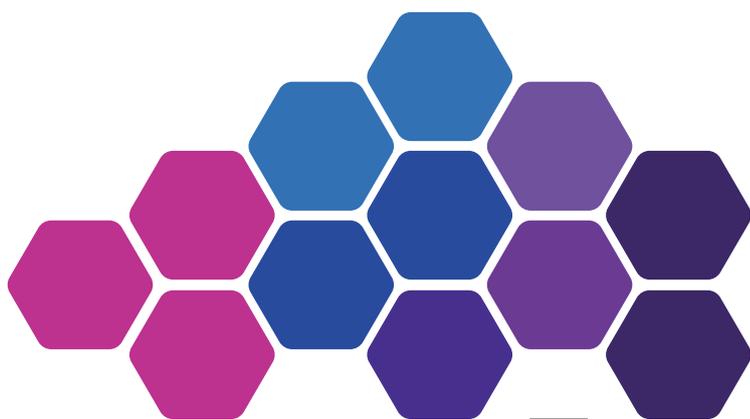




navitas 



impact

Report FY25



Navitas acknowledges the Traditional Owners of the land 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 throughout the world, and recognise their connections to lands, seas, waterways, sky and Community. We pay our respects to Elders past and present.

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

Message from the CEO

Welcome to our FY25 Impact Report.

As we reflect on FY25, I am proud of the progress Navitas has made in strengthening our impact as an educator, employer, and global citizen. ESG continues to guide how we operate and how we support our students, colleagues, and communities. Despite ongoing challenges in our sector, our commitment to responsible and values driven action has remained steadfast.

This year we made important advancements at a Group level, including developing a sector first methodology to better measure emissions from agent activity, integrating climate risk into our Group Risk Framework, and strengthening our modern slavery approach through expanded training, new governance structures, and enhanced due diligence. These steps have improved the accuracy, rigour and maturity of our ESG foundations.

Across our divisions, teams continued to drive impactful work. We deepened our focus on diversity, equity and inclusion through locally led initiatives such as the RISE program and the inaugural Women in Navitas Network (WiNN) conference. Student outcomes remained strong, with improvements in retention, expanded academic and wellbeing support, and stronger employability pathways. We also progressed one of our most important commitments – access to education – by beginning to collect First in Family data for international students, giving us a clearer understanding of who we are reaching.

We deepened our commitment to sustainability education across our network, equipping students and staff with the knowledge and skills to contribute to a more sustainable future. Through the Navitas Education Trust, we continued to deliver meaningful community outcomes alongside partners in Zambia, Indonesia, Vietnam and India. Our ESG Reporting Framework also matured further, providing stronger visibility of progress across our twelve impact topics and highlighting exceptional contributions that included this year's Navitas Impact Award recipient, Fraser International College.

Looking ahead to FY26, we will deepen our focus on climate resilience, social equity, and transparency in ESG reporting. These priorities reflect our ongoing commitment to responsible growth and long term impact.

None of this progress would be possible without the dedication of our people who tirelessly support students, strengthen our communities, and bring our values to life every day. Together, we are building a stronger and more sustainable Navitas for current and future generations.



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.





Understanding the data in this report

The FY25 Impact Reports shares the key data points from our ESG framework covering the period 01 July 2024 to 30 June 2025.

Much of the data comes from the FY25 Impact Survey which covers all our higher education colleges and campuses and our English Language providers, but excludes Navitas Skilled Futures and Women & Leadership Australia.

Throughout the report we have called out particular areas of our operations using the key below:

-  Pathway symbol – our colleges providing a pathway to degrees at our university partners
-  Managed campus symbol – our campuses operated on behalf of a university partner
-  University college – our independent higher education institutions in Australia with University College status (ACAP and SAE).

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, organisations, 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 contribution and development outcomes	●	●	●	●	●			●	●		●			●				●
	Community	Indigenous rights, justice and reconciliation				●							●						●	
		Environment	Climate change mitigation, resilience and adaption													●				

Governance: strong structures driving sustainable progress

Good governance is the cornerstone of our Environmental, Social, and Governance (ESG) strategy. We have built a robust framework that ensures accountability, transparency, and effective oversight across our priority Impact topics. This structure enables us to manage risks, identify opportunities, and embed sustainability effectively into our global operations.

Leadership and accountability

Our governance model is designed to provide clarity and leadership:

- **Marron Group Holdings Board**
Oversees ESG-related risks and opportunities, approves key policies, and provides strategic direction to align financial interests with social and environmental goals.
- **Executive Leadership Team (ELT)**
Guides ESG integration into business strategy, monitors progress, and ensures divisional accountability.
- **ESG Steering Committee**
Chaired by General Counsel, with representation from each division, this committee drives ESG initiatives, reviews progress, shares best practice and supports compliance with global standards.
- **Topic specific working groups**
These groups develop and deliver action plans to drive progress and improve our impact in a particular topic area (such as Modern Slavery or Climate Action).

Integrated risk management

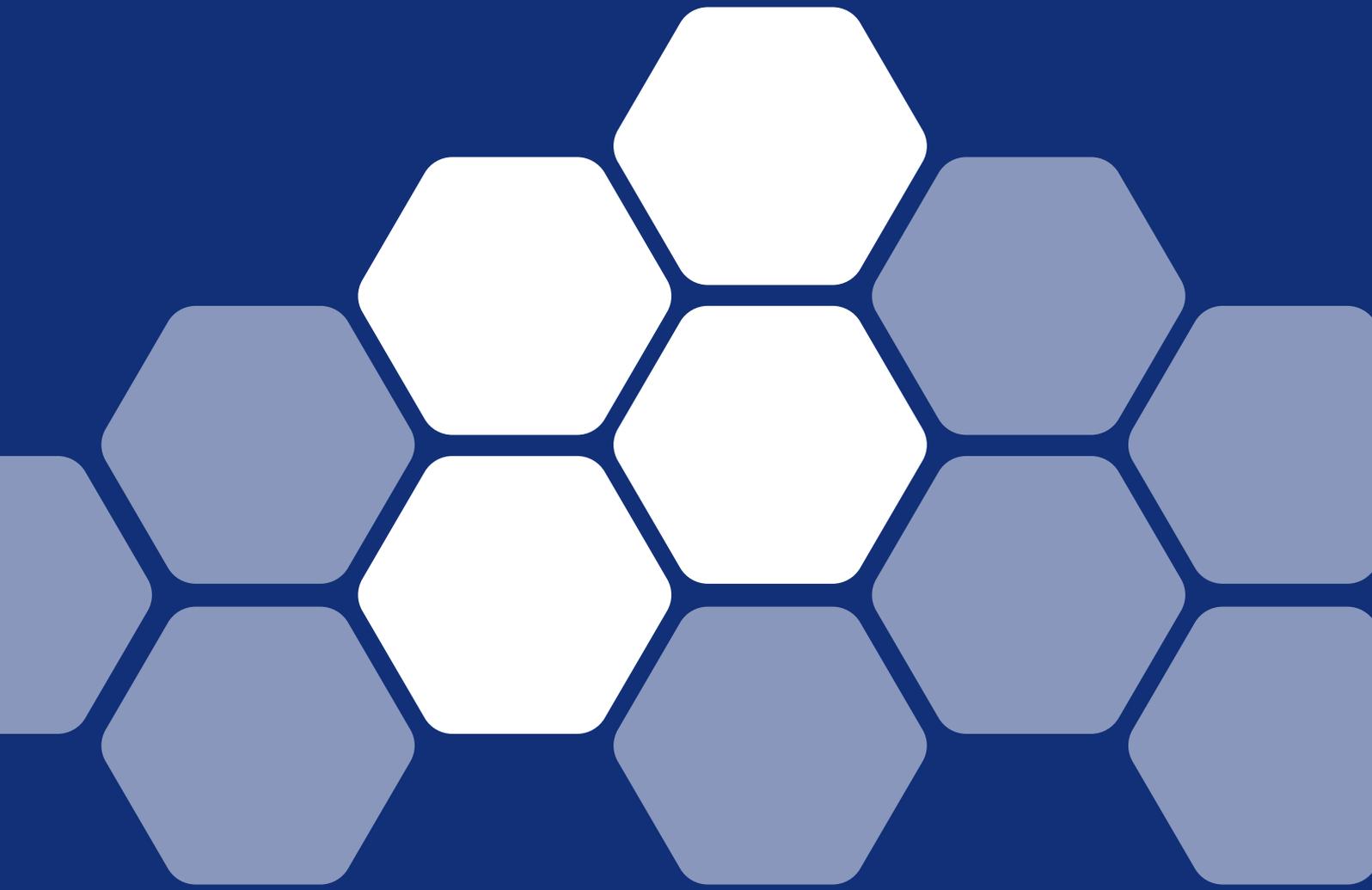
From FY26 climate risk is embedded within our Group Risk Framework, ensuring it is treated as a core business consideration rather than a standalone issue. The Group Risk Framework provides a consistent, enterprise-wide approach to identifying, assessing, and responding to risks across all divisions. This integration supports resilience planning and aligns with emerging disclosure requirements.

Transparency and reporting

Our ESG framework captures data across twelve material topics, enabling us to meet investor and regulatory expectations while providing meaningful insights to divisions. Regular reporting to the Board and ELT ensures continuous improvement and accountability.







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.

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.

Access to Education is the most important of our ESG impact topics – it has been the driving force behind the creation of Navitas and our success over the past thirty years. This topic has become the key pillar of our current and future ESG approach.

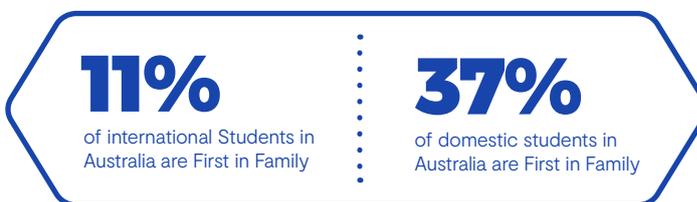
Navitas improves access to higher education in a number of ways:

1. Our **pathway programs** provide alternative options for students who otherwise would not meet entry requirements for direct entry to university. Our programs provide nurturing environments with additional academic support to bring students up to the standards required to continue studies at our partner universities.
2. Our **managed campuses** expand access to higher education by addressing multiple barriers – geographic, financial, and cultural – while maintaining international academic standards.
3. Through government-funded programs, **Navitas Skilled Futures** supports migrants and refugees in adapting to life in Australia, preparing them for further education and employment. These programs focus on language skills and vocational readiness.
4. Our **University Colleges** offer academic scholarships, bursaries, and financial aid to remove economic barriers for disadvantaged groups, including First Nations students, and refugees.

In FY25, we have made progress in one of our most important access metrics: the proportion of our students who are 'first in family' to participate in higher education. For domestic students in Australia this data is collected and reported through TCSI (Tertiary Collection of Student Information) but until this year the same information was not being collected for international students. For the first time we have been able to report this information for international students studying at our pathway colleges and managed campuses in Australasia.



Of our colleges and campuses*:



Ensuring our programs meet the needs of a diverse community

We are committed to ensuring our programs are accessible to the needs of a diverse student community – including students with disabilities and neurodiverse learners – through a combination of physical accessibility, tailored support services, inclusive teaching practices, and inclusive facilities. Navitas offers professional development modules such as “Designing for Diversity, Equity, and Inclusion”, which train educators to create inclusive classrooms and curricula responsive to diverse learning needs. These programs emphasise culturally responsive teaching and equitable learning environments.

In FY25 13% domestic students in Australia have a disability[^]

[^] In our FY24 Impact Report, we incorrectly reported that 3.4% of our domestic students in Australia are people with a disability. The correct number of domestic students in Australia with a disability in FY24 was 12%.

Of our colleges and campuses*:



Navitas partners with World University Services of Canada to welcome refugee student to FIC

In FY25, Fraser International College (FIC) partnered with WUSC, or World University Services of Canada, to welcome a student refugee in September 2024 for their Associate of Arts Degree program.

Since 1978, WUSC has supported more than 2,000 young refugees from 39 countries of origin at Canadian universities and college campuses through the Student Refugee Program (SRP). The program supports more than 130 refugee students per year to continue their education in safe and supportive environments while preparing for resettlement in Canada.

The program's success is underpinned by campus-based Local Committees made up of students, alumni, and staff volunteers that raise funds and awareness for the program on their campus and in their community. They also play a critical role in offering day-to-day social and academic support to SRP students. FIC's Local Committee is comprised of staff and alumni volunteers.

FIC and Navitas partnered with GuardMe International Insurance to sponsor the student refugee. GuardMe's \$50,000 gift provides FIC and the WUSC Local Committee with the additional resources required to fully support the student's journey, settlement into Canada, and their orientation and introduction to academic life at FIC.

Sharla Reid, Vice President, Students and Academic Success, Navitas University Partnerships North America, says:

“Participating in the WUSC program not only transforms the lives of refugee students by providing them access to quality education, but it will also enrich the broader international student community at FIC. The global perspective brought by WUSC students fosters a more inclusive and dynamic campus environment. Through shared experiences and cultural exchange, all students gain a deeper understanding of global issues and develop essential skills in empathy, collaboration, and leadership, preparing them to become compassionate global citizens.”

Celebrating the launch of Deakin Lancaster Indonesia: a partnership milestone

In February 2025, we were proud to celebrate the launch of the Deakin University Lancaster Indonesia campus. The launch event was a celebration of a groundbreaking partnership that marks the first-ever UK-Australia joint international campus.

The inaugural DLI Rector, Professor Greg Barton, said DLI Indonesia is a testament to how international education can be both excellent and accessible.

“Our new Bandung campus unites the best of British and Australian academic traditions, expertise and practice, to bring an exceptional international educational experience within reach in Indonesia.”

At Navitas, we are honoured to play a pivotal role in this partnership. Our involvement spans operational delivery, teaching and learning support, marketing and recruitment, and ensuring exceptional student services and experiences. The DLI campus represents the next chapter in our mission to enable transformative education through transnational collaboration.

This project builds on our history of successful branch campus initiatives, including recent milestones with Lancaster University in Germany, Edith Cowan University in Sri Lanka, and Curtin University in Singapore. It demonstrates our commitment to helping more students access higher education, meet global challenges, and deliver meaningful outcomes for students worldwide.

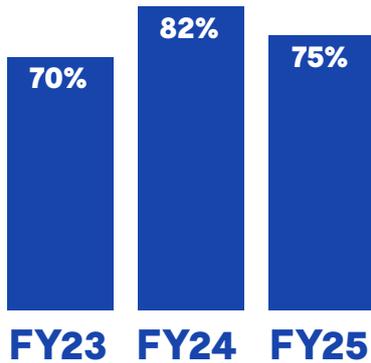


Sustainability education

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.



Embedding sustainability education into our programs continues to be an area of focus for our learning and teaching teams. We are making progress on creating a community of practice to share ideas on how to achieve this ambition, engaging with university partners who are ahead in this space, and sharing best practice during learning and teaching conferences. Our teachers report varying levels of sustainability literacy in the classrooms which has prompted us to consider how to improve sustainability literacy outside of curricula through engagement with sustainable campus operations.*



% colleges and campuses with sustainability related content included in programs

Fostering sustainable business research at ECU Sri Lanka

In October 2024, the second International Research Symposium on Sustainable Business (IRSSB) took place at Edith Cowan University, Sri Lanka. The event successfully united academics, students, and industry professionals to delve into critical sustainable business topics. Emphasising a robust research culture, the symposium showcased a diverse array of submissions, including abstracts, full papers, and case studies, with strong participation from ECU Sri Lanka students.

Keynote speaker Professor Denise Jackson from the School of Business and Law shared invaluable insights into the evolving landscape of sustainable practices.

Participants engaged in dynamic discussions across six core tracks:

- Sustainable Marketing Strategies
- Corporate Social Responsibility and Business Ethics
- Environmental Sustainability in Commerce
- Digital Transformation for Sustainable Business
- Innovations in Sustainable Supply Chain Management
- Socio-Economic Impact of Sustainable Practices

IRSSB has established itself as a vital platform for knowledge exchange, positioning ECU Sri Lanka as a leader in sustainable business research, benefiting the academic and professional community alike.



* ↕ pathway colleges 🏠 managed campuses 🎓 university colleges



Fighting climate change creatively: SAE team works on YouTube series for classrooms

Two recent graduates of SAE University College's Master of Creative Industries, Kristina Chapman and Kelsey Hall, have worked with SAE Senior Lecturer and President of the Australian Screen Production, Education & Research Association (ASPERA), Dr Anne Chesher, on a new social media series for primary and high school students. The series will be rolled out across Australian classrooms to help tackle anxiety about the climate crisis.

Stay Tuned to Our Planet (STTOP) is an innovative educational social media series that aims to teach Generation Z how to positively impact climate change and reduce their eco-anxiety. Over time, the series will be rolled out in schools across the country.

STTOP includes 28 five-minute episodes packed with information and resources on everything from switching off devices when not in use to save energy, to worm farms, bee hotels, composting, and more. Chapman shares:

"I can imagine there's content online that's purposely encouraging people to feel awful about [climate change], instead of trying to help them feel empowered to do something, so I think it's important [to have a series] coming from an educator."

Dr Chesher was recruited to the project to create the learning and teaching resources for the series aimed at getting the online medium into the classroom. Dr Chesher recruited two SAE former students Kristina Chapman and Kelsey Hall for the series, both SAE Master of Creative Industries graduates with backgrounds in education.

While the project is made for classroom interaction, it is also available on social media platforms like TikTok and YouTube, allowing young people to engage with the series on their own terms.

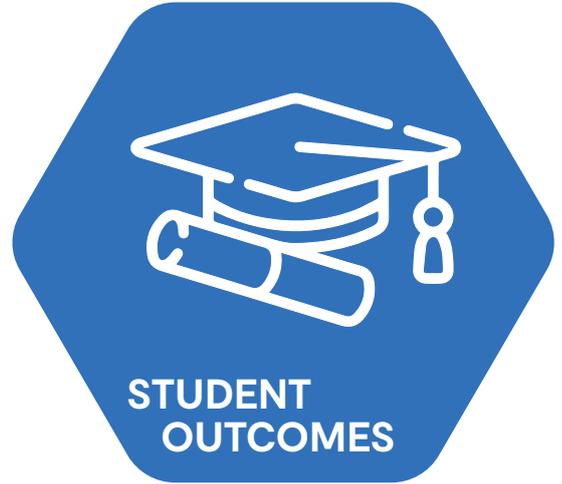
Hall said STTOP is effectively a call to action to our future generation of leaders:

"I think the really cool thing that I love about STTOP is that it empowers students to take it into their own hands; to not [just] have that climate anxiety, but to actually feel like they can do something about it, and it provides ways that they can do those things at home or in schools and the community."

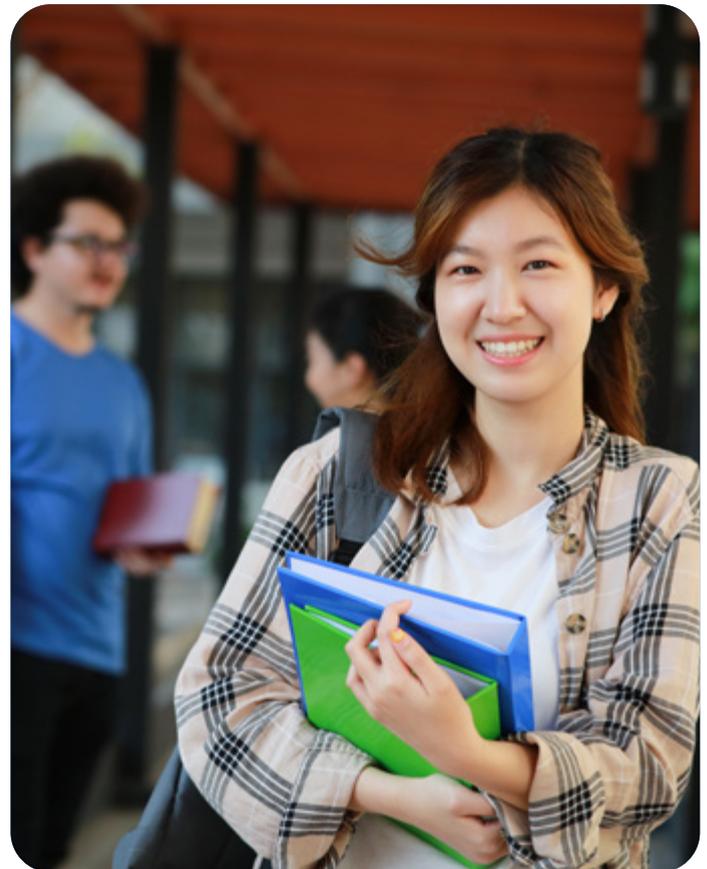
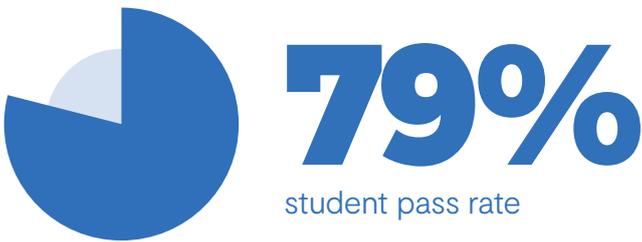


Student outcomes

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 FY25, we taught approximately 60,000 students from more than 130 countries around the world.

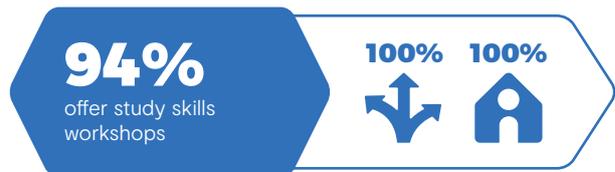


Academic excellence

All colleges and campuses have continued to focus on delivering an excellent student experience and supporting students to achieve their academic potential. In particular, FY25 saw many initiatives to improve retention rates among students including enhanced reporting to identify at-risk students, facilitating earlier intervention and improved outcomes. These activities, along with various academic support initiatives, have resulted in improved retention rates.

We are proud that our students go on to achieve success at our partner universities, often receiving recognition for their efforts and achievements as outlined in a couple of examples on the following page.

Of our colleges and campuses*:



* ↕ pathway colleges 🏠 managed campuses 🎓 university colleges

Employability

We understand that the success for our students is about more than their academic achievements, it is about providing the skills and opportunities to meet their post-study career ambitions. Our colleges and campuses provide a range of services to students including access to career advisors, job skills training, work placements and industry guest speakers.

Of our colleges and campuses*:

83%

provide access to career advisors or mentors

100%



70%

have work experience integrated into programs

100%



CELUSA graduate awarded University of South Australia Chancellor's Letter of Commendation

In 2025, Jiaqi Yao, a graduate of the Centre for English Language in the University of South Australia (CELUSA), was awarded the prestigious Chancellor's Letter of Commendation – a testament to her remarkable academic journey and unwavering commitment to excellence. CELUSA is an English language school that is a part of Navitas and our longstanding relationship with the University of South Australia.

In 2022, Jiaqi graduated first in her Academic English Level 6 class at CELUSA. In 2023, her outstanding performance earned her the University of South Australia International Merit Scholarship for both semesters, a highly competitive award recognising top international students.

In addition to excelling in her own studies, Jiaqi recently gave back to the CELUSA community by sharing her experience and valuable study insights with current students. Her presentation was met with overwhelmingly positive feedback, reflecting both her generosity and her ability to inspire and support others on their educational journeys.

ECU Sri Lanka graduate receives International Alumni Award

Late in 2024, Edith Cowan University (ECU) Sri Lanka alumna and Brand Ambassador, Shenelle Rodrigo, was honoured with the International Alumni Award at the ECU Alumni Awards Night in Perth. Shenelle graduated from ECU Sri Lanka in 2018 with a Bachelor of Business.

This prestigious accolade recognises Shenelle's extraordinary contributions to content creation, which have significantly boosted tourism in Sri Lanka. As the official YouTube Ambassador for Sri Lanka Tourism, her work continues to inspire global audiences and shine a spotlight on Sri Lanka's untapped potential.

Shenelle is also the Brand Ambassador for our ECU Sri Lanka campus in Colombo, which launched in 2023. ECU Sri Lanka is a Navitas managed campus – we work in partnership with our university partner, ECU, to deliver degrees in Sri Lanka. The campus offers undergraduate programs in disciplines such as biomedical science, cybersecurity and commerce.



“ I was so happy ECU made this experience possible in Sri Lanka. I got the best of both worlds – staying close to my family while receiving a world-class education. My degree at ECU opened parts of my personality and strengths I wasn't even aware of. ”
- **Shenelle Rodrigo**

Entering the workforce with success: preparing ACAP graduates for a booming job market

As the human services industry experiences unprecedented growth, ACAP University College is preparing its students for success with dedicated Careers and Employability Advisor, Natarsha Holmes-Archer (pictured).

The ACAP Learning Hub expanded its careers and employability support in alignment with a multi-tiered service design, offering a mix of self-service careers resources, careers events and student consultation to ensure that support is available for all students and at all levels of study.

Since implementing the Employability Toolkit in 2024, ACAP has gone on to develop its careers and employability resources to include:

- 1:1 career coaching with the dedicated Careers & Employability Advisor
- An AI-powered Careers and Employability Assistant, “Ebi”
- The Employability Edge podcast series, available via the Employability Toolkit
- Development of course-specific Employability Roadmaps that map employability development tasks to the student journey

Despite plenty of work opportunities, Natarsha said many people in caring professions can struggle to advocate for themselves professionally. Her dedicated service helps students develop their professional identity and articulate their value to potential employers from day one. “We want to help students from enrolment to graduation with all aspects of career development, from resumes, cover letters, LinkedIn, job searching strategies, networking and thinking positively about the future,” she said.

Natarsha’s role extends to helping students build the employability skills that set them up for their whole career. Employability skills focus on developing students’ ability to recognise the professional skills and competencies that will be with them for life.

“Employers want to hire someone who has the ability to do the job, but they also want someone who is able to continue to grow and evolve,” Natarsha said. “Our goal is to help ACAP students and graduates recognise this – and be able to confidently and competently evidence it to potential employers.”



ICM alumni turns entrepreneur: Tinashe Mutamangira’s journey from Zimbabwe to Manitoba

Tinashe Mutamangira, a University of Manitoba student from Zimbabwe, began his Canadian journey at the International College of Manitoba (ICM). At ICM, he adapted to a new culture and educational system while building the foundation for his future success. Through ICM’s supportive community, Tinashe found peers facing similar challenges and gained the confidence and leadership skills to explore entrepreneurship.

His experience inspired him to create a solution for simplifying the tuition payment process for international students, a common issue when preparing to study abroad. His innovation led to the founding of InTuitionPay Inc., which won the 2023 Stu Clark New Venture Championship.

What started as an idea evolved into a successful venture with the support of ICM and the University of Manitoba. Tinashe credits ICM for nurturing his leadership skills, encouraging his entrepreneurial spirit, and offering a pathway to success in his studies and beyond.



Life-changing student experiences

From online learning to community leader: Max's journey with Eynesbury College

When Max (Chenzhe) Wang began higher education in 2020, the world was in lockdown. From his home in China, Max enrolled in Eynesbury College's English program, starting his studies entirely online during the COVID pandemic. It wasn't easy. "I was really upset – I couldn't make friends in real life because everything was online," Max recalls. "But the staff checked in with me every day. That really made a big difference."

Max spent two months researching before deciding on Eynesbury College. He chose it because it offered a pathway to his preferred degree at the University of Adelaide, its city location was convenient, and the staff impressed him with their care and support. Even during lockdown, Eynesbury staff went above and beyond, checking in on him regularly and helping him to navigate his online learning. Once he arrived in Adelaide, he immediately

benefitted from the college's efforts to make him feel welcome by organising weekend hikes and social activities. "It's the small things that really make a big difference," Max says.

His academic journey wasn't without challenges. "At first I failed a course, but once I came to Adelaide I tripled my scores and maintained the highest scores in our course at Eynesbury College." After completing his English course and foundation program, Max transitioned to a diploma and is now studying a Bachelor of Electrical and Electronic Engineering at The University of Adelaide.

Today, Max is more than a student – he's a mentor. In his free time, he greets new international students at Adelaide airport, helping them settle into life in Australia. "I know what it felt like to arrive in a new country with no family here. Everything's scary. So, I can finally do something to support other students as well."

Max's message to future Navitas pathway students is clear: "Don't let one failure define you. Let it teach you so you can improve," he says.

Reflecting on his journey, Max feels proud of what he has achieved. "My ability has been recognised by my teachers, by other staff members, and being able to represent the Navitas student body itself. It's a pretty great achievement for me."

Watch a video with Max Wang here.





How Naima Hasan found her voice and built a community at Queens College in NYC

Naima Hasan's journey to Queens College in New York began with a leap of faith and a desire to grow. Born and raised in Abuja, Nigeria, and ethnically from India, Naima moved to the United States at 18 to pursue higher education. "I used to be shy before – I could barely speak," she says. "But having to move to another continent on my own really forced me to talk. Then I realised that I love to talk, and that's something I'm proud of."

Her older brother first introduced her to the Navitas Global Student Success Program (GSSP) at Queens College. "I kept hearing him talk about New York and a global student success program, and when he told me about it, I was really interested," Naima recalls. The idea of studying in one of the most diverse cities in the world appealed to her and her family. "My dad always said education is more than just biology and chemistry – it's about the people you meet. Meeting diverse people will change you in ways that grades alone cannot."

The GSSP program gave Naima a soft landing into university life. "They have an office right on campus that feels like a lounge. It created a sense of community. People would just come, sit together, play games." She remembers planning a cultural event with students from Myanmar, blending traditions from India and Myanmar into one celebration. "It's the small things that make a big difference," she says.

Naima embraced every opportunity. Today, she is majoring in neuroscience and minoring in cities and social medicine. She works as a research assistant in two neuroscience labs, working on projects that research autism and sleep studies. She is Vice President of the Neuroscience Club and she recently founded the Medical Humanities Club and launched its magazine, *The Pulse*, dedicated to exploring the intersection of medicine and the humanities. "I feel like I've achieved so much, and I'm really proud of myself for that."

Her advice to new students entering a Navitas program is simple: "Put yourself out there. You're going to learn so many things about yourself when you do. Allow yourself to experience things you never have before – especially because you're in a program that gives you a soft landing. You have a pathway ready, courses set up for you. They're making your next year easier."

Reflecting on her growth, Naima says, "I learned that I love giving presentations. I love being in positions where I can lead people. I've been a peer mentor for GSSP to help international students navigate. Even when they graduate, they know they can come to me."

For Naima, moving to New York wasn't just about earning a degree – it was about discovering her voice, building resilience, and being part of a community that celebrates diversity and ambition.

Watch a video with Naima Hasan [here](#).

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.



Mental health and wellbeing

Student wellbeing continues to be a priority for divisional and college-based teams. The FY25 Impact Survey reports that all our university pathway colleges and managed campuses provide counselling services and mental health support for students, and 92% of our university colleges (ACAP and SAE) provide the same. Our colleges and campuses are always working to provide support to students including facilitating peer support networks, providing access to wellbeing apps and online resources, and running a range of wellbeing workshops or programs for the student community. Across our colleges and campuses, we have 358 accidental counsellors or staff members trained in mental first aid. An accidental counsellor is anyone (teachers, student support staff, administration staff, etc) who is trained in mental health literacy and the ability to respond appropriately in situations of emotional distress in the workplace.

Of our colleges and campuses*:

95%

provide counselling and mental health support to students

84%

have accidental counsellor or staff members trained in mental health first aid

89%

provide information on mental and physical wellbeing during orientation and onboarding

100%



76%

provide access to multi-faith prayer rooms

We understand that demand for mental health support is only going to increase over the next few years as systemic factors such as climate anxiety, social media and economic insecurity are expected to fuel mental health challenges worldwide. We will continue to invest in mental health and wellbeing resources and services for our students.



Twente Pathway College empowers student wellbeing alongside academic success

Twente Pathway College (TPC) believes that academic success is only part of the equation for a happy student. While high achievement is a key goal for any college, true success goes beyond grades: operating an education institution is about fostering well-rounded, resilient, and healthy students who are prepared for a sustainable future.

To promote this philosophy, in 2025 TPC launched a new wellbeing program. The new initiative offers free extracurricular workshops designed to help students take care of their mental, emotional, and physical health. The engaging sessions cover essential topics such as self-regulation, stress management, leadership, AI literacy, and creativity skills, providing students with the skills they need to thrive both inside and outside the classroom.

Last year, TPC hosted a Stress Management workshop, equipping students with valuable techniques to stay calm during high-pressure periods like midterms and final exams. The interactive session allowed students to share their stressors and explore practical coping strategies. They gained a deeper understanding of stress and learned how to manage it effectively, helping them navigate student life with greater resilience. To round off the event, they invited participants to enjoy refreshments and a fun bowling session.

Interacting with pets can also boost student wellbeing, especially for those missing their own. To bring joy and energy to campus, they invited Flynn, a staff member's dog, for a visit. The experience was warmly received, as students loved the opportunity to interact with him. Due to the positive feedback, they have already requested more visits!



Student safety

Our colleges and campuses provide information on sexual assault and sexual harassment (SASH) to students and 44% provide SASH training to students.

We take our responsibility to provide safe and inclusive spaces for our students to learn and socialise very seriously. This includes considering how to most effectively protect both the physical safety and psychosocial safety of our students. The measures our colleges and campuses put in place will reflect the specific needs of that location and community, and might include security personnel, the provision of panic alarms, and secure-access areas.

In preparation for new legislation in Australia and the UK relating to SASH in higher education, we captured specific information relating to this in the FY25 Impact Survey. This will help inform the WHS teams who are ensuring that Navitas is meeting the new legislative requirements. Navitas is currently in the process of reviewing its longstanding approach to SASH with a view to driving ongoing continuous improvement in how this risk is identified, managed and mitigated.

In all areas the Impact Survey suggests that university partnership pathway colleges and managed campuses are consistently providing support and resources related to physical, mental and sexual wellbeing.

Responding to increasing cost of living pressures

As a sign of the increasing cost of living pressures for students, nearly half (49%) of colleges and campuses provided access to food bank resources this year. The prevalence varies from region to region, with 83% of colleges and campuses in Canada and 70% of colleges and campuses in the UK providing access to food bank resources, compared to 41% in Australia. It is also interesting to note that more of our colleges and campuses needed to provide financial aid to their students in FY25.

WSUSCC launches Student Food Pantry to strengthen student wellbeing

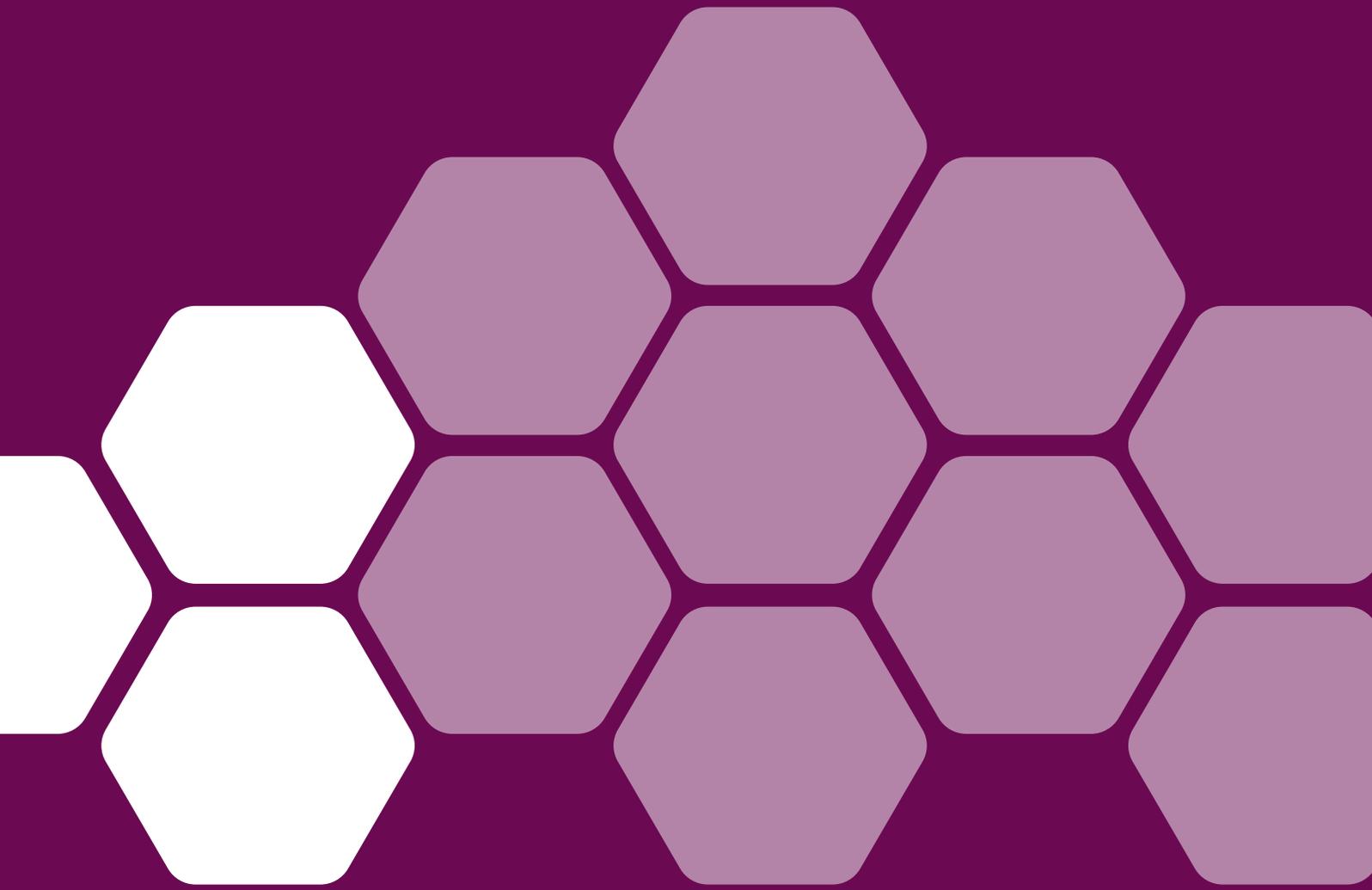
Students across the higher education sector are experiencing increasing financial pressures, influencing their ability to maintain regular access to healthy, affordable food. To help support student wellbeing in this context, the Western Sydney University Sydney City Campus (WSUSCC) has launched a Student Food Pantry – an initiative designed to ensure students can focus on their studies with confidence.

The pantry is a student-led project funded through WSUSCC Student Services and Amenities Fee (SSAF) allocations. Developed by Student Experience Officer Zeli Newton and Student Representative Committee leader Arun Pandey, the initiative reflects the strong leadership and advocacy shown by students in shaping solutions that support their peers. Staff also supported the project by guiding its development and raising awareness across campus. Students from nearby institutions are also invited to access the service.

In its first two days of operation, the pantry welcomed more than 50 students, highlighting both demand for additional wellbeing support and the importance of accessible, stigma-free services. Students have expressed appreciation not only for the availability of nutritious food but also for the sense of community the pantry helps create.

The Student Food Pantry demonstrates how Navitas-operated campuses are empowering students to co-design meaningful initiatives that enhance wellbeing and foster a supportive, inclusive campus environment.





Our impact as an **Employer**

We employ nearly 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.



In FY25 most DEI activity was driven at a local or divisional level, reflecting our approach to DEI across the organisation. We are seeing a movement away from top-down activity driven by a global council to employee-driven and organically grown initiatives, which have proven to be most successful. Examples include the Neurodiversity Network and the Women in Navitas Network and our participation in the RISE program in Australia.

This locally driven progress is evident in the results of our impact survey which shows improvement across a number of metrics.

Of our colleges and campuses:

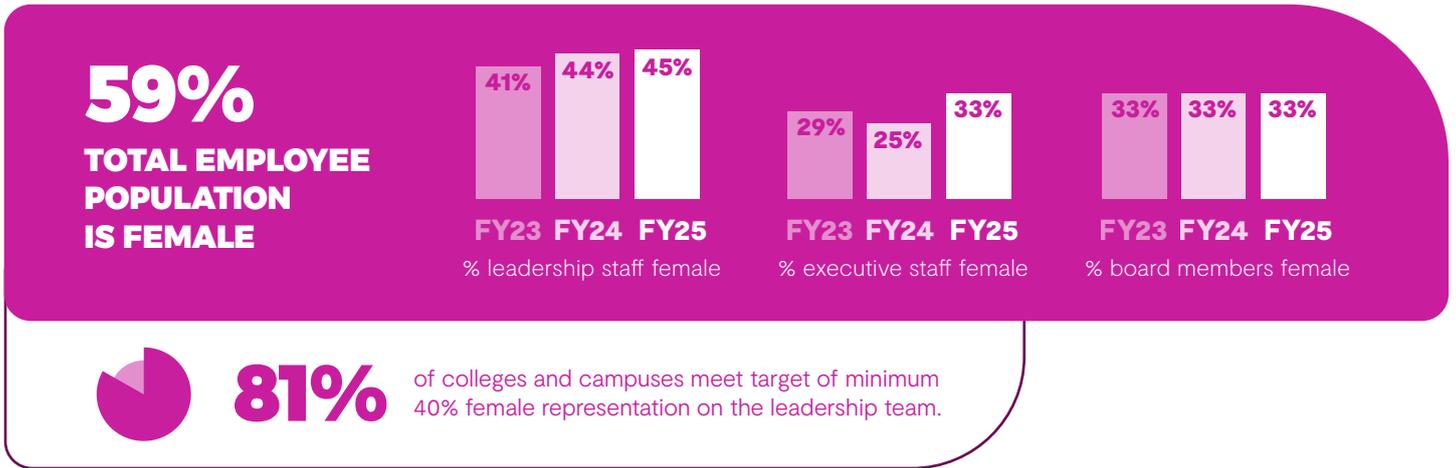


[#] No data was collected for FY23 on this topic.



Activity at a Group level mostly revolved around activity to meet legislative requirements such as anti-harassment training and respect@work training, gender pay reporting, and diversity in our leadership teams.

Gender representation at Navitas



Female representation across our colleges and campuses is strong, with nearly all leadership teams meeting our minimum target of 40% women. At the divisional level, three of our five divisions currently meet the 40% female representation target.

This target is not yet achieved at the Executive Leadership Team or Board level.

Over the past few years we have improved our gender pay gap reporting and integrated it into our remuneration review process and succession planning. As a result, both the median and mean gender pay gap have improved.



Hosting the first-ever Women in Navitas Network (WiNN) Conference

In November 2024, the Women in Navitas Network (WiNN) hosted their inaugural conference for Navitas staff with the theme WINNING 2024: Flourishing Together. WiNN is an employee-founded and employee-led network that builds a safe and inclusive community by raising awareness of the unique challenges faced by women, while championing and creating opportunities for diverse voices across the organisation.

The day included a variety of sessions, featuring speakers from the Navitas community, as well as external experts. The highlight of the event was the closing awards ceremony.

This was WiNN's first year hosting annual awards and we were delighted to see 93 nominations for the six award categories. Attendees from all divisions of our global organisation joined the webinar to support nominees and celebrate the winning women and allies across our network.

WiNN shared: "People turned out across the business, the divisions and time zones – many were WiNN regulars, many were nominees and many were just there to support their nominees. The sharing of success stories truly captured the essence of WiNN, a community where individuals actively encourage, empower and inspire the women of Navitas."

Gender pay gap

Mean gender pay gap reduced from 11.5 in FY24 to 6.5 in FY25
Median gender pay gap reduced from 4.8 in FY24 to 3.8 in FY25

In FY25, our inclusive parental leave policy continued to play an important role in supporting our people to balance work and family responsibilities. We reported a 22% increase in male employees taking parental leave this year – a strong indicator that our inclusive approach is helping normalise shared caregiving and encouraging more parents to access the support available to them. This positive shift reflects our commitment to fostering a workplace culture where all parents feel empowered to take the leave they need.

Celebrating our diversity

In FY25, Navitas celebrated the diversity of our global community by recognising key cultural and inclusion days across our internal and external channels. This included sharing messages and reflections for Ramadan, Hanukkah, Diwali and Easter, highlighted through staff stories and community celebrations.

We also marked International Women's Day by showcasing women-focused initiatives and launching the WINNING at Navitas conference, aligned with the UN theme Invest in Women: Accelerate Progress. Pride Month was similarly recognised through messages of solidarity, storytelling and campus activities celebrating our LGBTQIA+ communities. These celebrations highlight our commitment to fostering an inclusive, globally connected community.



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 FY25

4949 total employees

350 permanent new starters

Initiatives started in previous years continued in FY25, including paid time set aside for professional development opportunities, promotion of LinkedIn Learning, and the Navitas global mentoring program.

We continued to develop bespoke training programs, including the Navitas Leadership program involving Market Intelligence sessions from the Navitas Insights and Analytics team every two months, Managing the Navitas Way for new managers in Australia and sessions on Managing and Leading Change, which was designed specifically to help managers engage with staff ahead of a move back to office-based working in July 2025.

74%

of staff who completed the company-wide annual wellbeing survey feel positive towards the company

76%

of colleges, campuses, and offices are providing external professional development opportunities for staff (such as conferences), up from 59% in FY24

880

LinkedIn Learning courses completed

49

participating mentors and 66 mentees in the Navitas Mentoring Program

67%

of colleges, campuses, and offices where staff has access to paid time set aside for professional development

48

Advanced Higher Education Fellowships awarded to staff

21

ESG related training modules and workshops offered

Record breaking nomination numbers: INSPIRE 2025

We received 177 nominations for 117 individual nominees. Of these, 85 people were nominated for the first time, and 19 received multiple nominations.



Developing confident and capable people leaders

In FY25, a New Managers training program delivered important training to more than 100 people managers in Australia.

This training series is specifically designed to enhance and support managers in their leadership roles at Navitas. It covers a range of essential modules, including WHS, managing performance, onboarding, recruitment, and systems. Each session is designed to equip our people managers with a comprehensive understanding of their responsibilities and best practices for driving successful outcomes within the organisation.

These sessions are particularly valuable for new managers or those recently promoted to managerial positions.

Advancing equitable leadership through the RISE Project

In 2024, we were proud to be selected to participate in the RISE Project (Realise. Inspire. Support. Energise.), a groundbreaking Australian Government initiative designed to remove systemic barriers that prevent culturally and racially marginalised (CARM) women from progressing into senior leadership roles. Funded by the Office for Women through the Women's Leadership and Development Program, RISE partnered with 25 organisations to create tangible pathways for CARM women to advance their careers and influence.

Our involvement in the program, commencing in FY25, represents a significant opportunity to strengthen diversity and equity across our leadership pipeline. By supporting emerging leaders with a bespoke strengths profile, a personalised career advancement plan, and targeted development opportunities – including coaching, mentoring and peer-to-peer learning – RISE enables women to build the confidence, capability and visibility needed to reach senior levels.

More importantly, this initiative will help us cultivate leadership teams that better reflect the diversity of our workforce and student communities. Participation in RISE not only accelerates the development of talented CARM women across Navitas, but also reinforces our commitment to creating a more inclusive organisation where leadership is shaped by a wide range of experiences, perspectives and voices.

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.

FY25 Impact Survey findings show particular improvement in the availability of counselling and mental health support services for staff, reflecting our focus on this area.



Of our colleges and campuses:



Provide access to counselling services and mental health support services for staff



Provide access to wellness programs and workshops for staff



Provide access to health-related workshops and seminars for staff



Provide access to stress reduction and mindfulness resources for staff

We have also seen progress in initiatives designed to protect staff safety.

324 attendees at WHS webinars

298 EAP hours used globally

Our annual Wellbeing Survey takes place each year to learn more about how our employees are feeling at work. Feedback from the survey helps shape our wellbeing focuses for 2026, ensuring we continue to build a workplace where everyone can thrive.

Of participants who completed the survey

77%

feel comfortable contributing to discussions with ideas, questions, and problems

74%

feel positive about belonging at work

94%

have meaningful ways to stay connected to colleagues

International College Portsmouth staff walk for Mental Health Awareness Week

This year, the team at International College Portsmouth (ICP) proudly took part in Wear It Green Day in support of Mental Health Awareness Week. The 2025 theme for Wear it Green Day was “Movement: Moving more for your mental health”, which aims to remind us that small steps, like a walk in the park, can make a big difference to our overall wellbeing.

Colleagues and lecturers donned their green attire and headed to Victoria Park in Portsmouth’s city centre for a refreshing wellbeing walk. It was a fantastic opportunity for everyone to take a break from their computer screens, get some fresh air, enjoy the sunshine, and have meaningful conversations in a more mindful setting.



110 teams walk 3 times around the world in Wellable Stress Less Challenge

For the fourth consecutive year, Navitas teams participated in a Stress Less Challenge hosted by our partner, Wellable. The Stress Less Challenge allows staff to work with teammates and keep both the mind and body healthy with a balance of physical activity and wellness exercises to participate in, such as guided meditations.

In FY25, we had a total of 110 teams across Navitas, with 598 participants worldwide, travelling a total distance of 121,933 kilometres (or 75,766 miles).



Meaningful careers delivering lasting impact

Matthew Thurgood – A career built on purpose, connection and student impact

For more than two decades, Matthew Thurgood has dedicated his career to supporting students and shaping meaningful learning experiences. He began teaching in 2002 as a sessional tutor in criminal justice at the Australian Institute of Public Safety, and formally joined Navitas in 2008 when the college became part of the Navitas group. As the institution evolved into ACAP, Matthew evolved with it, remaining committed to empowering students to achieve their goals within the discipline of Criminology and Justice.

Some of Matthew's most cherished memories come from student graduations. Many ACAP students are the first in their families to enter higher education, often overcoming significant barriers to study. Seeing these students walk across the stage, meeting their families and witnessing the pride and joy that comes with completing a qualification has been a constant source of inspiration for him. These moments, he says, "are always special," because they reflect the profound impact education can have on individuals and their communities.

When reflecting on how Navitas has shaped his life, Matthew speaks first about teaching – his greatest passion. Navitas' student first philosophy has allowed him to stay focused on the classroom and on delivering high quality learning experiences. Unlike more traditional institutions, where research responsibilities can pull educators away from students, Matthew has been able to centre his career on what he loves most. This opportunity to remain deeply connected to teaching is one of the key reasons he has stayed with Navitas for more than 20 years.

One of the unique aspects of Navitas that Matthew appreciates is the organisation's openness and accessibility. He describes a "horizontal hierarchy" that allows staff at all levels to have meaningful conversations with senior leaders including the CEO. This level of access, he notes, is rare in the sector and reflects an organisational culture built on trust, connection and genuine engagement.

Over the course of his career, Matthew has achieved several significant professional milestones with Navitas' support. He completed a Graduate Certificate in Higher Education Practice, which deepened his understanding of learning and teaching. He also attained a Higher Education Academy Fellowship, which gave him an opportunity to reflect on his teaching practice and refine his approach.

Alongside these achievements, he has contributed to academic publications that highlight the strengths of Navitas' student centred model – something he describes as "pretty cool," given the transformative work he sees happening every day.

Above all, Matthew is grateful for the opportunities Navitas has provided: the chance to teach what he loves, to work alongside colleagues he respects, and to be part of an organisation where leadership is accessible and student outcomes truly matter. His story reflects the heart of Navitas' impact – empowering passionate educators, fostering a strong and connected community, and creating pathways for meaningful growth and contribution.

Watch a video with Matthew Thurgood [here](#).



Erin Old – A career shaped by connection, contribution and continuous growth



Erin Old has spent more than two decades building both a career and a community at Navitas. She first joined SAIBT in 2004, stepping into a temporary reception role while taking a break from her teaching degree. What began as a short-term opportunity quickly sparked a deep connection to the higher education environment. SAIBT, then only a few years old, was in a period of rapid growth, and Erin found herself not only joining a team but helping shape an emerging institution. Those early days offered her the unique chance to grow alongside the college, contribute to foundation-stage systems and processes, and discover a passion that would anchor the rest of her career.

Some of Erin's most treasured memories at Navitas reflect the strong relationships she has formed along the way. One of her most joyful experiences was being proposed to in her office, surrounded by her "work family," who erupted with cheers as her husband got down on one knee. For Erin, this moment represents a broader truth – that many of her life's major milestones, from marriage to children to career development, have been intertwined with the colleagues she has grown alongside. These connections, she says, have made her feel "really lucky" to share her personal and professional journey with such a supportive community.

The impact Navitas has had on Erin's life is most clearly reflected in the opportunities she has been given to grow, adapt and lead. Over the years, she has taken on diverse roles within the organisation, supported by mentors and colleagues who encouraged her development. Early in her career, she became involved in major operational projects, including migrating ELICOS programs into new

systems and supporting large-scale data transitions. These experiences broadened her technical capability and allowed her to collaborate with colleges across the organisation, helping streamline processes and strengthen cross-campus relationships. She later contributed to moving all colleges onto a shared admissions platform – an initiative that expanded her project and leadership skills while reinforcing the power of collaboration.

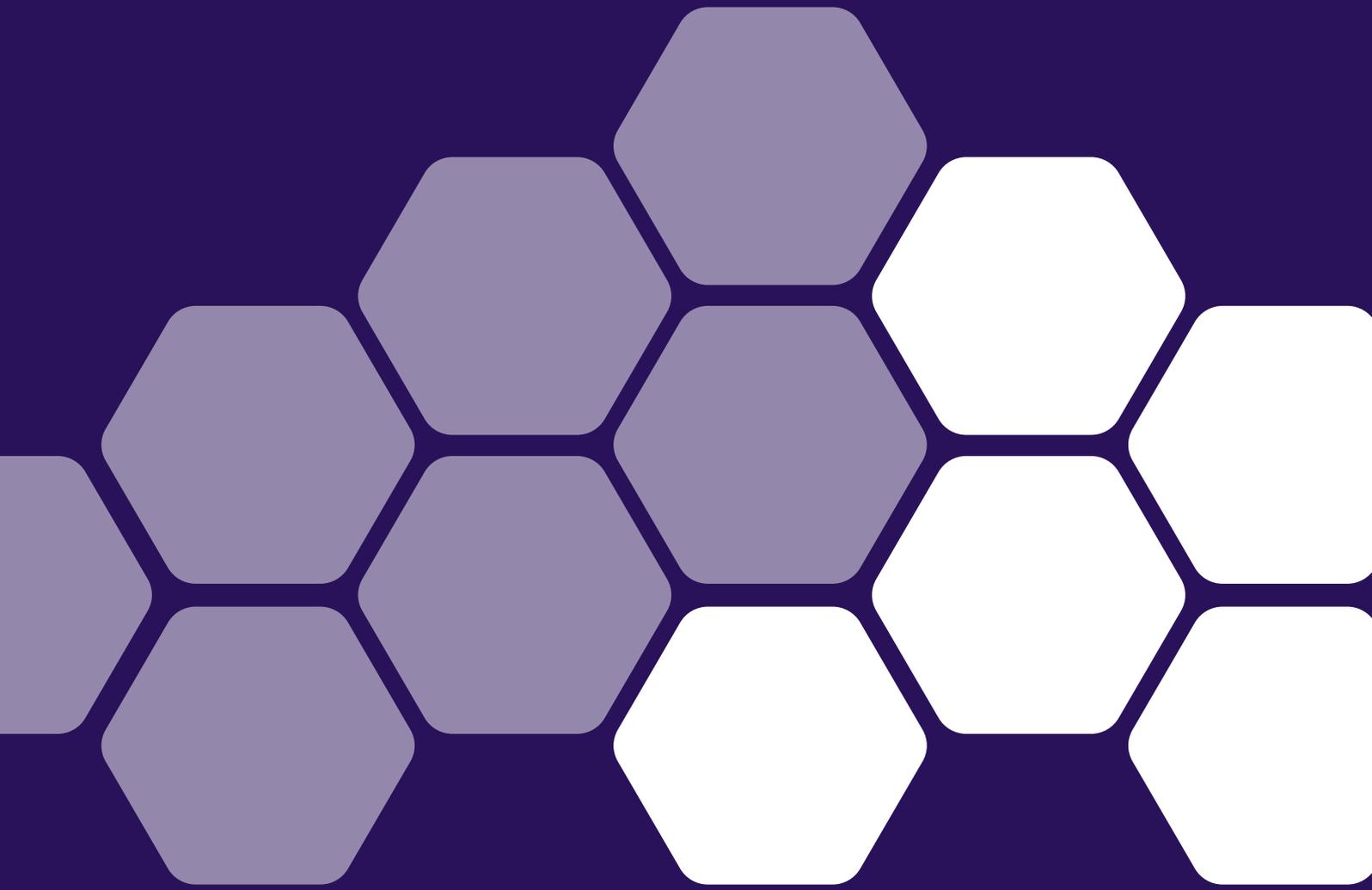
Within the college environment, Erin also led student academic services and admissions teams, building strong, lasting relationships and shaping high-performing teams that delivered meaningful improvements to student support. These experiences deepened her understanding of the student lifecycle and strengthened her leadership capability.

Looking back, Erin believes her greatest professional achievement is the network of relationships she has built across teams, across states and now, in her global role, across the broader organisation. These connections have brought her deep job satisfaction and have been central to her continued growth.

Today, Erin reflects on her long journey with gratitude – for the opportunities Navitas has provided, the challenging and rewarding work she has been part of, and the colleagues who have supported and celebrated with her along the way. Her story is a testament to what is possible when people are given space to grow, contribute and thrive in an organisation that values development, collaboration and long-term connection.

Watch a video with Erin Old here.





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.



Our carbon emissions

In FY25, Navitas' reported gross emissions were 50,883 tCO₂e. While this is 27% lower than last year, the change is largely the result of strengthened Scope 3 data collection and more accurate calculation methodologies, not an operational emissions reduction. The updated approach gives us a clearer baseline from which to track genuine emissions performance going forward.

Group emissions - which exclude international student travel - totalled 32,759 tCO₂e, marking a 25% year-on-year decline. While direct emissions (Scope 1 and 2) rose by 8.8%, indirect emissions (Scope 3) fell by 29%, underscoring the impact of refined accounting practices.

Navitas continues to evolve its emissions reporting in alignment with its ESG strategy, focusing on Climate Change Mitigation, Resilience, and Adaptation. Key developments include:

- A more accurate model for agent-related emissions.
- Enhanced data granularity for working-from-home and electricity consumption.
- Strategic inclusion of all business units in Scope 2 reporting.
- A strengthened approach to Scope 1 refrigerant emissions in preparation for future climate-related financial disclosures.

International student travel emissions, reported separately, accounted for 36% of gross emissions, consistent with FY24, though actual emissions declined by 31% due to the impact of global policy shifts on student enrolments.

Navitas remains committed to transparency, continuous improvement, and climate responsibility - leveraging data-driven insights to inform strategic decisions and reduce its environmental footprint.

Read our [Carbon Emissions Report](#) for further information.

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
(excluding student travel)

Our FY25 carbon footprint (in metric tons of CO₂-e)

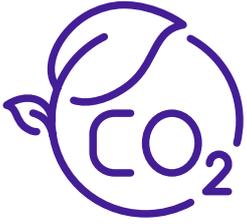
50,883t total emissions
(including student travel)

30t Scope 1
emissions

4,653t Scope 2
emissions

28,076t Scope 3 emissions
(excluding student travel)

Our FY25 emissions (excluding student travel) are equivalent to



Greenhouse gas emissions from

7,641
GASOLINE-POWERED PASSENGER VEHICLES
driven for one year

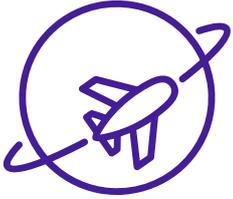
Greenhouse gas emissions avoided by

9.8
WIND TURBINES
running for one year

Greenhouse gas emissions sequestered by

541,673
TREE SEEDLINGS
grown for ten years

Air travel emissions in metric tons CO₂-e



4,149t
BUSINESS TRAVEL

18,124t
INTERNATIONAL STUDENT TRAVEL

Beyond improvements to reporting, we also used FY24 emissions reports to identify properties that appear to be inefficient in terms of energy usage.

Offsetting emissions from the FY24 Business Partners Conference in partnership with Blue Halo

As part of our commitments in the area of Climate Change Mitigation, Resilience and Adaptation, we chose to offset the emissions associated with our Business Partners Conference (BPC) in Siem Reap, Cambodia in October 2024. For this project, we collaborated with a carbon offset provider **BlueHalo** (in partnership with Savi and our travel provider FCM) to ensure that our investment directly contributes to the development and expansion of environmental projects.

For the 2024 event, our offsetting went to the April Salumei REDD Project in the East Sepik Province of Papua New Guinea. In this region, a combined area of 603,712 hectares, the landscape is defined by forested land on mineral soils. The project area is thriving with both traditional culture and extraordinary levels of biodiversity. Located within a Forest Management Area designated for timber production by the Papua New Guinean Forest Authority, the project area was facing a very material threat. The carbon finance attracted through verified carbon unit revenues offers Indigenous landowners a form of income based on the carbon storage and ecosystem services provided by the forest, rather than through the short-term royalties that flow from logging concessions. Conserving the forest and its carbon stocks avoids significant volumes of carbon emissions.

The project aims to improve the overall wellbeing of local communities, support sustainable agricultural development, provide access to employment, healthcare, education, and infrastructure, all while preserving the rich cultural traditions and customs of the Indigenous owners.



Navigating Australia's new climate-related financial reporting

In FY25, Australia introduced mandatory climate-related financial disclosure requirements, marking a major shift in corporate reporting expectations. As a Group 1 entity, we are required to comply with the first phase of the regime and are progressing our readiness to meet these obligations. The new legislation aligns with the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD), requiring entities to report on governance, strategy, risk management, and climate-related metrics and targets.

Our readiness position

1. Governance and oversight

We have an established ESG governance structure that oversees progress against our 12 key Impact/ESG focus areas. Climate change resilience, mitigation and adaptation is a core topic within this framework and receives regular oversight at Group level.

2. Climate risk assessment

Climate-related risks and opportunities have been assessed across our global operations. Integration of these risks into our broader Group risk management processes is currently underway to ensure alignment and consistency.

3. Data collection and emissions reporting

Systems are in place to measure and report greenhouse gas emissions. Our first sustainability report will disclose scope 1 and scope 2 emissions, with scope 3 emissions to be incorporated in future reporting cycles. External assurance of emissions data is planned to commence in FY26.

4. Climate strategy integration

Work is underway to incorporate climate considerations into business planning and decision-making processes across the organisation. This includes integrating climate impacts and transition implications into operational and strategic planning.

5. Climate transition planning

The foundations built through governance, risk assessment, data management and strategy integration will support the development of a formal climate transition plan. This plan will outline our short, medium- and long-term climate objectives and pathways to progress them.

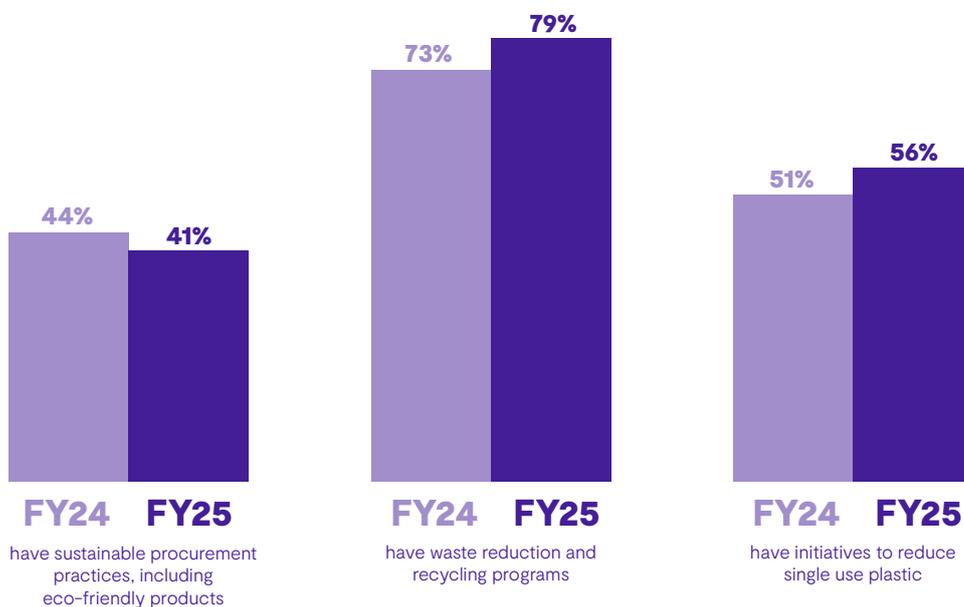
6. Stakeholder engagement

We continue to engage internal and external stakeholders - including our private equity partner, legal advisors, employees, and ESG steering groups - to ensure clarity, alignment and transparency in our approach.

Sustainability practices

In FY25 more of our colleges and campuses had recycling or waste reduction programs, sustainable procurement practices and initiatives to reduce single use plastic. Progress was particularly good in university partner pathway colleges and managed campuses. In FY25, one in five colleges and campuses have a staff member or team dedicated to sustainability.

Of our colleges and campuses:





Embedding sustainable thinking in event planning

In FY25, we introduced the Navitas Sustainable Event Planning Guidelines to support staff in reducing the environmental and social impacts of the events we host across our global network. The guidelines provide practical direction for incorporating sustainability into each stage of event planning, including venue selection, transport, catering, waste reduction and the use of environmentally responsible materials. They also outline broader impact considerations such as accessibility, diversity and inclusion, and the responsible sourcing of goods and services. The resource is designed to help teams plan events that reflect our organisational commitments and demonstrate responsible practice to partners, prospective students and community stakeholders.

The guidelines include clear checklists and recommended actions for pre-event planning, event delivery and post-event evaluation, enabling staff to assess and improve the sustainability performance of each event. While local contexts differ and not all measures will be feasible in every location, the guidelines establish a consistent baseline for sustainable practice across Navitas. They also encourage teams to consider opportunities for positive community contribution, such as partnering with local organisations or reducing waste through donations. By embedding sustainability into event planning processes, the guidelines form an important part of our broader ESG approach and support our aim to minimise our environmental footprint while strengthening our social impact.

Understanding and responding to climate-related risk

Our climate risk assessment identified a range of physical and transition risks that may affect our operations across different regions and time horizons. Physical risks include extreme weather events and longer-term changes in climate patterns, while transition risks relate to regulatory changes, shifts in stakeholder expectations, evolving technology requirements and changing market preferences. None of the risks identified were assessed as material at this stage, reflecting the geographic diversity of our operations and our ability to maintain continuity through alternate delivery modes.

Although the current risk profile is low to moderate, these risks highlight areas where forward planning is required. The assessment has informed our next phase of work, which focuses on strengthening resilience through targeted mitigation and adaptation initiatives. Priority actions include expanding our scenario analysis, improving the quality and consistency of climate-related data, and increasing operational resilience to physical climate impacts such as extreme weather. We are also progressing work that will underpin our future climate transition plan, including consideration of emissions targets, potential adaptation pathways and the long-term implications of climate-related regulatory changes.

These steps will ensure we continue to build organisational readiness beyond compliance, positioning us to manage emerging climate risks effectively while responding to future expectations from regulators, partners and stakeholders.

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).



Navitas is committed to progressing the commitments outlined in our Innovate RAP (see next page). Our colleges and campuses in Australia include an Acknowledgement of Country at the start of formal meetings and on their websites, and are progressing efforts to embed First Nations perspectives into curricula, including information in student orientation and providing On Country experience opportunities for students. However, progress against this topic has been more challenging in FY25, perhaps reflecting a slowing momentum in Australia since The Voice Referendum failed to gain support. It may also reflect competing priorities and reduced resources to progress these initiatives at a local level.

The Reconciliation Action Plan working group is exploring why progress has become more challenging and what can be done to support. This is particularly important given the increase in colleges and campuses that have students and staff who identify as Indigenous. We welcome this opportunity – increasing representation within our colleges and campuses (both students and staff) is key to progressing our RAP commitments.

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

78%

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

62%

hold activities or events to mark Indigenous days of significance

27%

embed Indigenous perspectives into curriculum

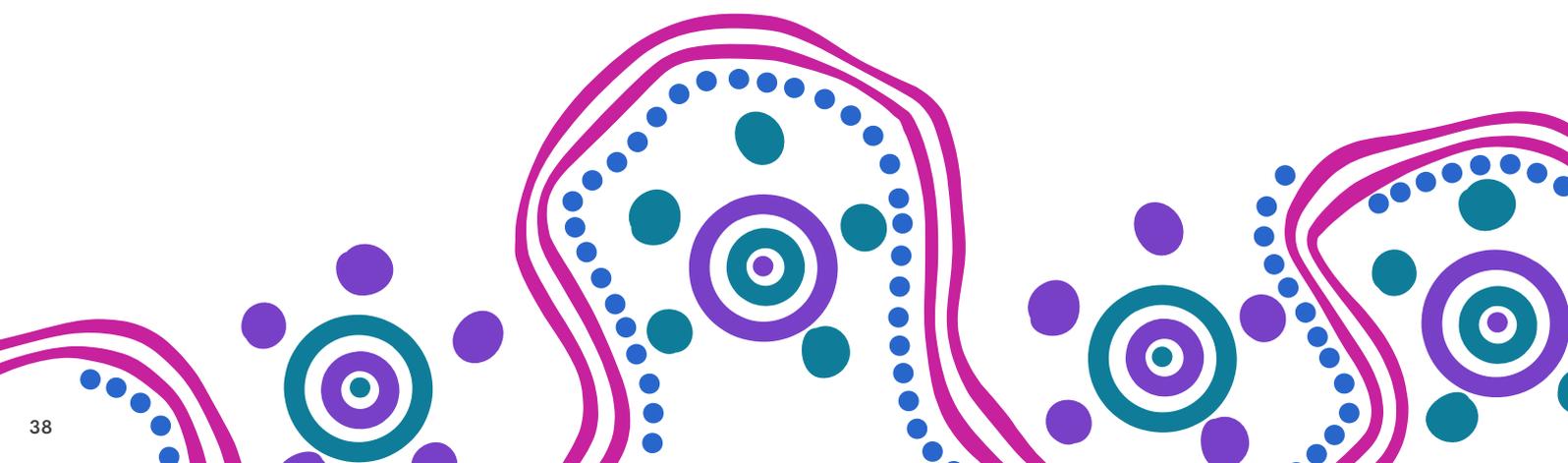
In Australia

0.38%

of staff are identify as Indigenous

2.6%

of domestic students in Australia identify as Indigenous



Launching our second Reconciliation Action Plan: Innovate

In 2024, we were delighted to announce the publication of our second Navitas Reconciliation Action Plan (RAP), marking the next chapter in our ongoing commitment to reconciliation.

As an organisation we are proud of the progress we have made through the development and execution of our Reflect RAP and excited about plans to create opportunities for First Nations staff and students through our Innovate RAP.

Our Reflect RAP enabled us to deepen our understanding of the unique contribution we can make to Australia's reconciliation journey. Across the years 2022-2024, we have:

- delivered cultural awareness training to more than 1,000 employees across Australia
- increased employee participation in webinars, yarning circles and training sessions focused on truth-telling
- seen widespread and increased celebration of First Nations Days of Significance including NAIDOC and National Reconciliation Week
- amplified the achievements of First Nations staff and students across our colleges and campuses
- provided professional development opportunities for First Nations women leaders in Navitas.

Our Innovate RAP outlines more than 60 actions that we have committed to deliver over a two-year period from October 2024 under the themes of Relationships, Respect, Opportunities, and Governance.

Some of our key goals include:

- establish and maintain mutually beneficial relationships with First Nations stakeholders and organisations
- build relationships and respect through celebrating National Reconciliation Week (NRW) and NAIDOC Week
- promote positive race relations through anti-discrimination strategies
- support truth-telling through observances and by embedding First Nations histories and perspectives in curriculum
- support all teaching staff to incorporate respectful and meaningful lessons on First Nations histories and cultures by providing workshops, resources, and toolkits
- develop consistent framework for First Nations scholarships in Navitas colleges
- develop and socialise cultural leave policy to accommodate Sorry Business for staff and students.

Read our Innovate RAP.

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

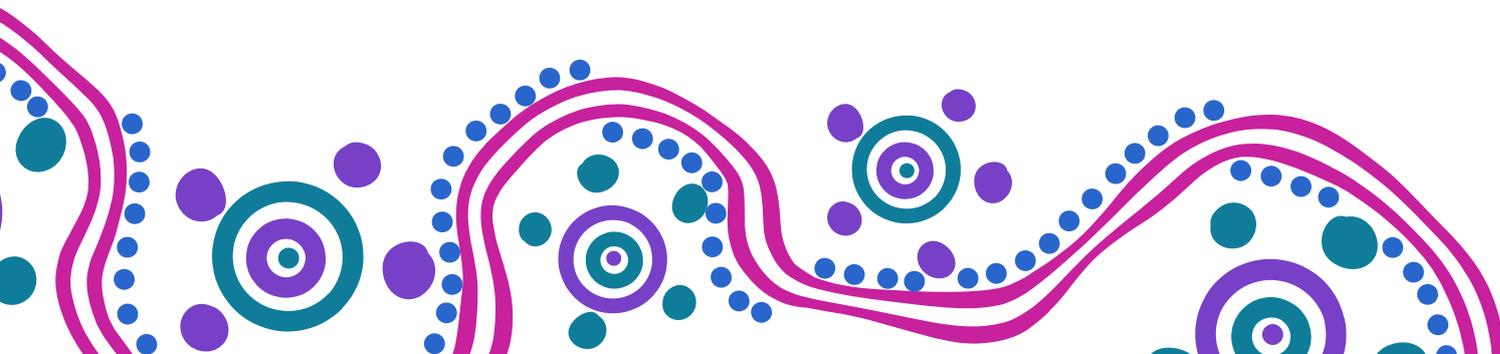
Australia's First Nations Peoples at the core of Taylors College Sydney curriculum review

In FY25, Taylor's College Sydney undertook a comprehensive curriculum renewal. As part of this, an in-depth study on First Nations Peoples focusing on social inclusion and exclusion was incorporated into one of their core modules, Social Research and Inquiry. Now, all Taylors College students explore this important area as a vital part of their studies.

This year, Cultural Studies students at Taylors College Sydney had the unique opportunity to attend a talk titled "A Conversation with a Freedom Rider – Colin Bradford."

As part of their current studies on the Rights and Freedoms of First Nations People, students engaged directly with Australian history by hearing from Colin, who participated in the historic 1965 Freedom Ride alongside Charles Perkins. The session at Taylors College allowed students to ask Colin questions and gain firsthand insights into his experiences, making history tangible and relevant to their contemporary learning.

More broadly, we strengthened efforts to embed Indigenous perspectives across our Navitas programs in Australia by equipping educators with practical strategies and resources and partnering closely with Reconciliation Australia's Narragunnawali program to ensure our curriculum reflects best practice. We also engaged in reciprocal collaboration, including contributing to focus groups, to enhance shared learning and support meaningful reconciliation.



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 (NET) is our most important activity within this topic and is a flagship ESG initiative established under the banner of Corporate Social Responsibility more than a decade ago. In FY25, the NET paid \$252,319 in grants to our four NET partners.



THE NAVITAS EDUCATION TRUST

AU\$3.7+ MILLION DONATED
TO THE NET IN THE PAST 12 YEARS

IN FY25 THE NET SUPPORTED:

1922 GIRLS RECEIVED
INDIVIDUAL PEER SUPPORT

3 CLASSROOMS
BUILT



240+ STUDENTS ATTENDED
AFTER-SCHOOL TUITION CLASSES



6 PARTNER
SCHOOLS SUPPORTED

15 STUDENTS COMPLETED
HOSPITALITY TRAINING

9t CARBON
REDUCED

95 STUDENTS ATTENDED
EDUCATIONAL SUMMER CAMPS



4t PLASTIC
WASTE RECYCLED

Championing women's education through our partnership with CAMFED

To recognise International Women's Day in 2025, we had the wonderful opportunity to highlight the powerful work of NET partner CAMFED: Campaign for Female Education. We hosted a webinar in a time zone friendly to our Europe, UK, and Africa teams, but were able to share the video recording with our wider teams so that they could experience the event.

In the session, we heard directly from Jennifer De-Graft Ninson, CAMA Talent and Engagement Officer, and Nokuthula Lunga, two women who were supported by CAMFED to complete their secondary education. The women shared the story of their life before and after finishing their secondary studies: moving through roles at CAMFED after completing their education, pursuing tertiary studies, acting as Learner Guides to support other girls, and starting their own businesses.



Witnessing sustainable education in action with Classroom of Hope

In February 2025, Tony Cullen, Executive General Manager, Global Sales & Marketing had the chance to visit a NET-supported school in Lombok with NET partner, Classroom of Hope.

Tanya Armstrong, Classroom of Hope CEO, showed Tony around a primary school where he was able to meet staff and students and see the newly built classrooms. The new earthquake-resistant classrooms are built from eco-bricks made from recycled plastics on the island itself, an innovative solution to both plastic waste and the need for more safe and sustainable school buildings. Students learned about the importance of sustainability and the impact of plastics as part of the new education program in environmental responsibility and waste management.

Tony Cullen said "After supporting Classroom of Hope for over 10 years, I had the pleasure of being able to visit two schools who are part of the Classroom of Hope network this month on behalf of Navitas. I was very impressed by the quality of the classrooms but more so by the smiling faces of the students studying in the facilities. It was also fantastic to hear the feedback from the principals of the schools and the positive impact on the local communities."

Watch a video with the Co-Founders [here](#).



COMMUNITY CONTRIBUTION

Of our colleges and campuses:

49%

of Navitas colleges and campuses have established community partnerships and collaborations

1 in 3

support local charitable organisations through fundraising activities

27%

of colleges and campuses offer internship or service opportunities with local non-profits





Creating ripples of change with Jimmy Pham from KOTO

Jimmy Pham AM is the Founder and Executive Chairman of Know One Teach One (KOTO), Vietnam's first social enterprise. KOTO delivers hands-on hospitality training programs that equip vulnerable young people with the skills and opportunities they need for a brighter future. KOTO is also a long-standing partner of the Navitas Education Trust (NET).

"For us, it's through education, which is aligned to our shared values with Navitas...we are transforming disadvantaged and at-risk youth into empowered hospitality professionals and active citizens," Jimmy explains.

Jimmy's impact has been recognised globally. He was recognised as World Economic Forum Young Global Leader, a Member of the Order of Australia (AM) for his service to the community, winner of the Waislitz Global Citizens' Choice Award, and the Advance Awards Asia Impact Award in 2021 for his significant contributions to the region.

KOTO's partnership with the NET began in 2017 and has changed the lives of more than 100 students since

then. "KOTO is always about the ripple effect. It's about 'once helped, help others,'" says Jimmy. KOTO graduates have gone on to support their families, strengthen their communities, and contribute to Vietnam's hospitality industry.

For Jimmy, the relationship with Navitas is about more than funding. "It was never about the donor/recipient relationship – it's about traveling side by side, mentorship, encouragement. Not just a financial contribution, but a wonderful relationship built on shared values of education and transformation."

Jimmy's gratitude is heartfelt. "We want to say a big thank you to Navitas for believing in the power of education and transformation for disadvantaged and underserved youth. And a very big thank you to Rod Jones, who started this relationship. Rod, we love you – thank you for your vision, your warm heart, and your belief in education."

Watch a video of Jimmy Pham here.

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 pretences 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 FY25 we saw:

0 reported incidents of modern slavery

893 staff complete modern slavery training

63% of our colleges and campuses have student services teams prepared to deal with incidents of modern slavery (compared to 51% in FY24)

63% of our colleges and campuses feel confident about their ability to respond to an incident of modern slavery (compared to 52% in FY24)

More than half of our colleges and campuses say levels of awareness about Modern Slavery within their staff community are good or very good.

There were no reported incidents of Modern Slavery within our supply chain or operations during FY25.

This year, we made important strides in our journey towards understanding and mitigating risk of modern slavery in our supply chain and operations.

In FY25 we:

- introduced new reporting tools accessed via our websites
- provided staff awareness training
- developed information specifically for students
- began work on developing modern slavery awareness training for our global network of education agents
- refined our focus to strengthen due diligence and risk management practices in relation to education agents and supply chain operations
- established a Modern Slavery Steering Committee
- engaged with procurement teams to introduce Modern Slavery screening questions to new supplier forms
- conducted a desktop assessment to understand the measures taken by our suppliers of electronic equipment, particularly audiovisual equipment used by our SAE campuses, to reduce the risk of modern slavery within the supply chain.

Read our [2025 Modern Slavery Statement](#).



ACAP team member Sarah Rogers shares her journey in the fight against child trafficking

Two years ago, Sarah Rogers, Social Work Lecturer and Course Coordinator at ACAP University College, left her home of Melbourne and moved to Siem Reap, Cambodia. There, she works remotely while also working as Program Manager at Free to Shine, a child protection organisation that prevents school-aged girls being trafficked into the commercial sex industry in Cambodia.

Sarah was invited to share her experiences working with Free to Shine in an impactful presentation at our 2024 Business Partners Conference held in Siem Reap, October 2024, to an audience of Navitas colleagues, agent partners, university partners, and higher education professionals. The recording of the session was then shared with the wider Navitas community.

Sarah shares “We work with school aged girls and their families from very poor rural backgrounds. We look at how do we make girls safe and the community safe for girls? How do we increase their safety across food, shelter, housing? How do we increase their protection within communities and how do we keep them engaged with school as a real preventative tool for exploitation?”

Sarah said most of her work involves building up local capacity for social work, to ensure the community is empowered to enact change. She said the community already holds the expertise and a deep understanding of the problems they face, and capacity building gives them tools and funding they need.

[Learn more about Free to Shine.](#)

Data privacy and security

Data privacy and security refers to our responsibility to ensure 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.

In FY25 we saw:

0

reportable data breaches

53

reported data breaches (not reportable to the regulator)

78%

of new starters completed the mandatory cyber security training

2640

staff completed Data Privacy Training

79%

of colleges and campuses describe awareness of data privacy within their teams as good or very good



FY25 saw continued improvement in the way colleges and campuses report data breaches to both their university partners and Navitas. The proportion of higher education colleges with a designated data privacy champion increased to 49% (up from 39% in FY24), with the United Kingdom particularly advanced in this area, where 90% have a champion – reflecting strong GDPR-driven awareness.

Recognising that students can be vulnerable, this year, 48% of colleges and campuses provided cybersecurity information to students as part of their studies. To support a consistent approach to information security, we developed a formal Information Security Framework aligned to the NIST standard, supported by policies covering information security, classification, acceptable use, access control, encryption and physical security. We also created an Employee Privacy Handbook to complement privacy training for new starters.

Our personal data mapping project (RoPA) is nearing completion, giving us a clear global view of the personal data we collect and enabling a more targeted privacy compliance program.

Navitas Data team recognised as finalist in 2024 PIONEER Awards!

In 2024, our Data Team were finalists in the prestigious higher education sector PIONEER Awards, in a new category **Excellence in Data and Insights**.

Over the past 3 years, Navitas has undergone a radical data shift, utilising world-class systems to build a dedicated platform for our stakeholders called Evidence, which provides real-time insights, intuitive ways to interact with data, and more importantly, act as a single source of truth for data across the organisation.

Working with colleagues at every level of the business, the data team has gone above and beyond in listening to the needs of each business unit and functional support, to understand their data needs to build and develop the new Evidence model that provides a consistent approach to metric calculations across the breadth of our organisation.

Congratulating **Mary Tesfay, Data Solutions Architect**, **Adam Lowe, Data Engineer** and the wider team, **Paul Lovegrove, UPE CEO & COO** said:



“Our industry faces increasingly tough challenges where the need for clear data information is incredibly important to help in our decision-making, and in enabling our teams to be as efficient as possible.”

The work of the data team in developing the Evidence data model has been exemplary and has had a significant impact on teams across the organisation, who can access a centralised repository for storing and managing data, eliminating the need to manually consolidate data sheets.”

The PIONEER Awards honour innovation and achievement across the global education industry. With a distinguished judging panel representing geographical and professional diversity, The PIONEER Awards recognise both individuals and organisations who are pushing professional standards, evolving their engagement or redefining the international student experience.

WHO WE ARE

Navitas has helped generations of learners change their lives through education. Over the last 30 years, hundreds of thousands of learners from around the world have graduated from Navitas colleges, having experienced a teaching and learning environment that supports them to harness their talents and achieve their dreams.

Our success is underpinned by our unparalleled international network, a peerless commitment to student experiences and outcomes, a track record of working in partnership with universities and industry, and a passion for discovering new technologies and models of teaching and learning that will improve education now and into the future.

WHAT WE DO

Navitas is a leading global education provider. We work with universities, industry partners and governments to transform lives through education.

From pre-university and pathway programs to postgraduate and degree programs, English language and vocational training, we provide numerous study options to aspirational learners across our global network of colleges and campuses, powered by our diverse and talented employees.

Our success is underpinned by our unparalleled international network and peerless commitment to student experience and outcomes. Our passion drives us to discover new teaching and learning models and technology to improve education, both now and in the future.

University partnerships

We partner with universities all over the world to offer international and domestic students pathways to higher education. Our students benefit from exceptional support and teaching excellence and our partners benefit from our global resources and international expertise.

We provide managed campus services for many of our partners, enabling them to reach more students in more locations.



Higher and vocational education

Our independent higher education providers offer accredited certificate, diploma, degree and postgraduate programs that equip learners with the skills they need to make valuable contributions to industry and society. Specialising in creative media, human services, business and technology disciplines, our world-leading colleges offer a diverse range of programs both across Australia and around the world to meet industry demand and the needs of learners.



Language and employability skills

We deliver English language and testing services and language, literacy, digital and employability programs to help a diverse range of clients develop essential skills.

Our professional development and workplace training programs offer students the skills and experience needed to maximise their employment prospects while our leadership development programs are helping to prepare and strengthen the leaders of tomorrow.





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