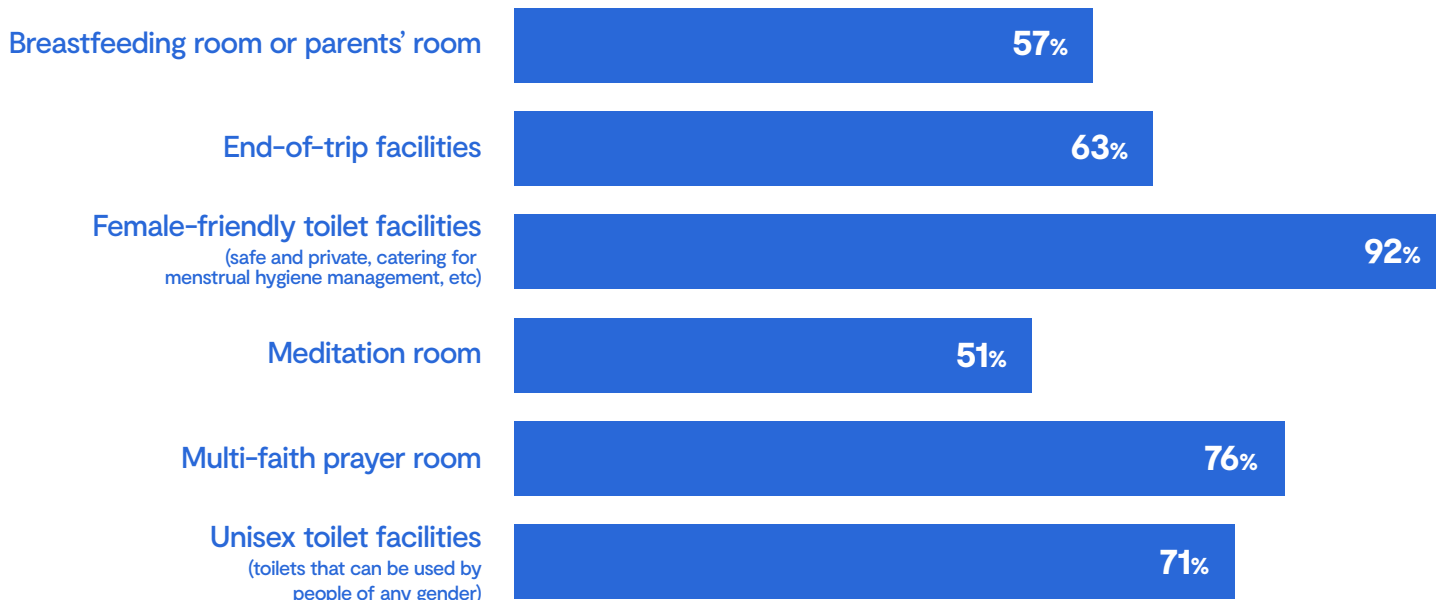
*% colleges and campuses**



In FY24 we continued to train frontline staff as Accidental Counsellors to equip them with the knowledge and confidence to support our students. This year, we made Accidental Counsellor training available to staff at 71% of our colleges and campuses and 142 employees signed up for the training. Staff can access Mental Health First Aid training at 83% of our colleges and campuses. The impact survey shows that the Mental Health Toolkit, a set of bespoke resources designed to support frontline staff in helping students, is only being promoted at just over half of our colleges and campuses. This will be addressed by the WHS team in FY25.

Access to inclusive facilities

% colleges and campuses*



Student speed-friending at SAIBT

The South Australian Institute of Business and Technology (SAIBT) has taken innovative steps to help international students build long-lasting connections with their peers: speed-friending events. The speed-friending initiative is designed to help students connect, form friendships, and ultimately feel more at home in Adelaide.

SAIBT, known for its commitment to student wellbeing, identified the issue of student loneliness within its community and sought to create a solution that would foster genuine human connection.

With the creation of a Wellbeing Team and the positive impact this has had in driving student wellbeing initiatives on campus, attendance at events is now regularly booking out.

SAIBT's speed-friending events offer students a structured yet relaxed environment where they can meet and converse with peers over short, timed sessions. The events are particularly beneficial for international students and those new to Adelaide, who may find it challenging to build a social network in a new city.

Jaesen Pich, a student who arrived in Adelaide from Cambodia in 2013, is one of many who have benefited from these events. Initially struggling to make friends, Jaesen found that speed-friending helped him break the ice and form lasting connections. Today, he not only has a close-knit group of friends but also volunteers to help organise these events, ensuring that others don't have to experience the same loneliness he once felt.



Access to education

We want to better understand and manage the barriers to education for disadvantaged students, including first in family, refugees, and First Nations peoples. Barriers include socioeconomic background, language skills, traditional entry expectations and criteria, and physical location of education delivery.

A commitment to improving access to education is at the core of what we do. As the centrepiece of our Impact strategy, education is the area where we can make our biggest impact. Navitas was founded on the idea that we could remove barriers to international education for more students wanting to access education overseas.

We are also dedicated to providing high quality support systems to remove barriers to education and meet the diverse needs of our students. Today, almost all our colleges and campuses are well set up to support students with disabilities, neurodivergence, and other individual needs. These facilities and services are provided either by our own colleges, or by the universities we partner with.



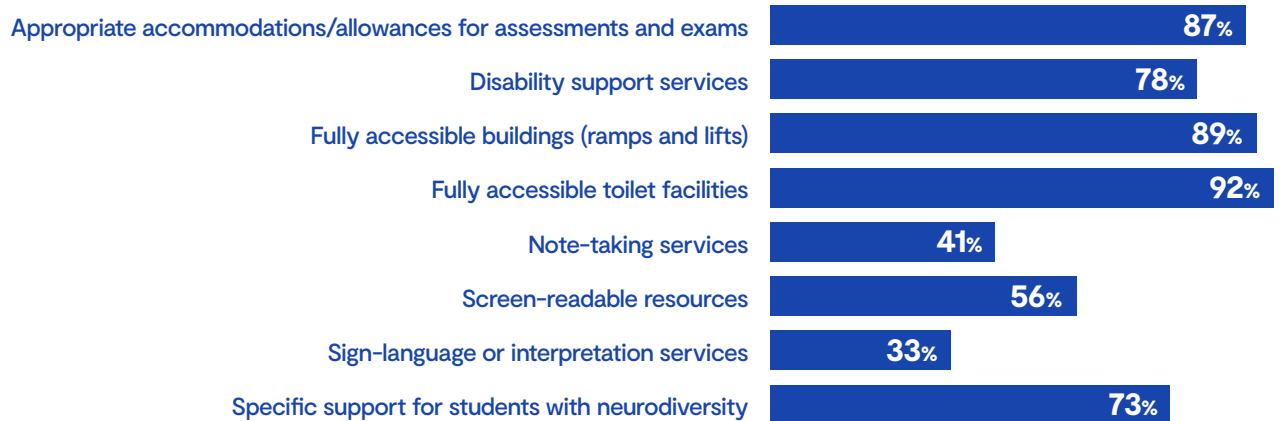
Of our global colleges and campuses

73% offer support for students with neurodiversity

89% have fully accessible buildings

Accessibility services

*% colleges and campuses**



Access to financial support

*% colleges and campuses**



Of our students in Australia

37%

are first-in-family students

3.4%

have a disability

This year has shown a significant increase in specific support for students with neurodiversity, especially across our university partnerships divisions. The marked difference between this year's (73% of colleges and campuses) and last year's number (53% of colleges and campuses) reflects the increased awareness surrounding neurodiversity both within Navitas and across the education sector.

Expanding international education opportunities

In FY25 we will continue to focus on improving access to education, not least through our long-term growth strategy which includes a focus on TNE. Partnering with universities to establish campuses overseas is an important part of our ESG approach as it expands potential for positive social impact. In particular, the ECU Sri Lanka campus is the first Australian university campus in Sri Lanka, offering domestic students access to an Australian tertiary education without the expense of travelling abroad. We are excited about similar opportunities to increase access to Indonesian students with the opening of the Deakin University Lancaster University campus in Bandung, Indonesia.

Scholarships for First Nations law graduates

In FY24, ACAP University College and the Law Institute of Victoria announced a new First Nations scholarship aimed at creating opportunities for Aboriginal and Torres Strait Islander law graduates. The scholarship, valued at 100% of course fees, goes to an eligible First Nations (Aboriginal and Torres Strait Islander) student each intake. Torres Strait Islander woman and Tarwirri member, Shona O'Brien, was awarded the inaugural First Nations Scholarship.

This new scholarship aims to address the under-representation of First Nations people in the legal profession. In the practising year of 2021-2022, less than one percent of lawyers with a legal practising certificate in Victoria identified as Aboriginal and/or Torres Strait Islander). This new scholarship will provide First Nations law graduates with financial support, access to industry-led learning and meaningful connections within the legal profession.

The scholarship also acknowledges the invaluable perspectives that First Nations students bring to the classroom and contribute to the wider ACAP University College community. With this collaboration, we are dedicated to breaking down barriers and cultivating a more diverse and inclusive legal workforce.



Sanctuary Scholarship for Ukrainian student at ICP

Navitas university partner, the University of Portsmouth, offers one Sanctuary Scholarship each year to an undergraduate student seeking asylum in the UK. The scholarship provides funding to cover tuition fees, and also offers ongoing personal and financial support during the student's studies.

International College Portsmouth (ICP) is a Navitas pathway college that operates on-campus at the University, delivering pre-sessional English, and undergraduate and postgraduate foundation programs.

In FY24, ICP welcomed Milana, a recipient of the University of Portsmouth Sanctuary Scholarship, to their pre-sessional English program. Milana has travelled to the UK from Kiev, Ukraine. She expressed that the Sanctuary Scholarship scheme has helped her feel supported during her studies despite all the challenges and financial struggles the war has brought to her family. She explained that she has received tremendous support from ICP and the University of Portsmouth and she feels more than grateful that there is financial support to students from Ukraine.

Milana is settling in very well in her Architecture, Design and Fashion course, as well as her study life in Portsmouth, and she is planning to continue with postgraduate studies after the completion of her undergraduate studies.

Sustainability education

Sustainability Education, or Education for Sustainable Development (ESD) as referred to by UNESCO (2014), “allows every human being to acquire knowledge, skills, attitudes and values necessary to shape a sustainable future.” At Navitas we aim to integrate sustainability content into existing and new programs.



Sustainability related content is included in programs offered at:

100%

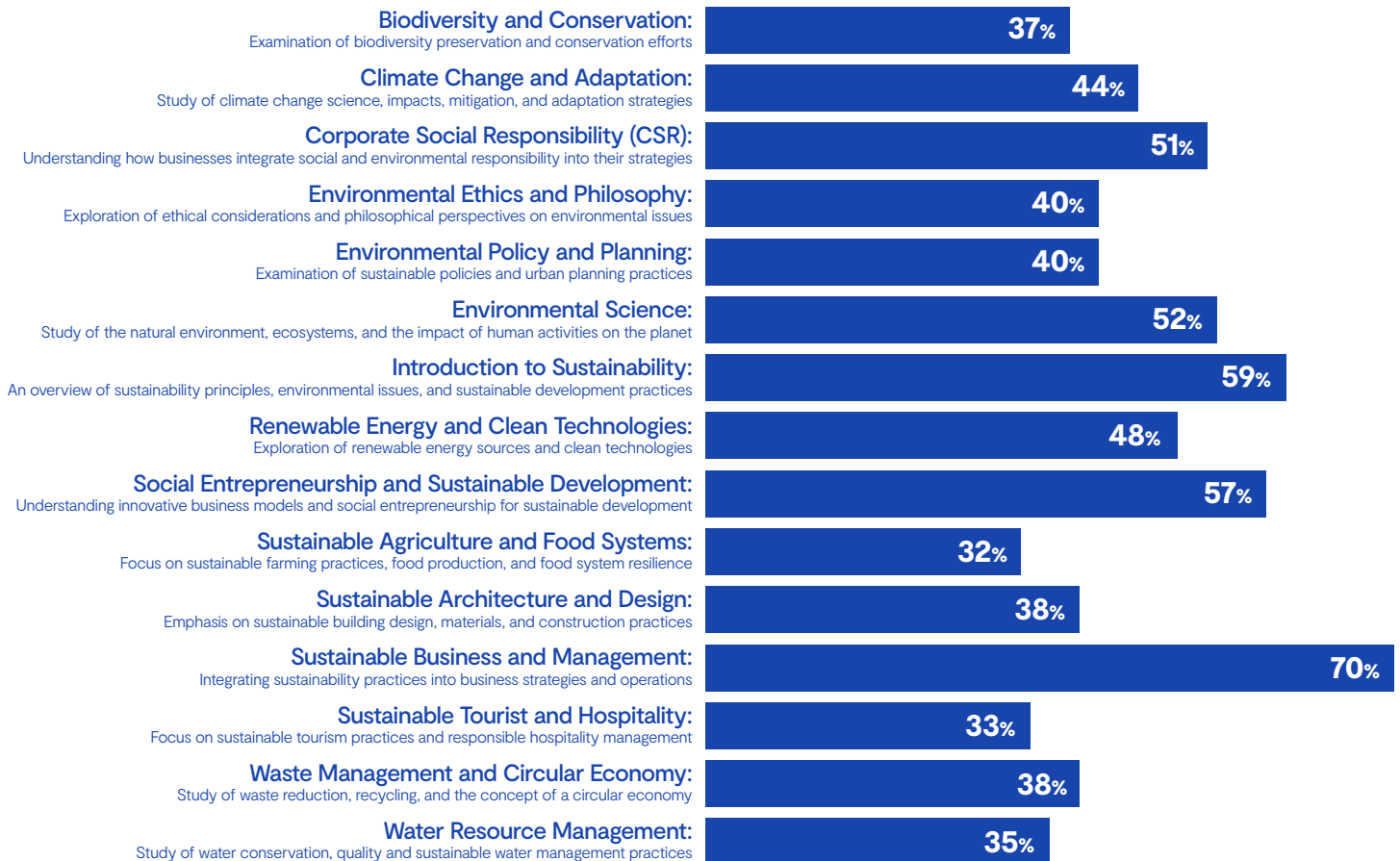
of our colleges and campuses in Australia and North America

93%

of our colleges and campuses in Europe

Colleges and campuses offering sustainability-focused curricula

*% colleges and campuses**



Our Sustainability Education topic is driving colleges and campuses to find opportunities to incorporate ESG-related content into our academic programs and induction programs.

There has been considerable progress in this area during FY24 driven both by divisional ESG priorities, and external factors such as demand for ESG related content in our university partner curricula. Findings from the FY24 impact survey indicate a significant increase in the volume and variety of programs delivered by Navitas that now include sustainability topics.

Embedding sustainability in the learning experience

The Navitas Australasian Learning & Teaching team has developed an Education for Sustainable Development (ESD) Community of Practice, bringing together colleagues from each of the colleges and campuses within this division. This central hub facilitates engagement among staff, offering a wealth of resources including research articles, case studies, and a forum for interactive discussions.

The team has also initiated an ESD working group with representatives from each of the Australasian colleges. This group collaborates to identify and disseminate best practices in sustainability, with the goal of integrating these practices into our curricula.

As part of this project, teams were invited to attend a workshop with Professor Geoff Scott from Western Sydney University, a leading figure in educational sustainability. This workshop inspired our staff on their journey to integrate sustainability into their teaching, leveraging proven strategies that have received recognition and awards.

Inspiring student action at THPC

The Hague Pathway College in the Netherlands has designed a project to foster social awareness and inspire action among their students called Be The Change.

Be The Change is a dynamic 10-week course that empowers young minds to tackle real-world problems and make a tangible impact on society, and forms a key component of the year-round Study Success module for Foundation students at The Hague Pathway College. While the blueprint for the project emerged several years ago, the revamped and expanded version of this project debuted at THPC in Spring of 2024, to great enthusiasm from both students and attendees.

At its core, the Be The Change Project bridges the gap between classroom learning and real-world application, aligning closely with The Hague University of Applied Sciences' (THUAS) focus on practice-oriented education and global citizenship. The project embodies the university's core values of being Curious, Connecting, and Caring, preparing students for the educational approach they'll encounter as they progress in their academic journey. With this ethos in mind, students work collaboratively in groups to identify and address significant societal issues.

A unique aspect of the course is the poster project during the school's Student Engagement Week, where students promote their events to the wider THUAS community, getting out of their 'THPC bubble' while honing their marketing and communication skills. Students also present in the main Speaker's Corner of the THUAS campus—an experience that is both challenging and rewarding as they step out of their familiar classroom environment.





Hear from our students



Ameen Bou Diab

Eynesbury College

“The teachers and academic directors at Eynesbury are very supportive around you – helping you build your own identity, personality, and finding your way. The overarching support system in place was crucial.”



Christel Cherryadi

SAE University College

“Dream big and go for it. Do whatever you want to do because you have all the support around you. One thing that is very special about Navitas and SAE is the company culture – how encouraging they are, and how inclusive they are.”

Emomotimi Ziprebo

Birmingham City University International College

“Studying in Birmingham City University International College has helped me become who I am today. I’ve made my family proud.”



Devi Jayawardhana

La Trobe College Australia

“Studying at La Trobe College Australia gave me the chance to get into my dream course. If you are ever in doubt and you do not know where to start, I think La Trobe College Australia is an excellent place to start.”



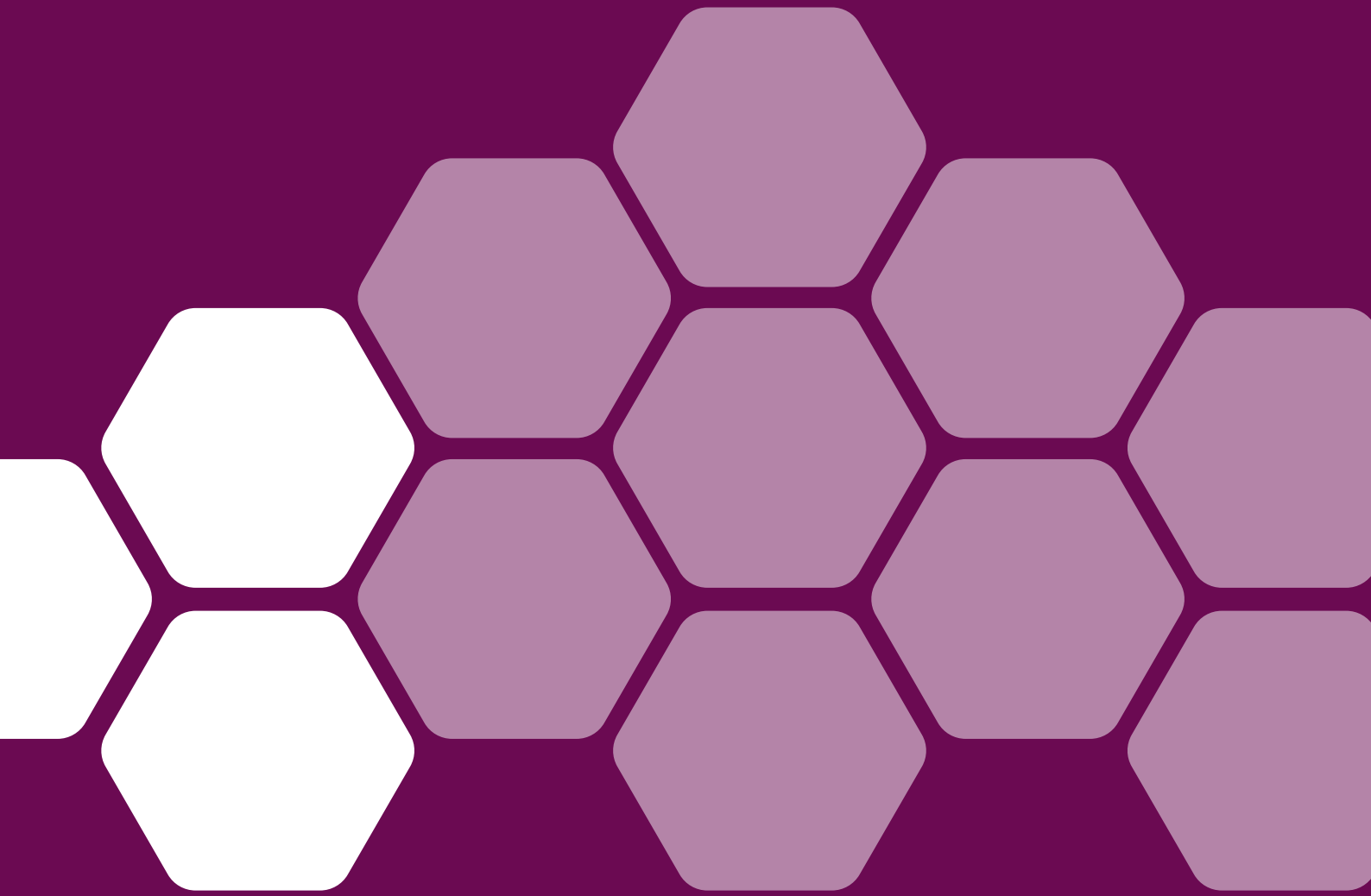
Nneoma Ugwu

UMass Dartmouth Navitas GSSP

“I’m an engineer, so we believe that the most important part of the building is the foundation, and to me, Navitas was that foundation into my academic journey in the US.”







Our impact as an **Employer**

We employ over 5000 staff members in dozens of countries around the world. Our staff needs are diverse, with team members from many cultural backgrounds, speaking many languages, and with a wide variety of backgrounds and experiences. We want to ensure that all our staff – no matter where they are from or who they are – feel safe, supported, and are given opportunities to thrive.

Diversity, equity and inclusion (DEI)

DEI aims to bring equality to the workplace and classroom by acknowledging and addressing structural inequalities that may be present in our communities. We also aim to celebrate the diversity of our staff and students by acknowledging days of significance from around the globe such as International Women’s Day, World Pride, diverse religious holidays, and more. Our goal is to embed DEI in everything that we do – from our communications to our classrooms.



DEI practices for employees

% colleges and campuses*



Gender diversity at Navitas

59% of our staff are women

44% of leadership staff are women

25% of executive staff are women

33% of board members are women

Navitas DEI at a glance

Of our global colleges and campuses

95%

provide access to cultural events and celebrations

79%

have introduced inclusive recruitment practices

65%

provide access to diversity training and workshops

Reporting on the Diversity, Equity and Inclusion topic is difficult due to our current people management systems and the availability of data relating to diversity metrics across the organisation.

As a consequence, we are currently only able to report on gender diversity. In the long-term, an updated people management system will allow for improved data collection.

Navitas has significantly improved its gender-based reporting to meet WGEA reporting requirements in Australia. In FY24, Navitas saw one percentage point increase in mean gender pay gap year on year between FY22 (9.6%) and FY24 (11.5%) but a small decline in median gender pay gap (from 5.3% in FY22 to 4.8% in FY24). Improved reporting and the introduction of a banding system has allowed for a gender lens in the salary review and remuneration process in FY25.

In FY24 Navitas DEI programs included training, the continuation of the Navitas Global Mentoring Program, and participation in the RISE program, which involves 15 CARM (Culturally and Racially Marginalised) women participating in a program delivered by Diversity Council Australia.

At a local level, we have also seen progress in the implementation of services, support, and activities to create an equitable and inclusive working environment. Inclusive recruitment practices are more commonplace across Navitas and more colleges and campuses are offering flexible working arrangements. We have also seen an increase in the number of colleges and campuses offering cultural events and celebrations that reflect their diverse student and staff communities. Another indicator of the positive impact of these efforts is the Glassdoor score for Diversity and Inclusion which currently sits at 3.6 out of 5 and is one of our higher scores.

Inclusive facilities for employees

% colleges and campuses*

All gender toilet facilities
(do not have gendered signage and can be used by a person of any gender)

70%

Breastfeeding room or parents' room

48%

Multi-faith prayer room

67%

Navitas has invested in programs using external providers to deliver training on Gender and Sexuality, Inclusion in the Workplace and Pride Allyship. In total 155 employees participated in this training in FY24.



Centring accessibility in the Navitas brand refresh

In 2023, we celebrated a brand refresh for the global Navitas brand. We took this opportunity to centre accessible design in the latest iteration of our branding. This includes updating the Navitas colours to meet higher accessibility standards for people with visual impairments or who use screen readers.

Community-led initiatives at Navitas

Many of our most meaningful initiatives this year stemmed from grassroots initiatives that have grown organically to become company-wide. These include employee resource groups such as the Women in Navitas Network, which has continued to thrive in FY24, and new groups for employees such as the Disability support group and the Neurodiversity support group.



In FY24, a group of Navitas colleagues started a support group for people with neurodiversity. The founders shared: "Given the likelihood of many people working at Navitas with a neurodiversity, we wanted to set up a support group. This is a group to celebrate our neurodiversity – we want to bring out the very best in our diverse superpowers. All neurodiverse people have wonderful traits and strengths

which are a huge benefit to the workplace, but often these strengths come with struggles – some seen, most unseen. We want to celebrate our neurodiversity but also provide unity and support."

The group is open to anyone who is neurodiverse, thinks they are neurodiverse, or has colleagues, friends, or family who are neurodiverse. The group also developed a tile featuring the globally recognised symbol for Neurodiversity, for use in email signatures for staff wanting to identify themselves as neurodiverse. Throughout the year, the group has met via Zoom calls to connect neurodiverse colleagues from across our global teams.

We look forward to seeing the power of these organic initiatives continue to grow.

WiNning at Navitas: a new annual conference

In March 2024, in the lead up to International Women's Day on 8 March, we announced the launch of WiNning at Navitas – a new annual conference hosted virtually by the Women in Navitas Network (WiNN). The work of WiNN championed the 2024 UN International Women's Day (IWD) theme, Invest in Women: Accelerate progress!

The conference invited internal and external speakers to explore issues that impact women and reflect on the lived experiences and stories of women. The event was a fantastic opportunity to enrich and develop the existing member community to provide networking opportunities for all.

Talent development

Talent development refers to the provision of training, development, and learning opportunities for all Navitas staff. We hope that by building opportunities for our staff to learn, grow, and develop, we will build a positive workplace culture where our staff feel supported no matter their background or goals.



In FY24 we had



In FY24 staff turnover remained largely unchanged from FY23 at 20.7%. Efforts to promote vacancies internally and encourage promotions resulted in 96 internal promotions in FY24 (56% of which were female).

We saw a positive change in the area of talent development, with inclusive recruitment practices becoming more commonplace across Navitas, more colleges and campuses providing opportunities for career progression, and more colleges and campuses allowing staff access to paid time to complete professional development.

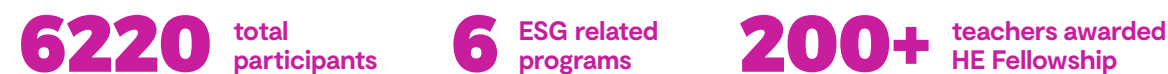
However, there has been a decline in the number of colleges and campuses providing access to external professional development opportunities (eg conferences) for staff across all divisions. Further investigation is required to understand whether this is due to cost constraints and lack of investment, or the availability of in-house professional development opportunities through programs such as the Leadership Development Program.

Talent development opportunities

*% colleges and campuses**



Navitas training programs



LinkedIn Learning



The 2024 INSPIRE Awards received 148 nominations for the individual awards (a 54% increase on last year) and engagement in the program continued to strengthen.



Navitas Mentoring program – winner of the Mentorloop Impact Award

In FY24, the Navitas Mentoring Program was awarded Mentorloop’s 2023 Impact Award!

Our program was one of 19 programs short-listed from hundreds under consideration for the award in 2023. In FY24, we established 132 mentoring connections across our global network, with many participants giving 5-star reviews and reporting that they are deriving great benefit from their involvement in the program.

In FY24, our Global Mentoring Program saw

55 mentors **76** mentees
33 mentors in the WLA Mentoring Training Course

Each year the Mentorloop Impact Awards evaluates hundreds of programs from industry associations, non-profit communities and corporate organisations from all over the world. The award-winning programs demonstrate the key criteria that sets impactful mentoring programs apart; a shared philosophy of mentoring, scale of opportunity and accessibility; positive participant engagement and satisfaction; and overall working towards a culture of mentoring that supports diversity, equity and inclusion for organisations, industries and/or communities.

We would like to acknowledge Nerina Knight, Lisa Lee, Gaukhar Rakhimov, Julia Lambo and our colleagues at Women & Leadership Australia for their efforts in bringing this program to fruition.

WLA launch on-demand leadership program

When it comes to professional development, leaders at all levels tell us that a lack of time and budget are the two main factors holding them back from enrolling in development programs. To help tackle this, Women & Leadership Australia has launched a new program making it easier for staff at all levels, including emerging leaders, to access our best-practice leadership training.

Everyday Leadership: essential skills for success at work is an online, on-demand program that aims to boost powerful interpersonal and workplace skills, at a time and pace that suits each participant. Suitable for staff groups looking to level-up their interpersonal skills with a shared understanding and skillset, or individuals stepping up into a leadership role, the program provides a toolkit of workplace skills and leadership knowledge that will set participants up for success in their everyday working lives.

Previous Women & Leadership Australia CEO, Karen Taylor, said the program is a game-changer for individuals and organisations seeking to boost their soft skills in a cost-effective and flexible way. “We all interact with other people every day. Regardless of your position title, level of seniority or industry, communication and interpersonal skills are key to success in the workplace. Understanding the core concepts of leadership, and developing skills for effective communication, relationship-building and conflict management, will provide you with the everyday leadership skills you need to shine at work.”

Workplace Health, Safety and Wellbeing

Our goal is to actively manage the health, safety, and wellbeing of all Navitas staff, including a particular focus on mental wellbeing, psychological safety, and the prevention of harassment or violence in our workplaces.



WHS at Navitas in FY24

611

employees took part in global wellbeing challenge

1444

respondents to annual Wellbeing Survey

1900

employees completed Psychosocial Hazard awareness training

Our FY24 annual Wellbeing Survey showed that:

86% of respondents feel positive about access to wellness support

92% of respondents have meaningful ways to stay connected to colleagues

76% of employees responded feel comfortable contributing to discussions with ideas, questions and problems

71.3% of respondents feel positive about the company

Wellbeing support and resources

*% colleges and campuses**



Workplace health, safety and wellbeing continued to be a priority in FY24. We made considerable improvements to our reporting capability with the new reporting platform, Donesafe, and case management recording system, SOLV Injury. These platforms will provide better visibility of WHS incidents, hazards, WHS reporting of preventative actions, and management of injuries and incidents.

Our annual wellbeing survey (conducted in August 2024, reflecting on the months previous) provides valuable insights into the wellbeing of our employees and provides important lead indicators. As a result of the findings, we are giving further consideration to managing workloads in the current cost-conscious and lean working environment.

Findings from the Impact survey indicate a lower than expected awareness of the Navitas-wide Employee Assistance Program (EAP) and its services, which are available to all staff and their families. This is validated by the 18% decrease in EAP hours used during FY24. We are working to increase awareness and understanding of the programs available and educate employees on how to access these services.

Values in Action training – empowering our teams

We are committed to providing a safe environment for all. Our Values in Action act as a framework for how we conduct ourselves, no matter our role within our organisation or where in the world we choose to work. It provides guidance to help us make the right decisions, act with integrity and advice on what to do if we witness behaviour that doesn't reflect the Navitas values. To empower our staff and ensure they feel comfortable making safe decisions in the workplace, we provided a variety of training courses to cover our Values in Action, which relevant staff must complete including:

- Respect@Work training for sexual and gender-based harassment prevention
- Modern Slavery awareness training
- Psychosocial hazard awareness training.

Three years of the Mind Body Challenge

For the third year, Navitas partnered with Wellable to deliver the Mind Body Challenge. The challenge allows staff to work with teammates and keep both the mind and body healthy with a balance of physical activity and the restorative practice of meditation.

In FY24 during the month of October, we had a total of 123 teams across Navitas, with 611 participants worldwide, travelling a total distance of 159,431 kilometres (or 99,065 miles).

Did you know that the distance between the North and South Pole is approximately 20,000 km? This means that collectively participants travelled up and down the Earth almost 8 times!

In FY24 our WHS team measured:

15

work-related injuries

126

days lost to injury (due to 3 employees on extended leave for injury)

715

attendees at wellness health and safety webinars

303

Employee Assistance Program (EAP) hours used globally





Hear from our staff



Anjali Singh

**Engagement and Sponsorship Manager,
Navitas**

“My key achievement at Navitas is bringing people together. It’s been great to be able to work at several different campuses, meet people all around the country and even around the world, and connect them to other people within the business.”



Ben Bullock-Smith

**Head of Creative,
Global Sales and Marketing**

“Working at Navitas has made an impact on my life in so many different ways. When you spend that long with a company and the people behind it, it shapes who you are.”

Imelda Wilks

**Payroll Manager,
University Partnerships Europe**

“I love working for a company that looks after their staff, in good times and bad. They will help you out, and they will support you.”



Leigh Pointon

**Executive General Manager,
University Partnerships Australasia**

“My time at Navitas has really afforded me so many privileges personally. Working with some amazing people and building relationships with, not only my immediate colleagues, but so many amazing people that I’ve had the opportunity to work with globally.”



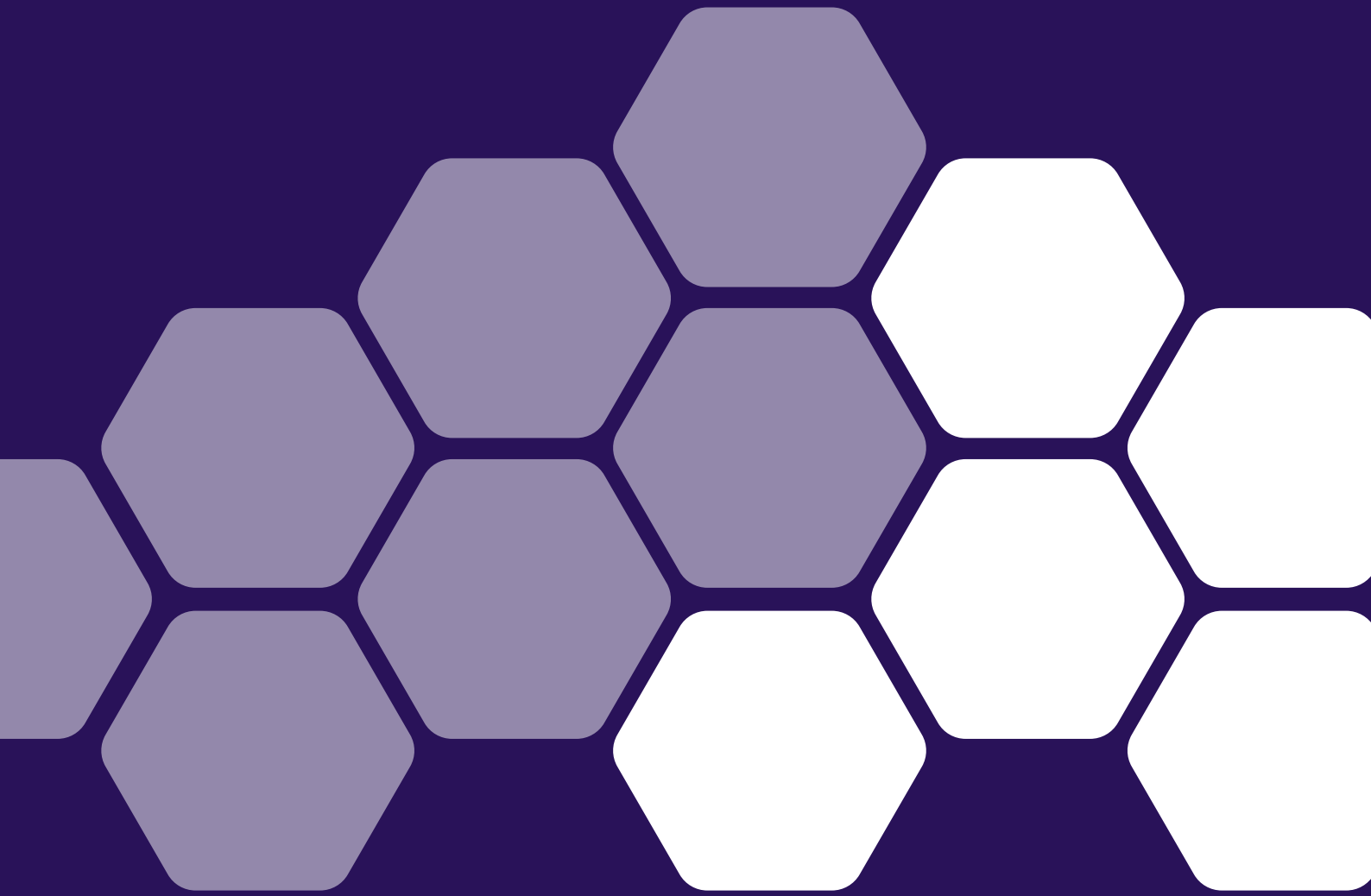
Omid Honari

**General Manager, Sales & Marketing – EMEA
Director, Global Sponsor Engagement**

“This is not an organisation where people dip their toes in and dip their toes out. It’s somewhere you really do have an opportunity to aspire to the best professional version of yourself.”







Our impact as a

Global Citizen

On our journey towards creating a better world for our communities, an important step has been acknowledging that everything we do creates impact. As an education provider, we have opportunities every day to improve our impact on our students, our staff, and our wider communities.

Climate change mitigation, resilience and adaptation

Climate change mitigation is a priority Impact topic at Navitas. We want to actively understand, manage, and build resilience for climate change impacts, risks to our business, and more importantly, to the future of our communities. This includes understanding our contribution to climate change, contributing to emissions reduction activities and reducing our impact, alongside our key partners.



37% of our total emissions come from international student travel.

In the higher education sector, there are no agreed-upon boundaries for Scope 3 emissions*, where we include our international student travel emissions. Many universities are not currently accounting for international student travel in their Scope 3 emissions. For those that do, there is no sector-wide framework for consistently and accurately accounting for student travel. We feel it is important to acknowledge and measure the environmental impact of international student travel. We have used our own methodology, accounting for a one-way flight per new student each year. We acknowledge that this is an imperfect solution. To support the creation of a consistent reporting framework for the sector, we joined Climate Action Barometer for International Education (CABie) as a founding partner.

In the meantime, unless otherwise stated, the below emissions numbers are excluding international student travel.

Our FY23 carbon footprint (in metric tons of CO₂-e)

58,711t total emissions
(including student travel)

16t Scope 1
emissions

5,938t Scope 2
emissions

34,886t Scope 3
emissions

Our FY24 carbon footprint (in metric tons of CO₂-e)

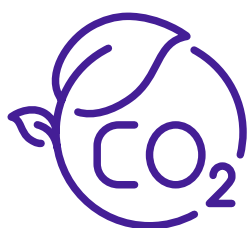
70,035t total emissions
(including student travel)

11t Scope 1
emissions

4,293t Scope 2
emissions

39,394t Scope 3
emissions

Our FY24 emissions (excluding student travel) are equivalent to



Greenhouse gas emissions from

10,400
GASOLINE-POWERED
PASSENGER VEHICLES
driven for one year

Greenhouse gas
emissions avoided by

11.5
WIND TURBINES
running for one year

Greenhouse gas
emissions sequestered by

722,550
TREE SEEDLINGS
grown for ten years

FY24 Top emissions sources:



PROFESSIONAL SERVICES (47%)



ELECTRICITY PURCHASE (10%)



ELECTRICITY (T&D LOSSES) (1%)



BASE BUILDINGS (31%)



BUSINESS AIR TRAVEL (6%)



CO-WORKING DESK (1%)

In FY24, 'Professional services', 'Base buildings', and 'Electricity – direct purchase' continue to be the top emissions sources. This year, the PathZero model was upgraded to align with the internationally accepted Greenhouse Gas (GHG) Protocol emissions categories. In line with the top emission sources listed above, 'Purchased goods and services', 'Upstream leased assets', and 'Purchased electricity' are the top emissions categories.

You can read the full report here.

Responding to climate change

In FY24 we continued to focus on our climate action strategy, which aims to improve emissions reporting, reduce Navitas emissions, and manage climate risks. This year, we developed and improved our carbon emissions reporting capability and moved to a new iteration of the PathZero emissions reporting platform. Our comprehensive carbon emissions reporting for FY24 includes emissions summaries for every division and business unit, and also enables us to consider emissions from different types of operation (for example, pathway college or managed campus).

We continue to engage with the Climate Action Barometer for International Education (CABIE) as a founding partner (along with several of our university partners). CABIE's goal is to establish a consistent measurement tool for reporting emissions, including student travel, in the international education sector. In particular, at Navitas we want to work with agents to understand, report and ultimately reduce the emissions associated with recruitment agents. The Navitas Climate Action Working Group is currently considering how to obtain more accurate emissions data for agents.

In anticipation of new climate-related financial disclosure legislation in Australia, we have begun some simple energy transition modelling to inform our carbon reduction plan. In FY25 we will continue to develop this model and engage with third party organisations to develop an energy transition strategy.

In anticipation of the new legislation, we have also started to consider the climate risks facing Navitas. We developed organisational and divisional climate risk profiles that are currently being validated within the divisions. Further work is needed to understand the materiality of these risks, and to understand how these risks sit within the current Navitas risk register.

Offsetting our Business Partners Conference

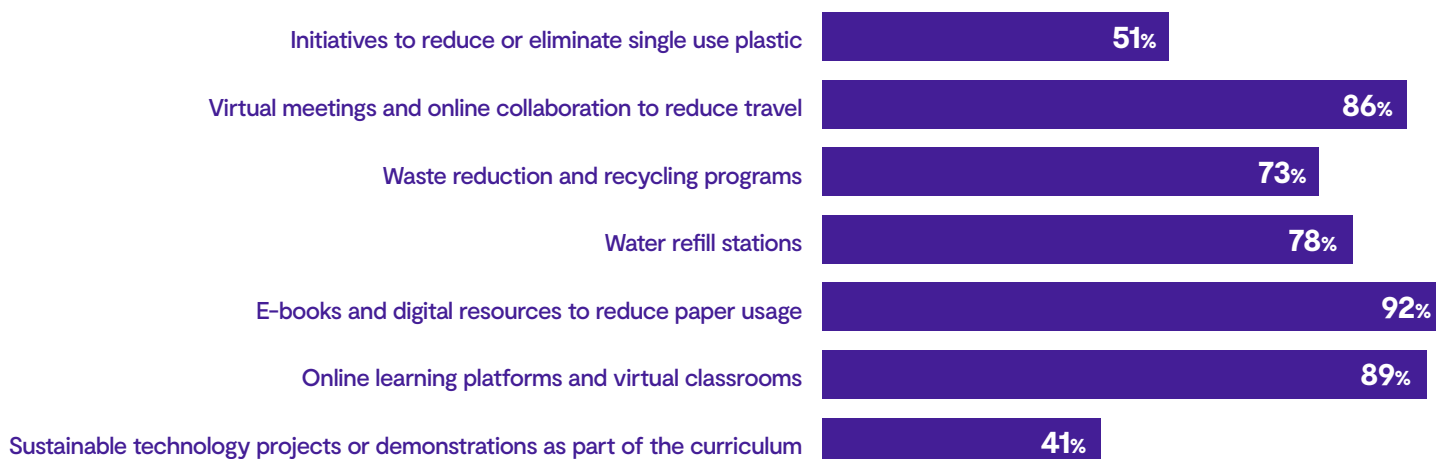
The annual Navitas Business Partners Conference is a highlight of the Navitas calendar, bringing together university partners, agents, Navitas staff, and often a selection of international students, to consider the biggest challenges and opportunities facing the sector. In FY24, we committed to offsetting the Navitas emissions associated with the 2023 Business Partners Conference (BPC) in Bangkok, Thailand.

The first step was to assess and measure our carbon emissions from this event, including staff travel, accommodation, and energy consumption. We coordinated with the hotel management (Hyatt Regency Bangkok) and our air travel provider (FCM) to obtain the data and make an estimate of the BPC's carbon footprint. The total conference emissions were estimated to be 141 tCO₂e.

For this project, we collaborated with a carbon offset provider BlueHalo, using sustainability features from FCM, to ensure that our investment directly contributes to the development and expansion of environmental projects.

The next step was to identify a sustainable project that aligned with our values and had a meaningful impact. Our initial preference was to find a project in Thailand, but after no suitable projects were found, the conference planning team selected a Verra Carbon Standard (VCS) accredited renewable energy project: Winds of Change in India. This project focuses on harnessing clean energy from wind power, contributing to carbon offsetting by supporting the transition to a sustainable energy future and empowering local communities.

Climate changing mitigation, resilience, and adaptation



*Scope 1 emissions are emissions that we own or control directly. Scope 2 emissions are emissions that we cause indirectly, from the energy we purchase and use in our operations. Scope 3 emissions are emissions that are not produced from our activities or from assets owned or controlled by us. Scope 3 emissions include all sources not within Scope 1 and 2.

Indigenous Rights, Justice and Reconciliation

Indigenous Rights, Justice and Reconciliation refers to our engagement with Indigenous peoples to increase awareness and understanding of Indigenous cultures and histories in the areas where we operate, to promote Indigenous rights and justice, and to develop and strengthen respectful and accountable relationships that deliver improved outcomes for Indigenous peoples. Engagement and activities are guided by the principles of truth telling, self-determination, and free, prior, and informed consent (FPIC).



Of our colleges, campuses and offices in Australia, New Zealand, and Canada:

79%

perform an Acknowledgement of Country/Land Acknowledgement at the commencement of formal meetings

70%

hold activities or events to mark Indigenous days of significance

40%

include information about Indigenous history, culture and peoples in onboarding materials for students

In FY24 we continued our journey with Reconciliation Australia and published our Innovate RAP in November 2024. This is an important step forward in our Reconciliation journey and we look forward to continuing our growth in this area.

Currently, Navitas employs 18 people who have self-identified as Aboriginal and/or Torres Strait Islander people, representing 0.5% of a total workforce of 3,380 nationally. We believe that this is an under-representation of First Nations employees at Navitas and are working to improve our reporting metrics to better understand our workforce.

Indigenous students accounted for 2.6% of our domestic Australian student cohort in FY24, and approximately half our colleges and campuses have students who identify as Indigenous within their communities.

Outside Australia, we are pleased to see progress against our commitments in this area, with 100% of colleges and campuses in Canada conducting Land Acknowledgements at the start of meetings, and 80% holding activities and events to mark Indigenous days of significance. Half of colleges and campuses in Canada have staff members who identify as Indigenous.

Cultural competency training

Over FY24, we continued the rollout of cultural awareness training for our leaders and RAP Working Group staff in Australia, with sessions hosted by The BlackCard. The BlackCard builds cultural competency to work effectively with members of the Aboriginal community. Their approach requires strengthening ethical behaviour and enabling all people to understand and undertake respectful relationships with each other.

Members of our Canadian team also had the chance to participate in training, with a program called 'Four Seasons of Reconciliation'. In collaboration with the First Nations University of Canada, the program is designed to deepen understanding and foster meaningful contributions to reconciliation efforts. This training covers essential topics such as the history of Indigenous peoples in Canada, the impact of colonialism, and practical pathways to reconciliation.

Inspired by the training and in alignment with the Calls to Action from the Truth and Reconciliation Commission, several of our Canadian staff have developed ReconciliACTION Plans, which include:

- **Learn and Understand:** Engage with resources to deepen knowledge of Indigenous histories and issues.
- **Explore:** Visit Indigenous cultural sites and events.
- **Recognize:** Acknowledge traditional territories at events and celebrate Indigenous achievements
- **Take Action:** Support policies and initiatives that promote Indigenous rights.
- **Teach:** Share knowledge about Indigenous cultures.

Welcoming First Nations advisors to our RAP committee

We understand how critical it is for First Nations voices to inform planning and decision-making. For the start of our RAP journey, we were privileged to engage our friends at Murawin, who provided valuable expertise, insights, training and support to our Reconciliation Action Plan team.

Alongside Murawin, in FY24 we were very pleased to welcome two First Nations employees from within Navitas to our Reconciliation Action Plan (RAP) committee.



Dr Noritta Morseu-Diop

Senior Lecturer and First Nations Consultant at ACAP (School of Social Work)

First Nations Advisor, Navitas RAP Steering Committee

Noritta is a First Nations woman originally from Tamwoy Town, Thursday Island in Far North Queensland. Her ancestral heritage extends from mainland Australia to the Kulkalgal Nation to the Erubam Le, Ugaram Le and to the Dauareb Clan of the Meriam Nation.

She graduated from the School of Social Work and Social Policy at the University of Queensland in 1992. Since that time Noritta has worked extensively in the grassroots Aboriginal and Torres Strait Islander communities and within non-Indigenous communities throughout the state of Queensland. The areas of her work include: grief and loss, bereavement counselling and support, criminal justice, prison rehabilitation, mental health, community development, cross-cultural education, social work and welfare education and training, drug and alcohol counselling, Indigenous health and human rights and social justice advocacy.



Nicole (Nicki) Fraser-Lyons

Lecturer in Health Care, Griffith College

First Nations Advisor, Navitas RAP Working Group

Nicki is a proud traditional custodian of Ngunnawal Country (southern NSW/ACT) who grew up in Wiradjuri Country in NSW and currently resides in Yugambah language speaking People's nation, on the Gold Coast in Queensland.

Nicki is a health practitioner (nursing) who has worked and trained with Aboriginal communities in diverse parts of Australia over the past 15 years, including Murrumbidgee, Far Western and Far Northern NSW and Queensland.

A proud First Nations Woman, she gives back to her community both personally and professionally at every opportunity. Nicki is particularly passionate about First Nations health and wellbeing and women and children's health, and currently works as a Child and Family Health Nurse with the Queensland Government's Waijungbah Jarjums Health Service, which has developed a model of care in close collaboration within the Yugambah-speaking People's community.

Indigenous Rights, Justice and Reconciliation (continued)

Celebrating First Nations peoples and cultures

In FY24, Navitas colleges, campuses, and offices hosted a range of events to celebrate and learn more about First Nations peoples and cultures during National Reconciliation Week and NAIDOC Week. As we progress on our reconciliation journey, we hope to offer even more opportunities for connection and learning throughout the calendar year.

A NAIDOC Week committee, involving employees from across Navitas, was formed to support colleagues in planning culturally appropriate activities and gain visibility of events across our wide footprint. We also published guidelines for Celebrating Cultural Days of Significance to First Nations Peoples, which were informed by discussions with First Nations peoples and shared widely with Navitas leaders.

NAIDOC Week July 2023:

- Colleagues in Sydney were invited to attend an in-person Yarning Circle with YARN Australia after the success of our online sessions during National Reconciliation Week
- Sydney teams joined an Aboriginal Botanic Gardens and Harbour Heritage Walk, led by a Gadigal guide
- La Trobe College Australia ran a week-long NAIDOC event to build awareness in students of First Nations culture and traditions
- Students from Eynesbury College in Adelaide were selected to attend the Gladys Elphic Oration by the South Australian Minister for Aboriginal Affairs and Attorney-General, Kyam Maher MLC
- SAE staff and students in Brisbane were invited to join SAE First Nations artist Chloe Bowen in developing a large-scale canvas art project
- Staff were encouraged to join a free Yeribee tour at Parliament House and the 'Taking Black to History' art exhibition at the National Museum of Australia.

Celebrating the First Nations heritage of Western Australia

In celebration of Navitas' Western Australian roots, the new Perth Head Office space pays homage to some of our favourite places by using Indigenous place names for the meeting rooms. Each room sign has a description of the place and guidance on how to correctly pronounce the Indigenous names.



NAIDOC Week 2023: Aunty Kathryn Dodd sharing stories with our ACAP team in Sydney.

The meeting room signs also feature the Navitas Reconciliation Action Plan artwork created by Marcia McGuire, a proud Whadjuk, Ballardong, and Yamatji Aboriginal woman. Since she was a young girl, Marcia has felt a strong connection to art; she loved to draw and paint, never missed art classes and always achieved top results in art at school. Inspired by her ancestors' traditional art, dreamtime stories and culture, Marcia loves to create and design art that incorporates traditional customs and designs into everyday living, so that First Nations culture continues to be represented and celebrated in modern culture. As an artist, Marcia is always looking for ways to bring her people's culture into everyday living.



Artwork by Whadjuk,
Ballardong & Yamatji Aboriginal
Woman Marcia McGuire.

Hear from the artist about the RAP artwork

“The original artwork for the Navitas Reflect RAP was designed to reflect the Navitas values and commitment to transforming lives through education with the use of Whadjuk Noongar patterns and symbols. These include the large circle representing the Navitas community and its connection to people. Circles in Noongar/Whadjuk stories generally describe a meeting place. Within each layer of the circle there are patterns that represent Navitas in unique ways. Repeated circular patterns reflect the many campuses and sites that Navitas and its colleges operate globally. Shapes were used to represent more than 6,000 employees; one resembles the letter ‘TT’ which means ‘Man’ while the other more curved ‘TT’ means ‘Woman’ in Whadjuk. The upside-down ‘U’ is used across Australia by many artists to represent a person who is neither gender nor age specific. Marcia also incorporated patterns to represent weaving, binding and strengthening Navitas through the creation and implementation of its RAP. Dancing people represent Navitas in the community in all its diversity. The original Navitas iconography was adapted to demonstrate conviction (the raised, closed fists) and rigour in enhancing the professional reputation of Navitas (modified magnifying glass). There are other more subtle symbols and patterns that reflect partnerships with more than 30 universities around the world, and commitment to caring for people and the environment.

The artwork produced for the Navitas Innovate RAP represents the next stage of the Navitas journey. As well as incorporating the new Navitas colour palette, it demonstrates a focus on improving First Nations cultural representation within Navitas. To that end, First Nations body markings have been added: the ‘Person’, ‘Man’ and ‘Woman’ symbols. These markings are used in celebrations and integral to representing who we are, and our song lines. Two linear patterns have also been added to the artwork to represent the journey ahead.”

Community contribution and development outcomes

Community contribution and development outcomes refers to the outcomes created by the Navitas Education Trust (NET) in addition to the broader social and development outcomes of Navitas' core business of education. Outcomes include the economic and social uplift experienced by an individual, family, and community given access to quality education and improved employment outcomes.



THE NAVITAS EDUCATION TRUST

AU\$3.5+ MILLION DONATED
TO THE NET IN THE PAST 11 YEARS

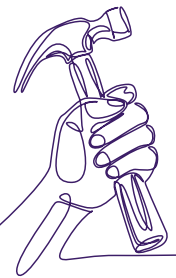
IN FY24 THE NET SUPPORTED:

EDUCATION & SAFETY PROVIDED FOR

8000+
STUDENTS



2 TOILETS BUILT



5 CLASSROOMS BUILT

MEALS PROVIDED TO

800+
STUDENTS



3

SCHOOLS PROVIDED WITH **CHILD PROTECTION TRAINING**



19 REMOTE EDUCATION TEACHERS SUPPORTED

62 STUDENTS ATTENDED
EDUCATIONAL SUMMER CAMPS

17.5t
CARBON REDUCED

7 AFTER-SCHOOL STUDY CENTRES SUPPORTED

Two Navitas teachers visit Classroom of Hope

Two Navitas teachers were selected by Navitas CEO, Scott Jones, to represent Navitas in Lombok, visiting a primary school supported by NET partner Classroom of Hope.

In April 2024, Shelley Barons, English Trainer & Assessor, Navitas Skilled Futures (Liverpool) and Sheera Lee, AMEP Trainer and Assessor, Navitas Skilled Futures (Canberra/Bankstown) had the opportunity to visit a remote region of Northern Lombok. There, they joined the opening celebrations for two new school classrooms built from sustainable, earthquake-proof bricks, supported by Classroom of Hope, the NET, and essential local partnerships. They also visited the eco-block factory in Lombok to see how the innovative, earthquake-proof building blocks are made.

Classroom of Hope builds schools in rural parts of developing countries. In FY24, NET funding supported the eco-block school building project in Lombok, Indonesia, and the sustainable development project in Cambodia. So far, our funding has helped to build 13 schools.



Reflections from Sheera

Hiking through North Lombok's humid jungle to witness an educational transformation by Navitas and Classroom of Hope deeply impacted me. Meeting the remarkable individuals from Classroom of Hope, dedicated to constructing sustainable schools using upcycled materials, added another layer of inspiration to the experience.

One of the most powerful realisations came when I learned about the role of community support in making this project a reality. While Navitas' funding was crucial, the project would not have been possible without the collective effort of volunteers and the wider community. Hearing stories of the community's input, from constructing rudimentary pathways to creatively transporting blocks on motorbikes, underscored the invaluable contributions of each individual toward the project's success. Meeting the teachers and children was undoubtedly the visit's highlight. Despite the challenges they faced, their infectious smiles and warmth were truly uplifting.

While my grasp of the project may be limited, it reinforced my belief in education as the cornerstone for societal advancement and individual growth.

Reflections from Shelley

We met our Classroom of Hope contacts – Cofounder Nicola, CEO Tanya, and Programs Manager Rachael. It was awe-inspiring hearing the stories of how these incredible women became involved in the project – arriving in Lombok on holidays, volunteering, then many years later still there, building schools and changing lives!

The block classrooms are an incredible innovation, introduced by CoH founders Nicola and Duncan. Made of 100% recycled plastic bricks – exactly like big Lego blocks – the classrooms are durable and earthquake proof, they look stylish and modern, and inside are surprising cool and airy. We were fortunate to visit the Block Solutions factory in Mataram, to see the bricks being made. The Classroom of Hope team are currently planning a waste management education program, that will hopefully see Lombok being able to use local plastic waste – the sheer volume of which is shockingly evident no matter where you go on the island – for future block production.

There was such a feeling of gratitude, contentment and harmony in the school. There was nothing in the way of material resources or technology, yet the students were engaged and enthusiastic and clearly had great respect and affection for their teachers. I felt humbled and incredibly lucky to be there representing Navitas.

Hear from our NET partners

Duncan Ward and Nicola Courtin

Classroom of Hope

“We see Navitas as a founding partner of Classroom of Hope because it was right in the beginning when we received our first major grant from Navitas. Everything can start from a spark, and Navitas was that spark for us.”



Georgie Kershaw

Adara Group

“It’s been amazing being able to work together to make a difference in these remote communities, but also ensure that the staff at Navitas are engaged and able to connect with that work.”





Engaging with our community

In other community development initiatives, Navitas once again supported WA Day in Perth by providing funding for the Indigenous installation at the Celebrate WA festival. We also sponsored the Best Australian Yarn competition run by The West Australian newspaper for a second year, including the Navitas English as a Second Language (ESL) prize.

At a local level, our colleges and campuses are empowered to engage with local community organisations. In FY24 more than half our colleges and campuses were involved in community partnerships or collaborations. Our Careers & Industry division was especially active in this area, with 82% of colleagues having participated in community activity.

Staff at Navitas are entitled to two days of paid volunteer leave per year. For their volunteer hours, our Careers & Industry team members visited food-rescue organisation, OzHarvest to prepare quality meals for people in need.

OzHarvest helps fight food waste by rescuing food from a network of donors, such as supermarkets, restaurants, hotels and airlines. Using environmentally friendly food preparation and cooking practices, the organisation delivers meals free of charge to charities across Australia while inspiring and educating people about food waste, security and sustainability.

Led by OzHarvest chefs in their Sydney kitchens, 26 people from three C&I teams prepared, cooked and packaged dozens of gourmet dishes. The meals, transformed from rescued ingredients, were then delivered to local charities for distribution. The team enjoyed the opportunity not only to cook up a storm, but also to learn about food waste and sustainability, and to work together in a meaningful way for a worthwhile cause.

Human rights and modern slavery

Human rights and modern slavery refers to a focus on protecting the rights of students throughout our value chain, including during their interactions with educational advisors. Risks include the potential for modern slavery and bonded labour during student recruitment and relocation, and relocation under false pretenses as a result of unethical marketing. The risks faced by students once in-country, such as work tied to visa entitlements and unsafe accommodation options are covered under Student Welfare and Safety.



In FY24 we saw

0 reported incidents of modern slavery

63% of active staff complete Modern Slavery awareness training

Of our student support services teams

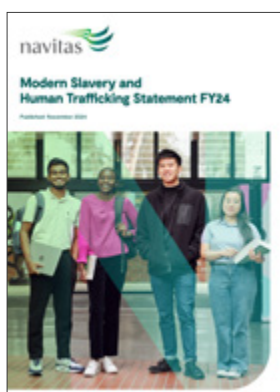
51% are equipped to respond to Modern Slavery incidents and support the victims

52% promote Modern Slavery staff awareness training

With due attention given to this ESG topic in FY24, including an established working group with representation from every division, we have made considerable progress to mitigate some of the risks associated with human trafficking or modern slavery within our operations and supply chain.

This working group oversaw the development of a new reporting process for incidents of modern slavery using the new WHS reporting platform, DoneSafe. This is expected to be implemented in FY25. The working group has also developed information resources for students, available on the Navitas website as well as college and campus websites.

Other achievements in FY24 include rolling out modern slavery training to more than 700 employees involved in the recruitment of students, and the development of a training module for agents.



Modern Slavery Statement



Info flyer for students

Supporting modern slavery education in Nepal

For five years, the Navitas Education Trust (NET) partnered with Adara Group to support their life-changing projects in the remote regions of Ghyangfedi and Humla of Nepal.

Adara's NET-supported program brings education opportunities to remote communities. One of Adara Group's primary goals is to ensure that children can access quality education and are protected from the dangers of trafficking and early marriage.

Child trafficking in Nepal is exacerbated by the high levels of poverty and unemployment rates. This can result in Nepali women and girls looking for work outside the country or being sent away by family members to earn an income. Research also shows that a lack of schooling can increase the risk of trafficking and child marriage.

This is part of the reason that education and child protection are core pillars of Adara's comprehensive model for community development – AdaraRemote. In their child protection work, Adara strengthens child protection systems through advocacy, knowledge sharing, and reporting processes; enhances child participation in education; and raises community awareness about the dangers of child trafficking and child marriage.

Some recent examples include:

- painting large anti-trafficking murals on school buildings that emphasise key child protection messages to educate students and their communities
- performing street drama demonstrating students' stance and beliefs against child marriage
- establishing child clubs to encourage school participation and increased knowledge of child rights.

Along with their partners like the NET, Adara reached over 1,200 students in 2023 across seven schools in the remote district of Humla, Nepal. By removing the geographic, financial and cultural barriers to accessing education, 99% of households in partner communities send their children to school, and over 50% of students are girls.

Data privacy and security

Data privacy and security refers our responsibility to ensure the personal data (of staff and students), intellectual property, educational content, and other data belonging to Navitas and our partners, is protected from cyberattack and data breaches.

81% of new starters completed cyber security training

93% of colleges and campuses have data breach reporting processes

66% of colleges and campuses provide cybersecurity education to students

37 data breaches in FY24 **58** data breaches in FY23



We are pleased that there were no serious cyber security incidents in FY24. However, data privacy and cyber security continue to present risk for our business, so our commitment to educating our communities continues.

Cyber Security training continued for employees joining Navitas in FY24 in addition to simulated phishing exercises to identify vulnerabilities and raise awareness. Employees who were not able to recognise the activity as a phishing attack were encouraged to complete or repeat cyber security training.

Our impact survey findings indicate that 95% of our college/campus leadership know how to report a privacy breach. There has been marked improvement in colleges and campuses reporting that they collect the minimum amount of data required (62% in FY24 compared to 51% in FY23). Nearly half (48%) of colleges and campuses have a data privacy champion – this is something that is expected to increase in FY25.



A graphic created to mark Data Privacy Week, January 2024.

The Navitas Impact Awards

The Navitas Impact Awards recognise and celebrate ESG-related initiatives creating positive change across the international education sector and give partners the chance to share the work they are doing on a global stage.

The inaugural Navitas Impact Awards launched in 2023, alongside our renewed Impact strategy.

A large part of our impact journey is recognising the incredible work that many of our partners perform day-to-day, already leading the way in the realm of environment and social governance and making a positive difference in their communities. Our partners are diverse and global, including universities, education partners, suppliers, schools, and Navitas Education Trust (NET) partners.

In their first year, the Awards received over 90 nominations. From a competitive list, our ESG Steering Committee selected a shortlist of nine organisations. Finally, the Navitas Executive Leadership Team selected our inaugural winner and highly commended nominations from the shortlist. We were delighted to announce the awards on stage at our annual Business Partners Conference in Bangkok in October 2023, presented by our Group CEO, Scott Jones, and Director Corporate Communications and ESG, Julia Lambo.

Navitas Impact Award Winner 2023 – Swansea University

Congratulations to Swansea University, our first ever Winner of the Navitas Impact Awards! Swansea University is an exemplar institution for sustainability and zero carbon research, teaching, and operations, embedding the UN Sustainable Development Goals in everything they do. They have invested in renewable energies and have already achieved a 34% reduction in their scope 1 and 2 emissions. The judging panel was highly impressed by the University's innovation and dedication to creating a better environmental impact.

We were delighted to invite Emma Frearson Emmanuel from Swansea University to the stage to receive the Award on the University's behalf.

Photo (right): Emma Frearson Emmanuel accepting the 2023 Navitas Impact Award from Scott Jones and Julia Lambo



Navitas Impact Award Highly Commended 2023 – KU Children's Services

KU Children's Services received their Highly Commended Award for their holistic preschool education program that develops awareness, knowledge, and motivation to live sustainably.



Navitas Impact Award Highly Commended 2023 – PAC Asia and Sunaayy Foundation

Pushpinder Bhatia, PAC Asia received his Highly Commended Award for his philanthropic work with the Sunaayy Foundation. The Sunaayy Foundation works to provide equal access to basic education to underprivileged children in remote communities in India.



If you would like to know more about the Impact Awards, visit navitas.com/impact or follow us on social media. Applications for the 2025 Impact Awards will open in mid-2025.

Appendix

United Nations' Sustainable Development Goals (SDGs)

The Sustainable Development Goals were established by the United Nations to promote sustainable development worldwide and to facilitate global collaboration and action. They outline focus areas for improving societies, economies and the environment. The SDGs provide a framework for action that can guide governments, organizations, and individuals in their efforts to create a more sustainable world, and we have used them as a framework for our own ESG planning.

Here you can see how our 12 priorities map against the 17 SDGs.

			1 No poverty	2 Zero hunger	3 Good health and well-being	4 Quality education	5 Gender equality	6 Clean water and sanitation	7 Affordable and clean energy	8 Decent work and economic growth	9 Industry, innovation and infrastructure	10 Reduced inequalities	11 Sustainable cities and communities	12 Responsible consumption and production	13 Climate action	14 Life below water	15 Life on land	16 Peace, justice and strong institutions	17 Partnerships for the goals		
Employer	People	Workplace health, safety and wellbeing			●		●			●											
		Talent development								●	●										
		Diversity, equity and inclusion				●	●						●								
Educator	Students	Student welfare and safety			●	●	●					●									
		Student outcomes	●			●	●			●		●									
	Education	Access to education				●	●					●								●	
		Sustainability education				●	●						●		●					●	
Global Citizen	Technology	Data privacy and security																	●		
	Partners	Human rights and modern slavery			●					●		●		●					●		
	Community	Community contribution and development outcomes	●	●	●	●	●		●	●		●			●					●	
		Indigenous rights, justice and reconciliation				●							●							●	
	Environment	Climate change mitigation, resilience and adaption													●						

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