



navitas 



impact

Report FY23



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

Message from the CEO

At Navitas, we're thinking a lot about **impact**.

The year FY23 was an important twelve months for us at Navitas.

It was the year we took more serious steps to consider the impact we have as an organisation – on the students we teach, the colleagues we employ and the partners and communities we serve. We also considered our obligations as a global citizen and the role we can play in addressing some of the world's most significant challenges: the climate crisis, modern slavery, global poverty, and inequality and justice.

We developed an ESG (Environment Social Governance) strategy to better understand, measure, and improve the impact we create in our changing world. Our approach is built around our impact as an employer, an educator, and a global citizen, and is aligned to the United Nations' Sustainable Development Goals (SDGs). You can read in detail about our strategy on page 4, or you can watch our **Impact video**.

This year we also began to build a team dedicated to our ESG strategy. We welcomed Julia Lambo, our Director of Corporate Communications, to the role of Director of ESG to drive our Impact initiatives. We also welcomed our first ESG Reporting Analyst role to lead a data-driven approach to assessing our impact across our 12 priority areas. Better understanding our impact is a crucial step towards amplifying our positive impact, and ultimately limiting the negative impact we create in our world.

Reflecting on our impact, we were reminded of the continued importance of partnership and collaboration in today's changing and often challenging world. We learned about our partners' commitment to building a better future with some truly life-changing projects. Moving forward, we have some exciting initiatives coming in FY24 to celebrate our incredible partners on a global stage.

In FY23, we learnt so much by listening to our people and our data, and I look forward to the future we can help create by continuing our commitment to learning, innovation, and partnership.



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.

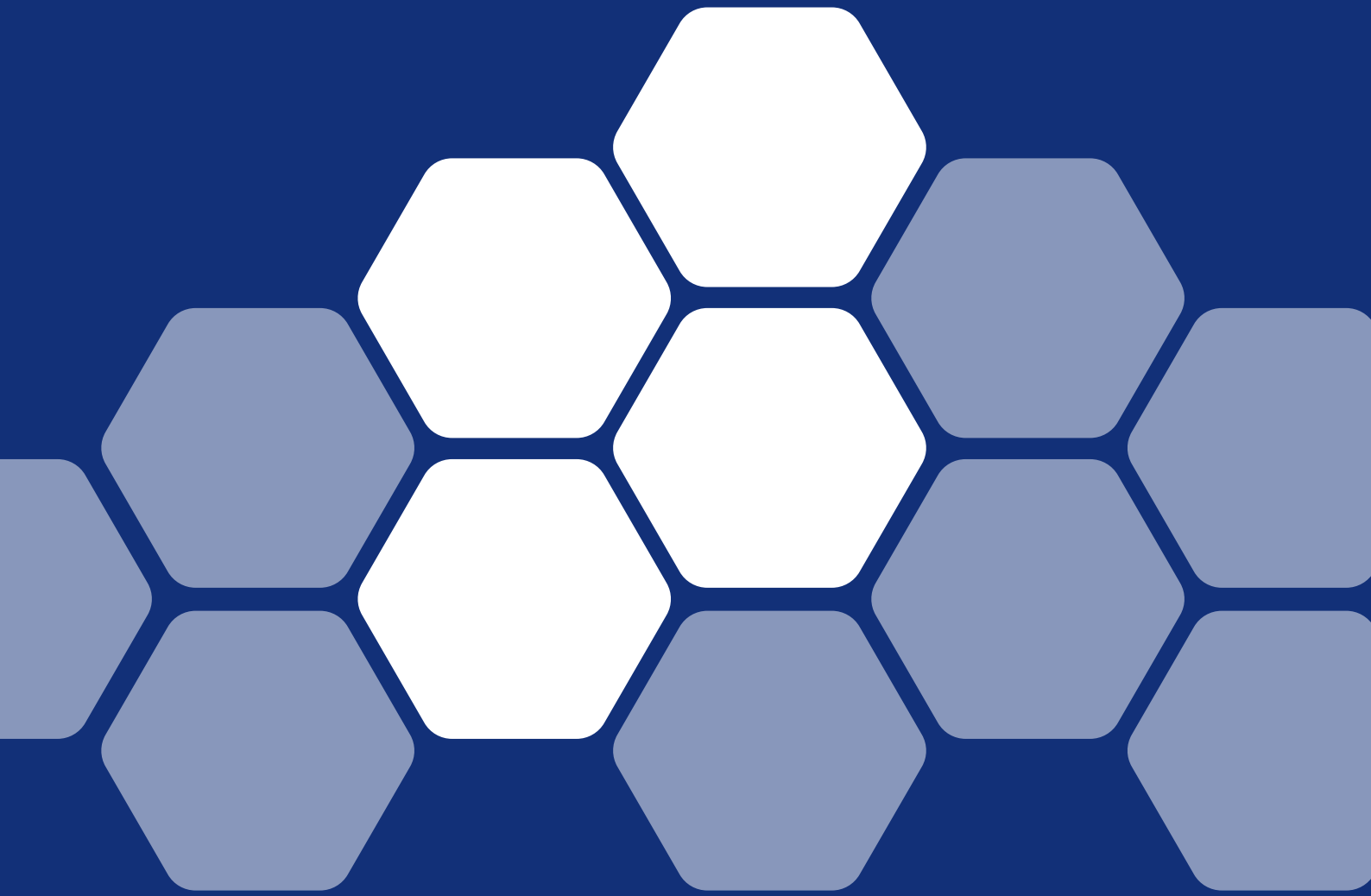
On our impact journey we will be guided by five principles:

1. We will walk the talk
2. We will measure our impact
3. We will learn from others
4. We will empower local action
5. We will tell our impact story









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.

Students

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.



Of our 56,187 students in FY23, we saw:



81.2%
pass rate



89%
progressed to degree study with our university partners



79%
retention in Australasia



73%
retention in the UK and Europe



85%
retention in North America

Due to the shifting demographics of Navitas student cohorts (a notable increase in South Asian enrolments and a decrease in Chinese students), retention emerged as an increasing challenge. To address this, a student retention project was initiated, using a data-driven approach to identify attrition drivers, implement effective retention strategies, and standardise reporting.

Of our global colleges and campuses

92%

provide early intervention programs for at-risk students.

58%

provide peer mentoring opportunities.

81%

give students access to work experience or work placement integrated into programs.

89%

give students access to career advisors – greatly exceeding last year's rate of 65%.

In FY23 we held Learning and Teaching Symposiums for our communities alongside our colleges and campuses, including Deakin College and Murdoch University Dubai. The Symposiums brought together educators and professionals from various institutions to explore areas such as sustainable education, authentic assessment, learning analytics, and flexible or hybrid learning.

GREEN APPLE



In FY23 we published two issues of Green Apple, the e-magazine for the Navitas teacher community. Our articles explored new developments in the world of education, teaching methods to adapt to today's changing world, and inspiring student and partner stories.

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.



94%

of our colleges and campuses give students access to counselling and mental health support services.

83%

of our colleges and campuses give students access to diverse student clubs and organisations.

Student welfare and safety has been identified as a global priority for Navitas and we will continue to elevate conversation and action around student safety and wellbeing, particularly in the context of an evolving mental health crisis following the pandemic.

This year Navitas' Learning and Teaching Services team launched the 'Designing for Diversity, Equity, and Inclusion' module within its Teaching Excellence program, enrolling 24 educators and support staff. This module introduces DEI principles to higher education, aiming to create an inclusive environment for all students. In 2024, we plan to expand this module across the UPA division through enhanced workshops, deepening the integration of DEI in teaching practices.

We also continued our rollout of the Student Mental Health project. This project had the goal of supporting student mental health by educating staff, sharing knowledge, and providing key resources. We introduced a Student Mental Health intranet page for our staff who work with students, a knowledge-sharing form, and a comprehensive practical guide to planning student mental health promotion.

In May 2023, four Navitas colleges in Canada signed on to adopt the Okanagan Charter, an international charter for health promoting universities and colleges. This international charter for health-promoting universities and colleges has inspired universities across Canada and around the world to embed wellbeing into their everyday operations, business practices and academic mandates. It provides a framework with calls to action across key action areas and provides overall principles for higher education institutions.

Feel Good Week at LTCA

In FY23, La Trobe College Australia (LTCA) hosted a week-long Feel Good Week for their students, to align with R U OK? Day. Each activity during the week was designed to raise awareness of mental health and wellbeing and to bring students together as part of LTCA community.

Each day, students participated in different events including games, wellbeing workshops, meeting a wellbeing dog, speaking to the LTCA support team at info booths (with the student and academic services team, the student representative committee, peer assistant learning mentors) and each class had a visit from the SAS team to check in "R U OK?"

Hear from our students

Czar Recto

Bachelor of Information Systems in Big Data, Western Sydney University, Sydney City Campus

I'm an international student from Manila in the Philippines. What I really like about studying at the University is that there is more direct interaction with our professors. It's a huge advantage for us because it creates more conversations between the student and the professor. It's really easy to get around the assessment and the homework. We are a tight-knit community on campus, which is located in the heart of the CBD. Given that we're just in one building we meet everyone every day, which is really good. It builds that community bond.

I'm also part of the student voice committee of the WSU Sydney City Campus. It is a privilege to interact with everyone, to know what their interests are, how we can provide for them.

Apart from my studies, I am currently involved with ACON, a leading NSW health organisation. We talk a lot about sexual health and sharing that information with everyone. I think everyone should know more about their bodies and be able to make the right decisions for themselves.

Going abroad and studying in a foreign country, there is a lot of pressure – finishing and doing good with my grades. There are also external factors that are pressuring me to do better, with work, with other community service as well. I just tell myself to take it one step at a time. My family is really grateful that I'm taking this path, because they are concerned with my future back in the Philippines. We are a developing country. Even if we are still moving forward and we have higher literacy rates, it's hard to get by with regular jobs and to think about the future. Of course, my relatives are really supportive of me studying and going abroad to Australia. That made a huge impact on my life, choosing to study at WSU Sydney City Campus.

Currently I'm not that far from graduation and my main focus is expanding my portfolio. It is my dream to become a video game developer. I have a plan to permanently move to Australia but I'm also open to going back to the Philippines. I'm looking forward to sharing my knowledge in community service and particularly sexual health. It's a really huge topic that should be introduced in our country. Hopefully someday I can go back and expand my connections in the Philippines and make that difference.



Samantha Lim

Master of Social Work, Australian College of Applied Professions (ACAP)

When I first started my master's it was during the COVID period. It was a completely different learning environment for me so I was really anxious about it. I was fortunate because the first lecturer that I had really impacted my decision to stay at ACAP. Whenever I had questions, I would send her an email and she would respond immediately. I really needed that kind of support from academic staff because I had no one at home to rely on when it comes to study. I think that was a major influence of why I stayed at ACAP. I really enjoyed my two years at ACAP doing my Master of Social Work. It helped me to understand more about social justice issues, issues impacting marginalised communities and underprivileged communities in general. I also got a really good opportunity to do a research-based placement.

My education has impacted me in a lot of ways. I started my undergraduate degree in psychology and forensic science. I went from that to a Master of Social Work because I felt like there was something missing from the psychology degree. I wanted to work with communities rather than individuals. During the COVID period, as I was reflecting and reexamining my values I found the missing piece when I talked to social workers. I saw how they actually helped people during the COVID period and the positive impact that social workers have on these communities – especially the marginalised communities. That was something that really inspired me to do a Master of Social Work.

In terms of impact on my family, I will be the first person to do a PhD, and the first female to get this far in education. I think that's something that my family is really proud of. I'm challenging a lot of cultural and gender norms in my country because it is often believed that women don't deserve this high-level of education. After pursuing my degrees overseas in Australia, it really helped me break that norm and stereotype.



When I first wrote my research proposal for my PhD, I was initially going to focus on migrants. But then I thought, there is not enough mental health support for adults in my country, Malaysia, especially in the region I grew up in. We have a lot of people who are disadvantaged in many ways and who are often overlooked in terms of mental health support. I needed to select the right target population for my study. I thought that my research would benefit the community back in Malaysia more than the community in Australia right now. At this point I'm taking a risk to move back home to Malaysia to do my PhD. But I believe this research will make a difference in the lives of the community back there.

I think that international education or education overseas shouldn't be seen as a privilege that is only accessible for certain groups of people. Educators have to reflect on their actions so their actions are not influenced by preconceived assumptions or biases that may actually be harmful for international students. Education has to be really inclusive and education providers need to practice humility – cultural humility and intellectual humility. When I say cultural humility, I'm talking about being mindful that international students are not a homogeneous group. They are actually very different, especially in terms of culture. Whatever educators do, they need to make sure that their experiences are tailored to students from each different culture. Whatever they do has to be culturally affirming and culturally sensitive.

International students face a very unique set of challenges. With the ability to reflect on these challenges, education providers will be able to engage with students better, to truly understand them from their point of view.

Education

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.



Of our global colleges and campuses

68% have academic scholarships or bursaries based on students' academic ability or relevant work experience

92% have fully accessible buildings

Of our students in Australia

2%
are First Nations students

38%
are first-in-family students

11%
have a disability



In FY24 our focus will be on sourcing access data such as first in family, Indigenous, of refugee status, or living with a disability for all our students (including international), without compromising the application process or data privacy requirements. Such data will help us ensure that we are meeting students' diverse needs and will inform the support we can provide to help all our students reach their full potential. We will also be considering how to more effectively develop scholarship strategies in each of our regions to assist in removing barriers to quality education.

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.



Of our global colleges and campuses

70% offer sustainability-focused courses or programs



Activity in FY23 has focused primarily on increasing levels of awareness and knowledge about sustainability among leaders and employees, particularly in relation to the UN SDGs through blogs, internal newsletters, ESG explainer videos, and more.

In June 2023, the UPE division highlighted sustainability at our annual Learning & Teaching conference, focusing on the integration ESG principles within academic settings. For FY24, our focus is to deepen our commitment to Education for Sustainable Development across Navitas, including targeted initiatives to increase academic staff’s understanding of ESD principles and equip them with the skills and knowledge to integrate sustainability into the curriculum.

Sustainability with Swansea University, and The College, Swansea University

The College, Swansea University (TCSU) building is on the Bay Campus in Swansea Bay – directly on the coastline. Swansea University has organised a regular beach clean every Wednesday lunchtime, which is open for all staff and students of both TCSU and Swansea University to attend. The initiative encourages us to become more environmentally conscious while also developing a strong sense of community. Swansea University has also installed beehives at both campuses. A Bee Group, consisting of dedicated staff and students from TCSU and Swansea University, regularly maintain the hives, learn about the lives of bees, and promote bee conservation. The mentorship provided by an external beekeeping expert enhances the knowledge and skills of the group and ensures the wellbeing of the bee colonies. The group is an example of how collaboration and education can foster a deeper connection between humans and nature while making a positive impact on our environment.

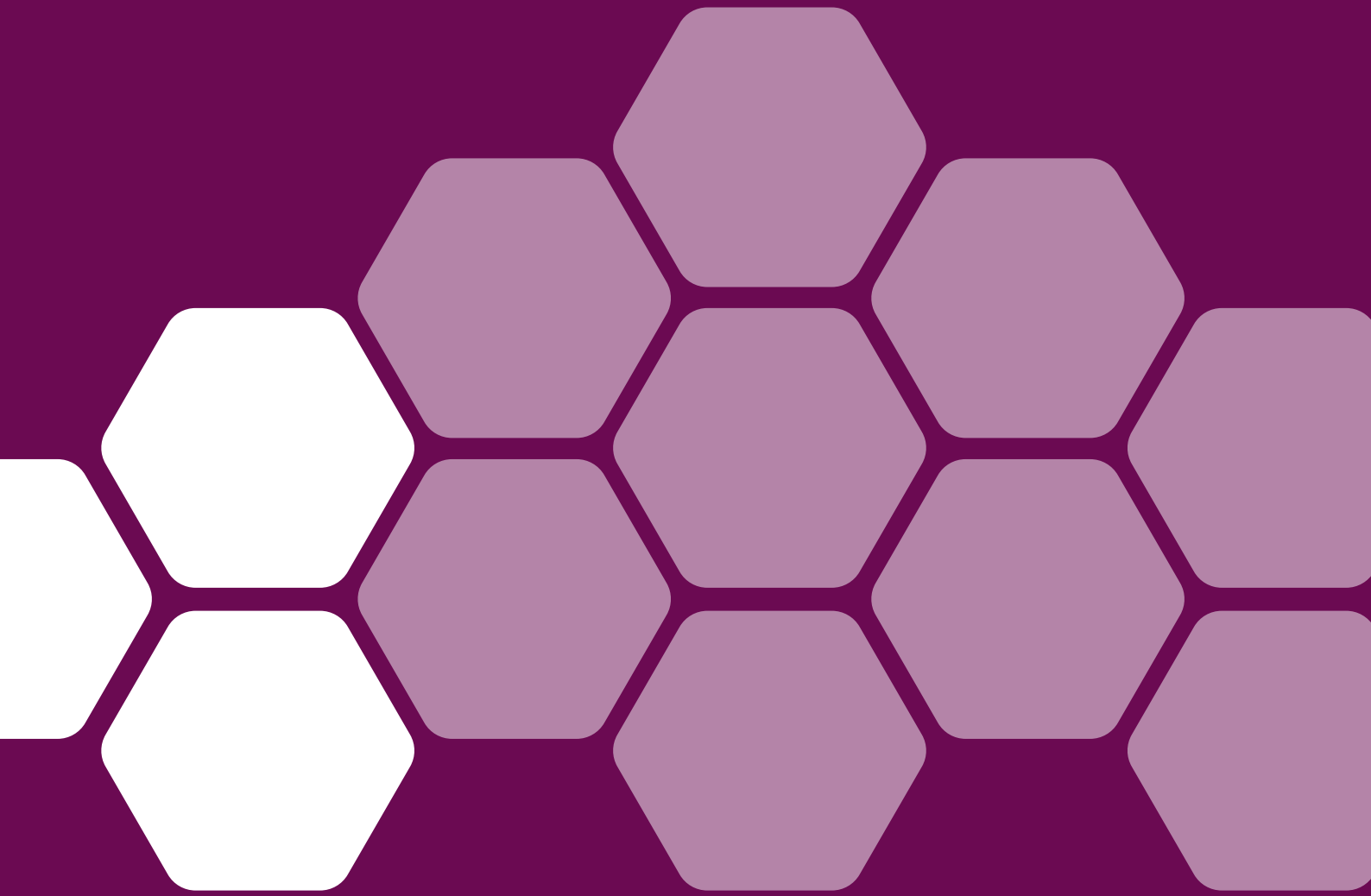


Sustainable Learning Gardens at Fraser International College

In FY23, Fraser International College in Vancouver, Canada, hosted a number of workshops with **Embark Sustainability’s** Learning Gardens. Embark Sustainability operates four Learning Gardens at Simon Fraser University (SFU). This includes three outdoor raised-bed Learning Gardens on SFU Burnaby and Surrey campuses, as well as an indoor vertical garden inside SFU Surrey.

These gardens give our students the space to explore food production in our communities and uncover their personal and cultural connections to food justice. The students learned about food security, agriculture, and foraging. They picked food from the garden and then participated in a cooking class to learn how to use the foods to make a meal.





Our impact as an **Employer**

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

People

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.



Navitas DEI at a glance

Of our global colleges and campuses

85%

give staff access to cultural events and celebrations

85%

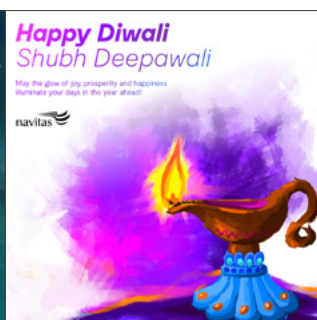
give staff access to flexible working arrangements

74%

give staff access to diversity training and workshops

This year we shared over 15 internal blogs and zoom rooms celebrating diverse holidays, international days, and days of significance for different equality topics. We also shared many of these across our external communication channels of LinkedIn, Facebook, and Instagram. They proved to be some of our most popular posts with high engagement. The Navitas creative team worked closely with members of each community to ensure visual and written content remained culturally sensitive and appropriate.

Alongside many of these materials, we also offered several webinars for our staff, including Gender Matters and Conscious Allyship at work with Pinnacle Health, and an LGBTQIA+ inclusion training workshop with Minus18. As part of our Values in Action training, we also delivered training in the areas of Respect at Work, Racial and Gender Discrimination, and Bullying at Work.



Gender diversity at Navitas

60%

of our staff are women

41%

of leadership staff are women

29%

of executive staff are women

33%

of board members are women

Our FY24 target: a minimum of 40% women and people of other genders across all the above categories.

Meeting our gender diversity targets continues to be a top priority at Navitas. We are taking steps to actively address these challenges and ensure that we improve on our goals each year.

Our steps in FY23

Measuring the gender pay gap

In 2023, Navitas submitted our third report to the Workplace Gender Equality Agency (WGEA). WGEA is an Australian Government statutory agency created by the Workplace Gender Quality Act 2012. WGEA collects workforce data from employers and works with them to improve gender equality in the workplace. This is an important step in recognising where we fall short and how we can improve on all aspects of gender diversity at Navitas.

Welcoming diverse mentors

On International Women's Day (March 2023), Navitas CEO Scott Jones announced a new Global Mentoring Program devised by the Global DEI Council and aligned to the day's theme 'Embracing Equity'. The program is designed to actively remove barriers to success in the workplace by providing a framework for colleagues from all over Navitas to benefit from shared learning and experience and the transference of knowledge and skills. In May and June 2023, Women and Leadership Australia (WLA) ran a coaching program for employees who had volunteered to be a mentor. The mentoring program itself launched in early FY24.

New global leaders



Julia Lambo, Director of Corporate Communications and ESG



Livia Castellanos, UPNA Vice-President, Marketing and Recruitment



Tanja Ward, Executive General Manager, UPE

Committees and communities

UPNA and UPA continued to drive local activity in their divisional DEI Committees, with new committees also formed in the Corporate team, UPE, Careers & Industry, and Global Sales & Marketing. These committees help to ensure DEI is embedded in every aspect of life at Navitas.

Alongside these more formal committees, employee-run groups celebrating diversities have also proved very popular and engaging for employees.



WOMEN IN NAVITAS NETWORK

Women in Navitas Network



Rainbow 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.



Our FY23 numbers at a glance

5466 total staff

0.73 employee engagement score (out of 1)

621 permanent starters

75 staff who took parental leave (54 women, 21 men)

LinkedIn Learning

1272 Navitas users (1060 in FY22)

1241 courses completed (706 in FY22)

34,468 videos completed

Training and leadership opportunities

6400 total participants

6

ESG-related training sessions for Australian staff

50%

scholarships on ACAP MBA programs for Navitas employees

180

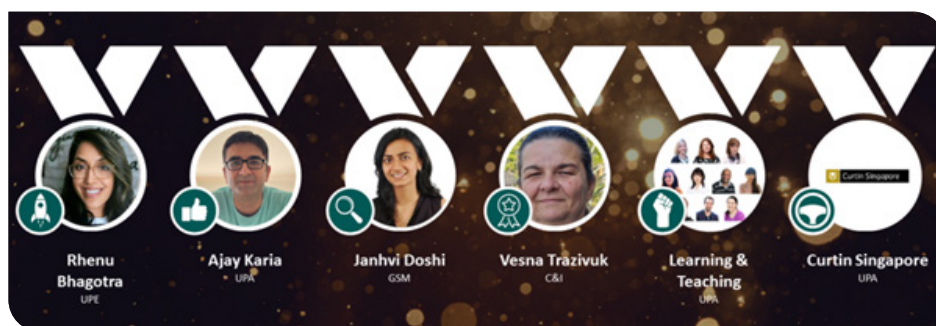
mentors in the Global Mentoring Program

73

emerging leaders joined ASAM online coaching program

INSPIRE Awards 2023

Our INSPIRE Awards program continues to provide a highly regarded opportunity to recognise and celebrate the extraordinary talent within Navitas.



66

Kerry Gough, Head of Change and Data Management, UPE Divisional team (2022 Inspire Awards Winner)

“Winning an Inspire Award was truly one of the highlights of my career – to be recognised by both my colleagues and the business was a humbling and glorious experience. I could not be prouder to work for such an awesome company.”

Workplace Health, Safety and Wellbeing

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



WHS at Navitas in FY23

13 work-related injuries

599 attendees at wellness webinars

373 employee assistance program hours used

FY23 Navitas Wellbeing Survey

1677
RESPONDENTS

77%
of staff feel positive toward Navitas

86%
of staff feel positive about access to wellness support

92.67%
of staff have meaningful ways to stay connected to colleagues

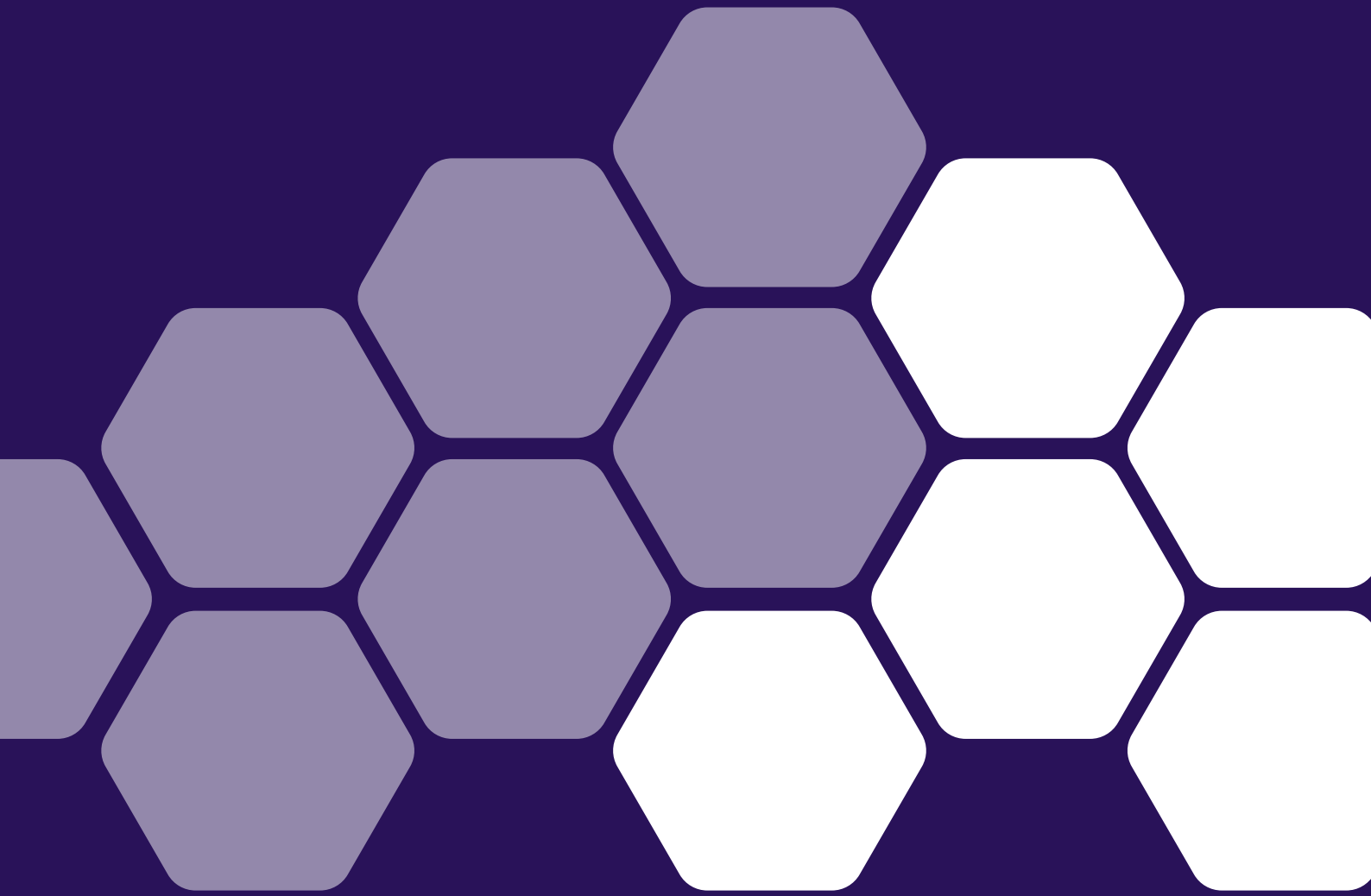
In FY23 we continued to raise awareness of our global Employee Assistance Program (EAP) provider, TELUS Health. TELUS Health ran wellbeing sessions on a range of subjects including Conscious Allyship at Work, Cultivating Work/Life Balance, and Building Trust in Teams. We also continued our roll-out of mandatory Values in Action training. In FY23 Australian staff were required to complete Respect@Work training.

An ACAP-designed program, the Accidental Counsellor in the Workplace training program was expanded globally in FY23 to employees in divisions outside Australia. ACAP, or the Australian College of Applied Professions, is Australia's leading independent provider of accredited tertiary courses in psychology, counselling, social work, coaching, criminology, management, IT, law and justice, and more, and is a part of the Navitas portfolio. Tailored to an educational setting, the Accidental Counsellor course equipped trainees with the knowledge to recognise the early warning signs of mental health concerns in students and colleagues and how to respond appropriately and to refer them to professional support.



**Accidental Counsellor
in the Workplace**





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.

Environment

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.

In FY23, we established a baseline emissions report for our carbon emissions in FY22. You can [read the full report here](#).



What are the three scopes of emissions?

Scope 1: emissions that we own or control directly.

Scope 2: emissions that we cause indirectly, from the energy we purchase and use in our operations.

Scope 3: emissions that are not produced from our activities or from assets owned or controlled by us. Scope 3 emissions include all sources not within Scope 1 and 2.

During the pandemic, we saw a drop in student numbers that carried over into FY22, resulting in lower than typical international students and ultimately a reduced carbon footprint due to lower emissions from professional services (agent engagement) and student travel. In FY23 we measured an increase in Scope 3 emissions, which includes international student travel. Therefore, we saw an increase in total emissions this past year. This increase reflects the growing number of international students returning to our campuses in numbers closer to our pre-pandemic levels.

Our FY22 carbon footprint (in metric tons of CO₂-e)

44,832t total emissions
16t Scope 1 emissions
6,174t Scope 2 emissions
38,679t Scope 3 emissions (including student travel)

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

58,711t total emissions
16t Scope 1 emissions
5,938t Scope 2 emissions
52,757t Scope 3 emissions (including student travel)

31% of our total emissions come from international student travel.

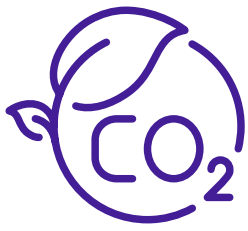
In the higher education sector, there are no agreed-upon boundaries for Scope 3 emissions. Many universities are not currently accounting for international student travel in their Scope 3 emissions. For those that do, there is no sector-wide framework for consistently and accurately accounting for student travel.

We feel it is important to acknowledge and measure the environmental impact of international student travel. We have used our own methodology, accounting for a one-way flight per new student each year.

We acknowledge that this is an imperfect solution. To support the creation of a consistent reporting framework for the sector, we joined Climate Action Barometer for International Education (CABie) as a founding partner.

In the meantime, we have not included international student travel in our analysis of FY23 emissions on the following page.

Our FY23 emissions (excluding student travel) are equivalent to



Greenhouse gas emissions from

9,088
GASOLINE-POWERED PASSENGER VEHICLES
driven for one year

Greenhouse gas emissions avoided by

11.4
WIND TURBINES
running for one year

Greenhouse gas emissions sequestered by

675,291
TREE SEEDLINGS
grown for ten years

In FY23, our top five emission sources (excluding student travel) were:



PROFESSIONAL SERVICES (42%)



ELECTRICITY PURCHASE (15%)



IT SERVICES AND EQUIPMENT (5%)



BUILDINGS WE OCCUPY (25%)



BUSINESS AIR TRAVEL (5%)



Building sustainability: ECU Sri Lanka

When building the new ECU Sri Lanka Campus, we took sustainability considerations into account. The new campus has:

- energy efficient equipment
- energy meters on each floor
- video conference and AV learning technology to reduce air travel
- proposed utilisation of grey water for landscaping and to assist with waste management.

Curtin College furniture donations find new homes via waste reduction program

In FY23, Curtin College donated unwanted goods to GreenChair, a repurposing program helping businesses to transfer furniture to not-for-profit organisations, charities, and community groups.

Curtin College staff arranged for GreenChair to collect chairs, tables, microwaves, and a fridge, with items going to a variety of charities and community groups, including Foodbank, Starick Services, and the Clontarf Foundation, which is a non-profit that works to improve the education, life skills and employment prospects of young Aboriginal and Torres Strait Islander men.

Introduced by Bateup Consulting in Perth, the GreenChair repurposing program helps property and construction industries reduce the amount of waste going to landfill during renovation, relocation and demolition. The group organises to collect furniture and other goods, transferring them to places where they can continue to be of good use.

Community

Indigenous Rights, Justice and Reconciliation

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



Of our colleges and campuses:

93%

perform an Acknowledgement of Country or Land Acknowledgement at the start of formal meetings

68%

conduct activities or events to mark Indigenous days of significance

68%

develop relationships with local elders, Indigenous communities, and/or advisors

In FY23 the Reconciliation Action Plan working group ensured that Navitas made progress against commitments in our Reflect Reconciliation Action plan. At a leadership level, 20 Australian-based leaders participated in a series of workshops delivered by our critical friend, Murawin. Staff across Australia were invited to various training activities with Indigenous training organisations including Yarn Australia and Acknowledge This! A highlight of FY23 was Women and Leadership Australia (WLA)'s First Nations Womens Leadership Symposium, which was an important forum for connecting and inspiring First Nations women leaders.

Celebrating First Nations peoples and cultures in Australia

In 2023 we were proud to host a range of events to celebrate and learn more about First Nations peoples and cultures during National Reconciliation Week and NAIDOC Week. As we progress on our reconciliation journey, we hope to offer even more opportunities for connection and learning throughout the calendar year.

In May, as the country recognised National Reconciliation Week and National Sorry Day, Navitas teams participated in events around the country. Country-wide, staff attended a Virtual Yarning Circle facilitated by YARN Australia. Through the Yarning Circle, our teams had the chance to listen to diverse stories and to share their own, and to learn how to become intentional allies to First Nations peoples. In Brisbane, teams enjoyed a morning tea with some jams made from local native ingredients. They also learned about Brisbane gallery space, Birrungga Gallery, which is an Indigenous-owned and operated art gallery showcasing the work of First Nations artists. In Perth, a Navitas team attended the Walk for Reconciliation with over 5000 other participants. In Sydney, staff and students attended an Outback Experience with Koomurri Aboriginal Workshops to learn more about Indigenous arts and culture from the region.



In addition to blogs, training materials and resources, Navitas invited Australia-based staff and students to join a webinar with Nick Eakin from From the Heart in April 2023 to learn more about Indigenous Constitutional Recognition through a Voice. Progress against this impact topic was also made in New Zealand and Canada. This effort to raise awareness and inform employees continues into FY24.

Our role as an educator: developing awareness among international students

One of our proudest moments to date has been the announcement of Curtin College as winner of the 2022 Council of International Students Western Australia (CISWA) International Education Program of the Year. In particular, we would like to recognise Curtin College academic Ajay Karia for his work driving the winning program, *Under the Gija Jumulu Tree: Facilitating Dialogue between International Health Science students and WA's Indigenous Community through experiential learning*.

The program is part of a first-year health science unit taught at Curtin College, which sits within our University Partnerships Australasia division. Content for this unit was jointly developed with colleagues from the Centre for Aboriginal Studies at Curtin University and delivered in a unique, experiential learning format by Ajay – a style that has resulted in high levels of engagement and cross-cultural understandings.

Curtin College was also awarded the Innovation Fund Program Grant for this project, in response to demand from students for increased understanding and appreciation of First Nations history, culture, and peoples. The grant allowed for further collaboration with local Indigenous-led organisations to offer more learning opportunities to the student body and bring a deeper awareness of and respect for First Nations communities.



On-country experience with Professor Simon Forrest

In December 2022, our Perth-based staff were invited to spend the day with Aboriginal Elder Professor Simon Forrest for an on-country experience. Simon was born and raised in Wadjuk country and has connections to country at Goomalling (Balardong), Swan Valley (Wajuk), Mt Magnet (Badimaya) and Leonora (Wongutha). He spent an hour with the team in the Perth office providing some history and context to the Uluru Statement from the Heart and why a Voice to Parliament was so important. The team also accompanied Simon to some places of significance to him and other First Nations peoples, including Simon's family campground and Fishmarket Reserve in Guildford, a spiritual site for Noongar peoples. Teams read the Uluru Statement from the Heart in small groups before coming back together in a yarning circle to share their experiences from the day.



Mātauranga Māori journey at SAE Auckland noticed by NZQA

In FY23, SAE Auckland made great progress on its journey to develop a meaningful Māori Strategy for SAE Auckland, recognising the importance of Te Tiriti o Waitangi, the foundational document for Aotearoa New Zealand.

The strategy includes promoting the use of Te Reo Māori and waiata, integrating Mātauranga Māori across the curriculum, enhancing participation and outcomes for Māori students and staff, fostering a culturally safe environment and establishing strong relationships with local iwi, Ngāti Whātua Ōrakei.

In December, the SAE Auckland team participated in a 2-day workshop at He Tohu at the National Library of Aotearoa New Zealand facilitated by Matua Robert Pouwhare and Tereora Crane and in March Matua Robert and Tereora led the team in a reflective kōrero

(conversation) discussing what such learning might mean for SAE Auckland. The team now plans to hold a wānanga on a Mārae, to learn about Māori mythology and cosmology.

Excitingly, SAE NZ's dedication to learning about Te Ao Māori was noticed by New Zealand Qualifications Authority (NZQA), who selected SAE Auckland, and two other tertiary institutions, for an *Insights Project*, documenting their journey towards embedding mātauranga Māori in all they do.

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

10 YEARS
IN OPERATION

AU\$200,000
DONATED IN FY23

OVER AU\$3 MILLION
DONATED OVERALL

NET FUNDING WENT TO

EDUCATION SERVICES FOR
5000+
STUDENTS



900+
INTEREST-FREE
LOANS

SUPPORT FOR

18
SCHOOLS



CONSTRUCTION OF TWO

NEW
SCHOOLS

TRAINING FOR

83

TEACHERS AND SUPPORT STAFF



100+
TABLETS

PROVIDED FOR LEARNING



1500
NATIVE TREE
SAPLINGS
PLANTED





Two Navitas teachers take a trip to Kenya

In June 2023, two Navitas teachers took part in a trip to Kenya to visit one of our incredible NET partners, Sun Books. Sun Books provides solar-powered tablets to schools in regional areas to help facilitate learning.

Dr Kelly Roberts (The College, Swansea University) and Megan Lee (University of Canberra College) spent several days in Kisumu, Kenya, visiting schools supported by the Sun Books project, swapping knowledge with the teachers and learning about life at school in Kenya.

Navitas Volunteers

Our staff are entitled to two days of volunteer leave each year. In FY23 we had a goal of promoting this option for our staff and encouraging them to use their volunteer leave to contribute to projects in their community.

International College Portsmouth Volunteers

International College Portsmouth (ICP) staff took a day out of the College for their first Community Day. The team went and tidied, painted, and decorated a local charity space. It was a great team building exercise, a feel-good day and the ICP staff highly enjoyed the experience.

Partners

Human rights and modern slavery

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



Modern slavery risks in our operations and supply chains

OUR OPERATIONS



Employees



Navitas Education Trust (NET)

OUR SUPPLY CHAINS



Education agents



Operational goods and services

Electronic equipment, cleaning services, branded promotional goods including clothing, construction and fit out of new campuses

In FY23 we reported zero incidents of modern slavery.

Our ability to report on modern slavery risk is limited at the present time. While we have no reported incidents of modern slavery, we do not have adequate identification or reporting mechanisms in place to feel confident in this data. Our Impact Survey also revealed that levels of awareness about human rights and modern slavery were low in UPA and C&I teams, and moderate in UPE and UPNA teams.

We have improvements to make and in FY23 began to make several steps forward.

In FY23 we:

- began training staff on awareness of modern slavery risks and mitigating actions in our value chain
- increased awareness of platforms for reporting incidents
- formed the Modern Slavery Working Group to lead, support and progress the identification, assessment, and mitigation of modern slavery risks to students during the student life cycle across the global business.

In FY24 the focus will be on identified risks in our recruitment activities and the risks facing our students when they arrive in a destination country. We will also be improving our reporting capabilities in order to identify suspicious activity by agents.

Technology

Data privacy and security

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



58

data breaches occurred

76%

of new starters completed cyber security training

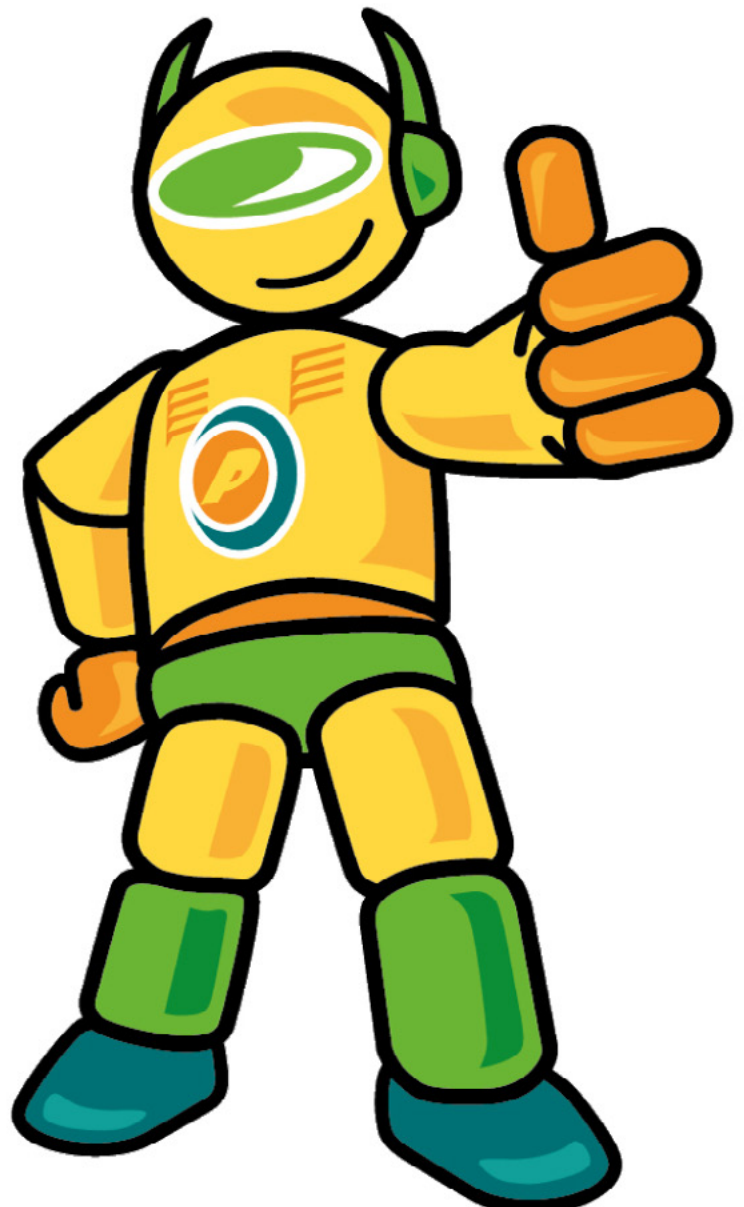
0

reportable data breaches

In addition to the Cyber Security training, simulated phishing exercises were implemented to identify vulnerabilities and raise awareness. Employees who were not able to recognise the activity as a phishing attack were required to complete or repeat cyber security training.

Along with the creation of P.A.M the Navitas privacy mascot, and ongoing employee engagement activity using global blogs, privacy work has predominantly happened behind the scenes in FY23 to create legally required documentation to support privacy maturity. These documents include much needed policy and corresponding procedures, training to increase awareness and understanding of privacy matters. We also offered specific training on the issues around consent delivered to marketing teams. The Global Head of Privacy has advised individual colleges, divisions and functional teams on privacy challenges and helped to resolve issues as they arise.

Priorities for FY24 include securing approval for a revised privacy structure, along with agreed and documented responsibilities between the divisions and the global role.



Appendix

United Nations' Sustainable Development Goals (SDGs)

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

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

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

Navitas Pty Ltd
ABN 69 109 613 309

E info@navitas.com
W navitas.com

NAVC231123-0250 0224_AW

