

NEWTON UNIVERSITY

United Nations
Sustainable Development Goals
Report 2024/2025

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NEWTON UNIVERSITY

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Introduction

The United Nations Sustainable Development Goals (SDGs) offer a common language for tackling the world's most pressing social, economic, and environmental challenges. **In 2025, we formalised this commitment by joining the THE Impact Rankings as a member institution.** The SDGs speak directly to our purpose: preparing people with the skills, judgement, and resilience to make a difference in their lives, their organisations, and their communities. In 2024/2025, we made progress across eight SDGs that reflect the core of what we do and who we are:

Good Health and Well-Being (3): essential for resilient leadership and sustainable performance; **Quality Education (4)**: the foundation of lifelong learning and personal mastery; **Gender Equality (5)**: reflected in our commitment to fairness, respect, and equal opportunities; **Decent Work and Economic Growth (8)**: central to business education and applied learning; **Reduced Inequalities (10)**: expressed through widening access, scholarships and flexible study; **Climate Action (13)**: a responsibility for every future leader in a changing world; **Peace, Justice and Strong Institutions (16)**: underpinning ethical conduct, transparency, and trust; and **Partnerships for the Goals (17)**: the basis of our international collaborations and practice-oriented education.

These priorities grow out of our four core values: **personal mastery, professionalism, and innovation,** which shape our contribution to the green and digital transitions; community, visible in our student support systems and public-facing activities; and practicality, which keeps our teaching and partnerships rooted in real-world impact.

This year marked the first full implementation of our **Gender Equality Plan** and advanced our **BGA accreditation** process, implementing our Continuous Impact Model; both of which reflect our commitment to improvement and to holding ourselves to the highest standards of responsible business education. This report summarises the activities that demonstrate how NEWTON contributes to the SDGs through its teaching, research, partnerships, and institutional culture. It is grounded in our conviction that education, at its best, is a force for a fairer, more sustainable, and more resilient world.

In Prague, 2 October 2025



Anna Plechatá Krausová, DPhil.
Chancellor of NEWTON University

NEWTON UNIVERSITY

Methodology, Scope and Data Sources

Reporting Period and Scope

This report covers activities undertaken between **September 2024 and September 2025** (referred to as the 2024/2025 period). Where specific metrics relate to academic cycles, they correspond to the **Academic Year 2024–2025**. The report focuses on the eight SDGs identified as most relevant to NEWTON University's mission and strategic priorities: SDG 3 (Good Health and Wellbeing), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 13 (Climate Action), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals).

Data Collection and Sources

- **Internal administrative records:** Student enrollment data, staff demographic information, mobility statistics, programme participation figures, and operational metrics were sourced from NEWTON University central administrative systems and records.
- **Academic and research outputs:** Information on Bachelor and Master **theses** topics, research projects, and publications was compiled from the university's information system and project documentation maintained by faculty and research teams.
- **Partnership and collaboration data:** Details on international partnerships, **international exchange programmes** including Erasmus+ mobility, research consortia, and project collaborations were obtained from the International Office and Grant Support Centre.
- **Student and alumni engagement:** Participation in internships, career placements, entrepreneurial ventures, and the NEWTON Business Accelerator was tracked through the NEWTON Career Centre and student support services.
- **Policy and governance documents:** Information on institutional policies (Gender Equality Plan, whistleblowing procedures, employment practices) was drawn from official policy documents and institutional records.
- **Event and outreach activities:** Data on conferences, public lectures, high school outreach, and community engagement initiatives were compiled from event records and communications materials. The amount of high school students reached was measured through participation in **One Day as a Student** and **NEW Gen Academy**.

Limitations and Data Gaps

This second annual SDG report builds on NEWTON's inaugural report while recognising continuing gaps in the availability and consistency of data. Comparable historical data are not yet available for all indicators, limiting year-on-year assessment in some areas. Where earlier data are unavailable, figures reported for 2024/2025 establish a baseline for future monitoring. Participation figures and activity records document the scale of delivery; assessing the longer-term outcomes of programmes and recently implemented policies will require evidence collected over subsequent reporting cycles. Activities undertaken during the reporting period are considered within the context of ongoing initiatives, some of which span several years.

Alignment with International Frameworks

The report's structure and approach are informed by the Times Higher Education (THE) Impact Rankings and the Sustainable Development Solutions Network (SDSN) guidance for universities. These reference points help NEWTON relate its teaching, research, partnerships and institutional practices to the SDGs. They also guide the development of more consistent reporting that can support future benchmarking and international comparison as data coverage and comparability improve.

Future Reporting and Continuous Improvement

NEWTON will continue to strengthen its data collection and monitoring processes, with a focus on consistent indicator definitions, clearer baselines and more detailed evidence of outcomes. Annual progress reviews will assess performance against the commitments and targets set out in the Conclusion, identify gaps in evidence and inform priorities for action. This approach will support transparency, accountability and continuous improvement in line with the University's strategic objectives and core values.

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Good Health and Wellbeing

Developing Leadership Capacity and Resilience

Leadership development involves cultivating the knowledge, skills and judgement needed to respond to complex organisational demands. NEWTON's approach emphasises the relationship between effective leadership and wellbeing, preparing students to navigate professional challenges while recognising their responsibilities for their own health and the wellbeing of those they lead.

Blended Intesive Programmes (BIPs)

In this reporting period, we expanded our trainings in emotional intelligence and crisis management. A stand-out initiative was the **LEAD Critical Thinking** 2025 programme held in June. This BIP trained participants in advanced problemsolving and psychological safety within teams. 15 students completed a BIP mobility abroad (specifically, 13 students participated in one BIP, and 2 undertook two mobilities).

Involved 90+ participants in management training and resilience programmes

Recognising the unique pressures of international study, we co-hosted 6 BIPs at NEWTON and STING, incl. Cross-Cultural Management in VUCA Environment, in February 2025, total of 26 participants from Bulgaria, Slovenia and Slovakia. This targeted training equipped higher education staff with the tools needed to support students facing mental challenges during their mobilities, ensuring our support systems are available across borders.



Our commitment to open dialogue, pedagogical innovation, and applied research into mental health in academia and beyond reflects a deliberate institutional priority. In 2024/2025, NEWTON expanded its offer of resiliencebuilding programmes, continuing to run **Authentic Leadership Bootcamps** and **X-tream Management** training, which continued in this reporting period in the English language format.

TEDxBrno 2025: Longevity, Mental Health, and Future Ethics

NEWTON University was a proud partner of **TEDxBrno 2025** held in SONO Centrum, which explored themes of longevity, mental health, and the ethics of emerging technologies. The event brought together thinkers, researchers, and practitioners to examine the human dimensions of a rapidly changing world; questions that sit at the heart of our mission to educate resilient, ethically grounded leaders. Students have access to a range of support and counselling services to help them navigate various personal, academic and professional life situations. This includes psychological support, as well as guidance and assistance provided by student representatives, Academic Directors and the Study Support Team. These resources ensure that students have access to appropriate advice, support and guidance whenever they need it.



New Technologies in Health and Wellbeing

We continue to support innovation in the provision of equitable medical care through our ongoing relationship with **MEDDI hub a.s.**, the global telemedicine platform founded by NEWTON alumnus Jiří Pecina. During the 2024/2025 period, MEDDI continued to expand access to virtual healthcare across Central Europe and Latin America, allowing patients in remote or underserved regions to consult qualified doctors without delay.

Jiří Pecina
Founder of MEDDI

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Quality Education

Quality education is central to NEWTON's institutional mission and its contribution to SDG 4. Our educational approach combines the development of subject knowledge with critical thinking, creativity, ethical leadership and the capacity for lifelong learning. These capabilities support students in engaging thoughtfully and responsibly with complex professional and societal challenges.

Our curriculum is informed by the skills identified by the **World Economic Forum's Future of Jobs framework**. In 2024/2025, our pedagogical priorities included following 7 key skills.

Curriculum designed around 7 of the key skills identified by the World Economic Forum

1. Analytical Thinking
2. Creative Thinking
4. Leadership and Social Influence
5. Resilience, Flexibility and Agility
6. Curiosity and Lifelong Learning
9. Motivation and Self-awareness
10. Empathy and Active Listening

From a Week to a Year: The NEWTON Research and Innovation Year

NEWTON University is committed to In 2024/2025, we expanded our annual Research and Innovation Week into afull Research and Innovation Year: a programme of 12 events held acrossaa Prague and Brno. The expanded format reflects a deliberate choice to make intellectual exchange a continuous thread running through university life rather than a single annual moment. Events included the **European Business Forum**, which explored the implications of technological change for business and society, and the Business Summit, where practitioners and academics shared insights on innovation and entrepreneurship.

Economics and Sustainable Management

A major milestone this year was the launch of applications to our English-taught Master's degree programme, **Economics and Sustainable Management**. Overseen by industry expert Dr. Ludmila Hruban, the curriculum modernizes traditional economic frameworks by directly embedding environmental, social, and governance (ESG) principles, the circular economic model, and digital sustainability tools into traditional economic discourse. It prepares our graduates to lead the green transition in the business world.



- Dr. Ludmila Hruban

Partnership with Marketing Festival

NEWTON partnered with **Marketing Festival**, giving students access to one of the region's leading gatherings of marketing professionals. Participants expressed high satisfaction, pointing to the quality of the experience and the desire among our students for engagement with professional practice.



Reaching You Before You Reach Us

Our commitment to working with Czech secondary schools continued in 2024/2025. The **NEW Gen Academy** ran in Brno in December 2024 as well as Prague in March 2025 offering workshops in business thinking and entrepreneurship. Guest lecturers continued to bring NEWTON expertise into secondary schools, taking topics such as cross-cultural management, communication skills, and entrepreneurial thinking to prospective university students.

Spark Innovative Thinking

The NEWTON Business Accelerator hosted **Spark Innovative Thinking** this year, drawing 27 students from 12 universities across Europe. Participants were taken through the full arc of a business venture, from identifying opportunities to preparing for investment, guided by mentors with expertise in finance, brand development, and design thinking as a model of practice-oriented education at an international scale.

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Gender Equality

Inclusive Leadership

As a university that prepares future business leaders, NEWTON has a responsibility to model the kind of inclusive, equitable culture needed in the organisations our graduates will lead. Our commitment to fairness, respect, and equal opportunities is embedded in our institutional DNA and reflected in our leadership structure.

Women make up 58% of our staff and 51% of our students

Executive Action

The 2024/2025 academic year continued to be guided by the direction of Chancellor Dr. Anna Plechatá Krausová. By spearheading female leadership at the executive level, she demonstrates an example for our student body and ensures that our internal culture remains inclusive. Under the chancellor's guidance, our comprehensive **Gender Equality Plan** continues to drive progressive institutional change.



"What if, instead of flowers, we offered mentoring to women?"

Anna Plechatá Krausová
Chancellor of NEWTON University

Gender Equality Plan: First Full Year

The Gender Equality Plan **Evaluation Report 2025** details the ways in which we moved from commitment to implementation during the 2024/2025 period Under the leadership of the Equality and Diversity Coordi-nation Team, this year's activities included.

Equality and diversity considerations were embedded into management training and staff onboarding, making inclusion part of everyday institutional practice rather than a separate initiative. NEWTON continued to implement its Gender Equality Plan through measures in monitoring, staff development and institutional support. Gender statistics were published in the University's Annual Activity Report in June 2025, and an internal analysis of remuneration in comparable positions was completed for 2024.

A new staff induction format was introduced, while academic workshops in August 2025 addressed equality, non-discrimination and harassment. Gender perspectives also formed part of management and business ethics teaching. The NNTB/Face Up platform provided an anonymous channel for reporting concerns, supported by defined response procedures and access to qualified psychological support. These measures, together with a pilot staff and student feedback survey, were documented in the University's first GEP evaluation in September 2025.

Equality in Practice

Progress toward our target of delivering equality, diversity, and anti-harassment training to all managers and 70% of staff biennially continued in 2024/2025. The Life Situations Manual, which sets out flexible arrangements for all our staff and students navigating health-related conditions, parental responsibilities, or any other personal circumstance remained a key practical resource across our institution.

Below are some examples of research by our students on gender equality:

- Diversity and inclusive culture as factors of successful employee adaptation in Unicredit Bank

- Imposter syndrome and its impact on women in managerial positions

- Work-life balance: How women in management manage work-life balance

- Diversity management in a gender perspective

- Income inequality in developed economies



Decent Work and Economic Growth

NEWTON's contribution to decent work and economic growth centres on preparing students for professional practice, supporting entrepreneurship and promoting fair employment conditions. Through work placements and engagement with employers, students develop the skills and experience needed to participate effectively in the labour market. Support for student ventures provides opportunities to translate ideas into practice, while the University's employment policies seek to uphold the principles of fairness, equal opportunity and wellbeing within its own working environment.

In this period, 59% of students were actively engaged in work placements

The Business Accelerator

The NEWTON Business Accelerator gave the most entrepreneurially driven students a structured pathway to develop their ideas into viable ventures, with access to mentoring, funding conversations, and the annual Pop-Up Market as a first public platform. In 2024/2025, 12 student ventures were supported through the Accelerator, several of which progressed to discussions with the NEWTON University Angel Fund. Notable ventures this year included Hobio, Centrum zdraví AIP, and In Need Secondhand.

Fair Conditions for Staff

Permanent contracts account for 53% of all employment arrangements, and flexible working options including home office and adjustable hours. The additional two weeks of paternity leave introduced in the **Life Situations Manual** remain in place and are actively communicated to all new and prospective staff.

Students in the Workplace

Course-related internships and professional practice placements are embedded across all NEWTON programmes. In 2024/2025, 59% of students were actively engaged in work placements, gaining hands-on experience with partner organisations in Czechia and beyond.

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Reduced Inequalities

The disparity between talent and opportunity remains a persistent form of inequality. NEWTON's contribution to reducing inequalities focuses on widening access to higher education and supporting participation among students from diverse backgrounds. Through scholarships, flexible study arrangements and student support, the University seeks to address these barriers and allow talent from all backgrounds to flourish.

Global Changemaker Scholarship

In 2024/2025, NEWTON formalised the Global Changemaker Scholarship to support outstanding students from outside the European Union who demonstrate leadership, resilience and a commitment to their communities. Alongside financial support, the scholarship requires recipients to select an SDG to advance during their studies and develop an approach to demonstrating the impact of their contribution. This connects access to higher education with practical engagement in sustainable development, encouraging students to translate their ambitions into activities with assessable outcomes. Recipients also serve as ambassadors for NEWTON, representing its values within the University and their wider communities.



Oksana was awarded a special scholarship for Ukrainian refugees. During the 2024/2025 academic year, she was in her third year of the Global Business Management (GBM) programme. Her final thesis was entitled **Cross-Cultural Aspects in Czech and Ukrainian Firms**.

Newton University offers the essential ingredients for cultivating future business leaders: valuable experiences, expert faculty knowledge, and a proactive alumni network that lasts a lifetime. As an international student, I believe these connections will enable me to build a successful business globally.

— **Oksana Sydoruk**
Student (Ukraine)

Access Without Borders

NEWTON's hybrid and remote teaching model makes a high-quality business education accessible to students who cannot relocate, whether because of economic constraints, visa status, or personal circumstances. In 2024/2025, the student body included people from 26 countries, moving toward our target of 36 unique nationalities by 2026/2027. A practical step forward this year was NEWTON's decision to handle the nostrification of foreign qualifications internally, allowing faster processing and more direct support for international applicants. During the 2024/25 academic year, NEWTON established 20 partnerships with universitites in countries including Poland, Germany, Slovenia, Romania, Bulgaria and others.



Students enrolled
from 26 countries,
from Kazakhstan to the USA

Inclusion as Everyday Practice

Managers across the institution received training in inclusive practices, and clear reporting channels ensured that concerns could be raised and addressed without delay. **The Life Situations Manual** remained a central resource, providing practical guidance for staff and students navigating circumstances including health conditions, pregnancy, caregiving responsibilities, and transitions back into study or work after a period of absence.

Financial Support and Flexible Study

Through the **Erudikon Foundation's endowment fund**, NEWTON provided financial support and mentoring to students facing barriers to entering or completing higher education. Extraordinary scholarships were available to those experiencing sudden hardship. These mechanisms complement the flexible study arrangements which enable students with health conditions or other personal circumstances to participate fully in university life.

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Climate Action

The businesses and organisations our graduates will go on to lead are increasingly required to address climate-related considerations across their operations, from supply chains and investment strategies to the management of energy, mobility, and waste. NEWTON's role is to ensure that all students develop the knowledge, analytical frameworks, and habits of mind needed to engage with these issues in an informed and responsible manner. In this context, climate literacy is not an adjunct to business education, but an increasingly integral component of it.

EAI SmartZero City Summit, Taipei

In 2025, NEWTON's contribution to the global sustainability agenda found a significant international platform at the EAI SmartZero City Summit in Taipei. Chancellor Anna Plechatá Krausová was a keynote speaker at the summit, joining city leaders and researchers from institutions including Queensland University of Technology, Drexel University, and Yuan Ze University. The summit addressed zero-carbon urban development, smart infrastructure, and the role of universities in enabling the green transition.

Of our programmes, 67% have sustainability modules



Prof. Dagmar Cagáňová, Vice-Chancellor for Internationalisation, chaired a session at the summit in her capacity as General Chairwoman of the Summit Smart Life Advisory Board and as a representative of the EU ChemSkills project. The presence of two NEWTON leaders at an event of this scope reflects the seriousness and depth of the institution's engagement with the smart cities and sustainability agenda.

Prof. Dagmar Cagáňová

Vice-Chancellor for Internationalisation,

Sustainable Mobility Implementation

A significant share of students and staff are actively opting for greener travel when supported to do so. Out of 70 participants in our incoming mobility programmes, 31% chose low-impact travel options. The shift towards rail and bus transport aligns with the environmental obje tives of Erasmus+. It also provides a clear baseline for further increasing the share of sustainable mobility in the coming years.

Student Final Theses on Sustainability

In the academic year of 2024/2025, 22% (175 theses from total number 809 defended final theses), 5 analyses of our university's theses includedsustainability-related analyses across various business areas. In Masters - Business sustainability by employing workers from 3rd countries in the Czech Republic (Dominik Týř) or Implementing Sustainability Practices in Porcelain Retail Company (Sára Šujanová). In Bachelor - Analysis of the potential of electro-mobility as a sustainable alternative in the automotive industry (Lucie Semotavová) or Readi-ness of the Selected Company to Adopt ESG Standards (Antonín Hubáček). The volume and range of this student work reflects a genuine shift in how the next generation of business graduates understands its responsibilities.

Active Research Projects

The EU-funded **ChemSkills** project continued its work supporting the chemical industry's shift toward more sustainable and digital ways of working. The project maps emerging skill needs, develops microcredential learning pathways, and runs an open platform for companies and educators to exchange resources. **TRiREME** continued to address the skills gap in sustainable transportation, connecting schools, businesses, and industry partners across Europe to develop training programmes for the green mobility. Within the **aLIFEca** Erasmus+ project, coordinated by VSB-TU Ostrava, NEWTON co-developed a virtual open course on Life Cycle Assessment (LCA) tailored to the automotive industry. The course includes certifi-cation, real-world case studies, and alignment with European standards.

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Peace, Justice and Strong Institutions

Trust in Institutions?

Consistency, transparency, fairness, and accountability. These principles are as essential in universities as they are in governments, courts, and businesses. Our commitment to a strong institutional culture is reflected in our governance structures, academic and expressive freedoms we uphold, mechanisms available for raising concerns, and the ways in which students are engaged as active participants in university life.

Academic Freedom

Our principles protect scholarly freedom. Researchers are free to choose their fields of inquiry without institutional interference and share their findings publicly through teaching, publication, and open debate.

400+ delegates from international high schools participated in PORGMUN 2025 debating global challenges



Quality Assurance and Institutional Development

NEWTON continued to strengthen its quality assurance processes. In 2024, the University advanced its BGA accreditation process, including the preparation of an initial self-evaluation report. The process provides a framework for reviewing institutional practices and supporting continuous improvement.

Student feedback also forms part of NEWTON's approach to quality development. Through NEWTON Research, students provide feedback on their educational experience, enabling the University to identify areas for improvement and respond to the needs of its academic community. Through these measures, NEWTON continued to develop an institutional culture based on accountability, transparency, respect and continuous improvement.

Whistleblowing Platform: Full Implementation

Nenech to být (Don't Let It Be) platform, developed in compliance with the Whistleblower Protection Act and initiated in 2023, reached full implementation in 2024/2025. The online reporting tool gives staff, students, and other stakeholders a confidential channel through which to raise concerns about wrongdoing, unethical behaviour, or potential improvements.





Young People Debating Global Challenges

PORGMUN 2025 brought together over 400 young diplomats from 15+ countries across Europe and beyond. Over four days, delegates debated urgent global challenges including climate governance, regulation of artificial intelligence, press freedom and media protection, and the implementation of international law and human rights standards. The event gives secondary school students a direct experience of multilateral dialogue and institutional reasoning, and reinforces NEWTON's role as a civic as well as academic institution.

Partnerships for the Goals

Achieving Sustainable Development Goals depends on effective and sustained collaboration across sectors, disciplines, and borders. Strengthening partnerships is therefore essential to translating ambition into action; ensuring that knowledge, innovation, and capacity are shared in ways which generate meaningful impact.



16 countries supported via Erasmus+ and other international frameworks

BGA Accreditation: Progress This Year

NEWTON continued to advance its **Business Graduates Association (BGA)** accreditation in 2024/2025. The BGA's Continuous Impact Model is built around the SDGs, making it a direct complement to the work described in this report. We proposed a Continuous Impact Model aligned with Quality Education, Decent Work and Economic Growth, Climate Action, Partnerships for the Goals, and Good Health and Well-Being SDGs. These areas will be worked on in cooperation with BGA in the upcoming academic years.

Erasmus Staff Week, Prague

In February 2025, NEWTON hosted an **Erasmus Staff Week in Prague**, bringing together colleagues from partner institutions for a structured programme of workshops, professional exchange, and collaborative academic work. Sessions were led by industry professionals and covered leadership, ESG and sustainability, AI in education, psychological safety, cross-cul-tural management, entrepreneurship, and international academic collaboration.

A Growing Global Network

NEWTON's network of partner institutions continued to develop in 2024/2025, with 4 new institutional partnerships with universities in Cyprus, Poland, Romania, and Vietnam, bringing the total to 36 institutions across 16 countries. Erasmus+ cooperation expanded through an inter-institutional agreement with EIMF in Cyprus, effective from December 2024, and a new partnership with Utenos kolegija in Lithuania, announced in February 2025. Staff from Utenos participated in NEWTON's Research and Innovation Week that month, contributing to academic exchange on artificial intelligence, psychological safety and sustainable development in higher education. The diversity of this network, spanning Europe, the Americas, and Asia enriches the educational experience for every NEWTON student.

NEWTON in Oxford Summer Programme

The second NEWTON in Oxford Summer Programme took place at St Antony's College, University of Oxford, from 15 to 20 September 2024. Developed in collaboration with the College, it explored "Leadership and Resilience in the Age of AI", connecting leadership, entrepreneurship and technological change. Contributors included NEWTON Chancellor Dr Anna Plechatá Krausová; INSEAD Adjunct Professor Adrian Johnson; and Daria Hvízdalová, Co-founder of Aignostics and member of the European Commission's AI Alliance. Building on the 2023 pilot, the programme became an annual component of NEWTON's internationalisation strategy, extending students' engagement with international academic and professional perspectives.



Conclusion

This second annual SDG Report provides an account of a university in development. It reflects not a completed programme, but an ongoing trajectory shaped by institutional values and assessed against defined commitments.

The 2024/2025 period was marked by significant developments, including membership of BGA **and AACSB**, the first full year of implementation of the Gender Equality Plan, the full deployment of the whistleblowing platform, and engagement in international forums from Prague to Taipei.

Continuing from our inaugural SDG report, we aim to:

- **Expand psychological safety and resilience programmes** to reach around 200 student and alumni participants over the next two years.
- **Launch new Blended Intensive Programmes (BIPs)** or international intensive programmes to reach a standard of eight BIPs annually.
- **Reach 700+ high school students in the year 2026/27** through outreach activities, supported by a formally established baseline of participation.
- **Maintain 51% female distribution in the student body,** ensuring accurate representa-tion of the population with regards to our equality objectives.
- **Deliver biennial equality, diversity, and anti-harassment training** to 100% of managers and 70% of staff.
- **Secure at least five new English-language internship partners annually** to expand global employability pathways.
- **Expand hybrid and remote study options,** and enrol students from at least 36 unique nationalities by the academic year 2026/2027.
- **Integrate sustainability modules or cases into all programmes by** the academic year 2026/2027.
- **Increase the uptake of sustainable travel options** for staff mobility and exchanges from 33% to more than 50% by the academic year 2026/2027.
- **Ensure full adoption of the whistleblowing platform,** accompanied by an annual usage and trust report.
- **Develop and monitor an Academic Freedom Statement** aligned with NEWTON's institu-tional values.
- **Increase student mobility participation by 50%** (physical and virtual) across Erasmus+ and other international programmes.

We will track our commitment particularly through the following 8 Core Aspirations:

Core Aspiration	2024-25 F	2024-25 ACT	2025-26 F
Number of Participants in Management Trainings and Resilience Programmes	90	96	100
Number of High School Students Reached	300	295	530
Percentage of Female Students	51	51	51
Number of Unique Nationalities in the Student Body	30	26	30
Percentage of Programmes that have Sustainability Modules	70	67	70
Percentage of Erasmus+ Participants Choosing Sustainable Travel	33	48	50
Academic Freedom Statement	N/A	N/A	1
Number of Blended Intensive Programmes (BIPs)	5	6	7

In 2024/2025, participation in management training and resilience programmes increased from 70 to 96, exceeding the forecast of 90. Blended Intensive Programmes doubled from three to six, against five forecast. Secondary-school outreach grew from 37 to 298 students, narrowly below the forecast of 300. Women represented 51% of students, up from 50%, meeting the forecast. Sustainable travel among Erasmus+ participants increased from 32% to 48%, substantially exceeding the forecast of 33%. Nationalities represented increased from 25 to 26, below the forecast of 30. Sustainability-module coverage remained at 67%, against 70% forecast. Adoption of the Academic Freedom Statement remains scheduled for 2025/2026. Revised 2025/2026 forecasts increase secondary-school outreach from 500 to 530 students and sustainable travel from 34% to 50%, while reducing nationalities represented from 35 to 30 and sustainability-module coverage from 75% to 70%.

Final Remarks

These results demonstrate expanded participation and provision, alongside increased uptake of sustainable travel. International diversity and sustainability teaching remain priorities for further development. Annual reviews will assess delivery against original and revised forecasts, while continued evaluation will examine longer-term educational and societal outcomes. Individual development, innovation, collaboration and practical impact remain central to NEWTON's contribution to the SDGs. We thank our students, staff, alumni and partners for their engagement and shared commitment to a more equitable, resilient and sustainable society.