2025 ANNUAL REPORT

LiteHaus INTERNATIONAL

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REMOVING BARRIERS TO EDUCATION

LiteHaus International is an Australian NGO working with 570 schools across 13 countries in Asia-Pacific to address structural barriers to learning.

We acknowledge the Traditional Owners of the lands on which we are headquartered (the Bindal and Wulgurukaba peoples) and extend this acknowledgement to Elders past, present, and emerging, of all traditional country upon which we operate globally.

QSEC Queensland Social Enterprise Council Social Enterprise - 2025/2026

ACFID MEMBER

qcoss

REGISTERED CHARITY acnc.gov.au/charityregister

OUR JOURNEY OF IMPACT SO FAR

28,718 computers kept out of landfill and repurposed

570 computer labs completed

LiteHaus INTERNATIONAL

361,362
PEOPLE IMPACTED

948 tonnes of CO2 prevented from release

2,123,835+ hours of digital usage made possible

459 tonnes of e-waste repurposed

$11 million total support raised

LiteHaus International has made outstanding contributions towards fostering digital equity in education, globally.

– International Telecommunications Union
SDG Digital Gamechanger Award citation

HOW WE CREATE IMPACT

Digital Inclusion

We work to remove barriers to education by providing access digital tools, learning resources, and skills development opportunities.

Action over words

Since 2017, LiteHaus International has delivered digital inclusion and education equity programs at scale across Australia and the Asia-Pacific region.

Our programs have reached some of the most remote communities in the region, helping ensure students and teachers are not left behind in the digital age.

To date, we have established hundreds of digital learning environments across 13 countries, creating opportunities for students to access technology, build digital skills, and participate in modern education.

Action over words, and real impact every day. That's the LiteHaus way.

Education Equity

Our programs are designed for local contexts, combining durable devices, offline learning resources, and training programs that can operate effectively in remote communities.

This approach has been **recognised internationally, with LiteHaus International receiving awards from the International Telecommunication Union at the United Nations in New York and Geneva in 2023, 2024, and 2025.**

Partnerships for Impact

Long-term impact is only possible through strong relationships with communities, schools, governments, and partners. Our partnerships with Ministries of Education and provincial education departments have been key to our success.

LiteHaus International has worked with State, Federal and foreign government agencies to deliver numerous at-scale digital capability uplift programs in Australia and beyond.

This includes a collaboration with **Queensland Government's** Customer & Digital Group providing over **5,000 high school students with their own, personal laptop in 2023/24.**

In the Pacific region, LiteHaus International has sub-contracted to **Department of Foreign Affairs & Trade (DFAT)'s** managing contractors to deliver **digital inclusion** and digital skills training programs **in Papua New Guinea, Solomon Islands and Nauru.**

A **member of Australian Council for International Development (ACFID)**, LiteHaus International is a trusted service provider on digital equity and education initiatives in the Pacific region.

Sustainability and responsibility

Every device we deploy is also a step towards reducing e-waste.

By repurposing technology for educational use, we extend the life of valuable resources, reduce environmental impact, and create opportunities for students who would otherwise lack access to digital learning tools.

To date, we have repurposed 459 tonnes of e-waste and prevented an estimated 948 tonnes of CO_2 emissions.

OUR DIGITAL PROGRAMS

Digital Classrooms Program

Our mission is to establish and sustain school **computer labs across Asia-Pacific,** enabling students to access quality education through digital access.

Device Donation Program

We eliminate device poverty by providing **personal laptops to digitally-excluded students in developed countries.** Starting in Australia, this program ensures students in developed nations facing digital exclusion can achieve their full potential.

Humanitarian Crisis Response Program

We aim to step in to keep learning happening when disaster or conflict disrupts education. Our Humanitarian Crisis Response Program deploys **emergency devices to schools, shelters, and temporary learning spaces in disaster and conflict-affected regions**.

Digital Skills Training Program

Equipping **teachers and emergency services personnel** with **fundamental digital competencies** to enable digital learning and stronger societies.

AUSTRALIA
17,800 people empowered
10,368 computers delivered
1,088,640+ digital learning hours

PAPUA NEW GUINEA
210,400 people empowered
5,664 computers delivered
349 computer labs
594,720+ digital learning hours

PHILIPPINES
52,700 people empowered
1,072 computers delivered
64 computer labs
112,560+ digital learning hours

FIJI
20,400 people empowered
474 computers delivered
39 computer labs
49,770+ digital learning hours

SOLOMON ISLANDS
28,600 people empowered
605 computers delivered
43 computer labs
63,525+ digital learning hours

CAMBODIA
8,800 people empowered
375 computers delivered
20 computer labs
39,375+ digital learning hours

"I wish to express our heartfelt gratitude for the historic rollout of laptops in our schools. This will have a transformative impact on education in Timor-Leste."

– Hon. Dulce de Jesus Soares, Minister for Education, Timor-Leste

SAMOA
7,900 people empowered
396 computers delivered
36 computer labs
41,580+ digital learning hours

TIMOR-LESTE
12,100 people empowered
240 computers delivered
16 computer labs
25,200+ digital learning hours

KIRIBATI
945 people empowered
75 computers delivered
5 computer labs
7,875+ digital learning hours

NAURU
300 people empowered
12 computers delivered
1 computer lab
1,260+ digital learning hours

TONGA
186 people empowered
20 computers delivered
1 computer lab
2,100+ digital learning hours

UKRAINE
1,200 people empowered
428 computers delivered
44,940+ digital learning hours

INSIDE A DIGITAL CLASSROOM

The Digital Classrooms Program builds digital capability by establishing computer labs in schools across Asia–Pacific, removing financial barriers that prevent schools from equipping students with essential digital skills.

15+ Computers

Professionally refurbished laptops or desktops for shared learning.

Digital Skills Curriculum -
12-module training program covering:

- Microsoft Ofiice
- e-Safety
- Trouble shooting
- AI

Niunet Offline e-Library

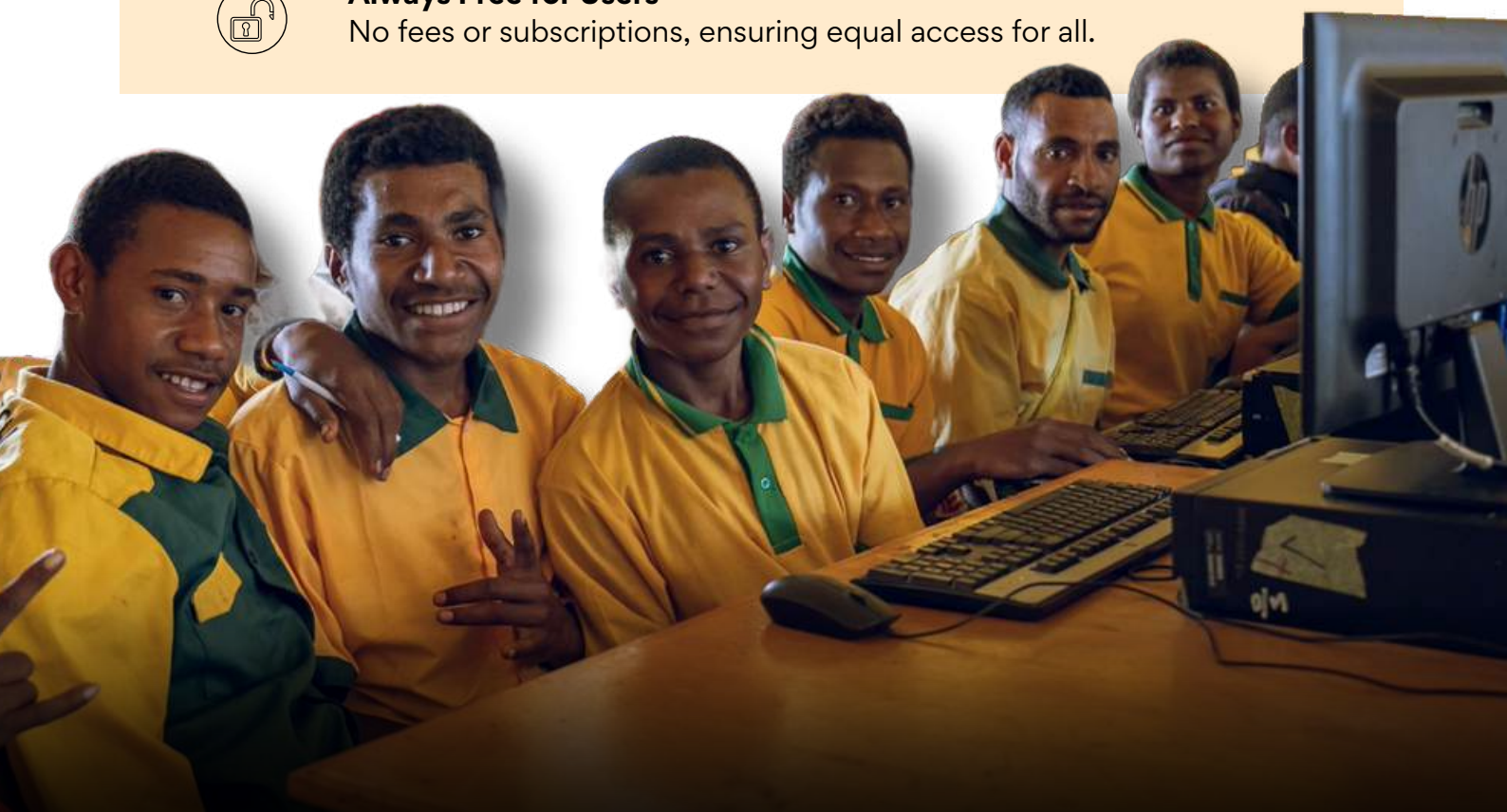
2.7 million+ articles available without internet, ensuring safe and equitable access to information.

Ongoing Support

Technical assistance from LiteHaus International to maintain and sustain digital learning.

Always Free for Users

No fees or subscriptions, ensuring equal access for all.



In Samoa's rural and remote communities, many people have never had the chance to use a laptop. We look forward to continuing to work together to bridge the digital divide and improve digital literacy and fluency.

Thank you, brother Jack, for always lending a hand and for your significant contribution to the PacificCode Project

— Togisala Malaeoaitu Tony Leota
CEO BlueWave Wireless.

OUR DIGITAL SKILLS TRAINING PROGRAM

Our Digital Skills Training Program provides:

- **Five-day intensive training courses for teachers**
- **Training in Microsoft Office, e-safety, AI, troubleshooting, and lesson planning**
- **An 11-week digital skills curriculum for sustained learning**

Additionally, our **Digital Skills Hub** offers free downloadable resources, ensuring ongoing access to learning materials for teachers, students, and community members.

“

My favourite part of the training is Excel because it makes preparing assessments, grading, and calculating percentages much easier and faster than working on paper.

— Teacher and Participant of
Digital Skills Training in Jiwaka

OUR STORY

Our journey began with a single act of generosity in 2017, when our Founder & CEO, Jack Growden, donated his personal laptop to a school in the remote Western Highlands of Papua New Guinea. **At just 20 years old, Jack was studying his Honours thesis in human development, exploring the challenges rural communities face in accessing essential services such as education and health.**

While visiting Kuta Primary School, Jack noticed the classroom had almost everything he remembered from school in Australia: books, desks, chairs, a blackboard, and teachers, but no technology. He questioned how education could be considered "quality" without digital access, particularly when these students would live and work well into the 2060s and 2070s. **Before leaving, he promised community leaders he would return with twelve laptops to establish one of Papua New Guinea's first digital classrooms.**

Two days later, while passing through Port Moresby International Airport, Jack saw his photo in The National newspaper, with his promise splashed across a bold headline. Realising he now had to follow through, he founded LiteHaus International the very next day in his parents' garage.

With the support of friends who chipped in funds and donated second-hand devices, Jack returned to Kuta Primary School six months later and installed a pioneering computer lab in front of hundreds of community members. Alongside his close friend and local leader, Peter Raim, he knew the work could not stop there.

Momentum grew steadily. What began as grassroots fundraising with meat tray raffles and weekend scrap metal collections evolved into community grants and corporate support.

Laptops once carried in suitcases were soon shipped by the container.

A landmark grant from the Sir Brian Bell Foundation in 2021 allowed Jack to commit full-time to LiteHaus International, and impact surged.

That year alone, the team delivered 43 computer labs across Papua New Guinea.

The COVID-19 pandemic initially posed serious challenges but quickly became a turning point, exposing the scale of digital inequality. As learning moved online, more than one million Australian students were left behind. From the same garage, LiteHaus responded by deploying hundreds of free laptops to students across Queensland, a decision that has since supported more than 17,800 young Australians.

Despite global disruption, rising costs, and political uncertainty, LiteHaus International continued to grow, strengthening governance, joining the **Australian Council for International Development in 2023**, expanding programs across seven additional Asia-Pacific countries, and **receiving global recognition at the United Nations through an International Telecommunication Union award.**

Today, over 360,000 young people from Samoa to Manila, Outback Australia to Ukraine have been empowered through digital inclusion. While the scale has grown dramatically, the grassroots spirit remains.

This is a story of ambition, mateship, and determination and it is only just beginning.

Key Achievements in 2025:

- Donated **1,000 laptops to students across Cape York, the Torres Strait and the Gulf of Carpentaria**, expanding digital access in some of Australia's most remote communities.
- Established **30 computer labs across Solomon Islands** through the Australia Solomon Islands Program Support (ASIPS) Facility, supporting more than 22,000 students and teachers.
- Expanded our footprint in **Fiji, delivering laptops to 24 schools** across Viti Levu and outer-island communities.
- Partnered with the Ministry of Education in **Timor-Leste to install 240 laptops across 16 schools**, supporting the country's digital education strategy.
- Delivered **Digital Skills Training to 107 education staff across five locations in Papua New Guinea** through the PNG Partnerships for Improving Education (PIE) Program.
- Expanded partnerships in the **Philippines**, supporting schools across Davao, Negros Occidental, Cagayan de Oro and Zamboanga City.
- Received the **2025 WSIS Prize in Geneva**, marking the third consecutive year of international recognition for LiteHaus International's digital inclusion programs.
- Released the **LiteHaus International Strategic Plan 2026–2030**, launching a new vision to remove barriers to education through Digital, Training and Infrastructure programs.

The gift of LiteHaus International desktops to our schools is not only benefiting students, our teachers are also excited, and it is motivating them to study IT as well.

The impact of LiteHaus International's work is significant, not only for the Division of Education and the districts, but especially for the children in our schools. We are truly grateful for their support.

– Bainam Gela
District School Inspector in Chimbu

AUSTRALIA

In one of the world's most connected nations, a million Australian students are still trying to complete their education without reliable access to a personal laptop. As classrooms, homework, wellbeing services, and career pathways continue to move online, digital exclusion remains one of the most significant barriers to educational participation for young people experiencing disadvantage.

The impact is felt most deeply in remote and regional communities, particularly among First Nations students and young people from low-income households. For these students, access to a device is no longer optional, it is essential for participation in modern education.

Since launching our **Australian Device Donation Program** during the COVID-19 pandemic, LiteHaus International has worked alongside schools, boarding facilities, and community organisations to ensure young Australians are not left behind in an increasingly digital world.

OUR CUMULATIVE IMPACT IN AUSTRALIA

17,800 students empowered

10,368 laptops distributed

1,088,640+ hours of digital usage made possible

72,576 Kg of e-Waste Repurposed

10,300 of these students were from first nations or refugee/migrant background

Program Spotlight

Bringing digital access to Cape York and the Torres Strait

In 2025, LiteHaus International completed one of its largest Australian rollouts to date, donating 1,000 laptops to digitally-excluded high school students across Cape York, the Torres Strait, and the Gulf of Carpentaria.

Most of the devices were donated by ExxonMobil Australia and distributed to schools and students in some of Australia's most remote communities, including Weipa, Bamaga, and Thursday Island. Supported through a Qantas Regional Grant and funding from The Waratah Education Fund, the initiative will bring the total number of Australian students empowered through LiteHaus International's Device Donation Program to 17,800 since 2020.

As education increasingly relies on digital platforms, many students in remote communities continue to face barriers accessing reliable technology outside school hours. For these students, a personal laptop is more than a device, it is access to homework, research, communication with family back home, career pathways, and connection to the wider world.

We also provided another 70 laptops to students at the Torres Strait Kaziw Meta boarding facility, where access to a digital device becomes especially important when young people are far from their families and communities.

Among the schools supported was Tagai State College, one of the largest and most geographically unique schools in Australia, operating across 17 campuses and a TAFE facility throughout 15 islands in the Torres Strait. As part of the rollout, 70 laptops were donated to students connected to the college community.

Luke Doxanakis, teacher at Tagai State College, said the impact of digital access for students in the region had already been significant.

"I can't stress enough how much of a gamechanger giving these kids access to devices is, so they can use them to access the internet and do their school work outside of school hours. I worked at the boarding house two years ago when LiteHaus first came to donate devices, so I saw first-hand the impact it actually had on the kids.

Through that, over a thousand kids graduated high school, and a big part of that, from what I saw first-hand, was because they had access to devices like this. We were able to do a lot of things that we wouldn't have been able to do without the support of organisations like LiteHaus, so I just want to say a big thank you to LiteHaus."

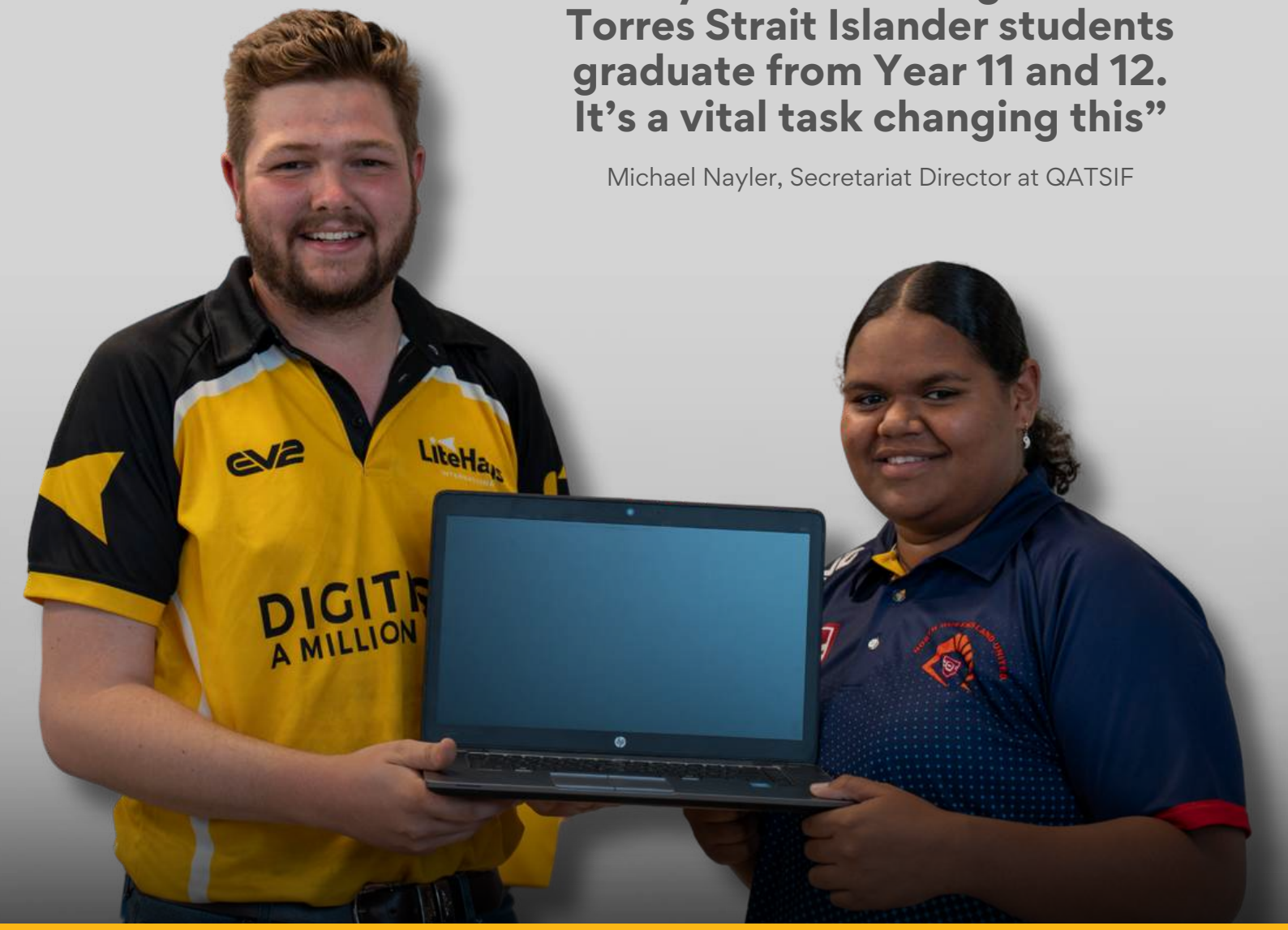
Partnering for Impact: Queensland Aboriginal & Torres Strait Islander Foundation (QATSIF)

Across Australia, we collaborate with a wide range of organisations to implement our programs and reach students facing digital exclusion. One of our key partners is the Queensland Aboriginal & Torres Strait Islander Foundation (QATSIF), an independent not-for-profit trust established in 2008 to provide educational scholarships for Aboriginal and Torres Strait Islander students in Queensland.

Since 2022, LiteHaus International and QATSIF have worked together to deploy more than 1,800 laptops to First Nations students. In 2024 alone, we supported 400 QATSIF students with access to devices. **In 2025 we supported 77 QATSIF students in Mackay.**

"Only 60% of Aboriginal and Torres Strait Islander students graduate from Year 11 and 12. It's a vital task changing this"

Michael Nayler, Secretariat Director at QATSIF



Michael Nayler, Secretariat Director at QATSIF, highlights the challenges Aboriginal and Torres Strait Islander students face within the education system:

"Only 60% of Aboriginal and Torres Strait Islander students graduate from Year 11 and 12. All the research shows that if young people – especially Aboriginal and Torres Strait Islander youth – don't complete these years, they have less than half the chance of pursuing a career, undertaking tertiary study, or securing meaningful work.

But if you don't have access to a laptop, how do you study? How do you do your homework?"

He continues:

"We're excited that through LiteHaus' work, around 1,800 students across Queensland have received laptops. Rob and the team personally drove them through Cape York to deliver them to those communities. For these young people, having access to a device is life-changing."

"When you think about a young person getting a device, it's not just for them and their studies. It's also for Mum and Dad, who can use it to access Medicare, organise bills, appointments, apply for jobs... You are changing the life of an entire family."

"When you think about a young person getting a device, it's not just for them and their studies. You are changing the life of an entire family."

— Michael Nayler, QATSIF Secretariat Director

Program Spotlight

Supporting vocational training institutions

In Townsville, we work closely with the **Cowboys Community Foundation** and their initiative, **NRL Cowboys House,** a boarding facility for First Nations students from some of Queensland's most remote communities.

Many students arrive without access to a device, making digital learning especially challenging. Since 2022, we have provided 155 students with their own laptops. This support removes a key barrier and enables students to fully participate in their education.

Some of these students have used their laptops not only for their studies such as completing assessments, but also to stay connected with their teachers and families back in community.

In 2024, we extended our support to another initiative of the Cowboys Community Foundation: **Dream, Believe, Achieve**. The program helps North Queenslanders facing barriers to employment gain qualifications and find long-term jobs. At graduation, students not only receive a formal qualification but also a LiteHaus laptop, providing a pathway to continued learning and digital engagement.

"The laptops provided by Lithaus are great. We use them in class to complete our e-modules, without them we wouldn't be able to complete the work online.

I plan to use my laptop to complete further study. I am currently studying a Certificate in Aged Care and being able to do it at home now because I have a laptop is amazing!"

— Michelle, graduate from Dream, Believe, Achieve; Cowboys Community Foundation.

I worked at the boarding house two years ago when LiteHaus first came to donate devices, so I saw first-hand the impact it actually had on the kids.

Over a thousand kids graduated high school, and a big part of that was because they had access to devices like this. We were able to do a lot of things that we wouldn't have been able to do without the support of organisations like LiteHaus

— Luke Doxanakis
Digital Skills Training in Jiwaka

PACIFIC

The digital divide across the Pacific is vast and deeply uneven. While countries like Australia and New Zealand benefit from strong digital infrastructure, many Pacific Island nations remain under-connected, especially in rural and remote communities.

Across the region, thousands of islands are spread across huge stretches of ocean, making internet and transport infrastructure expensive and difficult to maintain. Mountainous terrain, isolated villages, and limited shipping routes further restrict access to technology. While urban centres are increasingly connected through subsea cables, many outer islands still rely on slow and costly satellite connections.

For many students, access to digital learning tools remains limited or completely out of reach. In countries such as the Solomon Islands, where communities are spread across hundreds of islands, transporting devices often depends on infrequent cargo boats and irregular shipping services. As a result, personal device ownership remains rare in many remote communities.

From the atolls of the Solomon Islands to the volcanic islands of Fiji and the highlands of Papua New Guinea, the digital divide continues to shape educational opportunities for young people across the region.

Since establishing our first Pacific digital classroom in Papua New Guinea in 2017, LiteHaus International has worked alongside schools, governments, and local partners to expand access to digital learning across the Pacific.

In 2025, our programs supported students and teachers in Fiji, Solomon Islands, Timor-Leste, and Papua New Guinea. We installed 119 computer labs across these countries, expanding digital learning opportunities for over 68,000 students and teachers.

Looking ahead, LiteHaus International is expanding its Pacific programs and **exploring how Starlink technology can help address connectivity challenges in remote island communities**, supporting future digital learning opportunities in some of the region's most isolated areas.

For many students in the Pacific, access to digital learning tools remains limited or completely out of reach.

In countries such as the Solomon Islands, where communities are spread across hundreds of islands, transporting devices often depends on infrequent cargo boats and irregular shipping services.

As a result, personal **device ownership remains rare** in many remote communities.

OUR CUMULATIVE IMPACT IN THE PACIFIC

268,731 students empowered

7,246 devices distributed

760,830+ hours of digital usage made possible

474 computer labs installed

“

In my country, LiteHaus International has completed 349 digital classrooms.

For children in remote villages in Papua New Guinea, many of whom walk three hours to school each morning to keep their educational dreams alive, this is immensely encouraging and rewarding.

– H.E. John Kali CMG OBE
PNG's High Commissioner to Australia

Program Spotlight

Expanding digital learning across Fiji through strategic partnerships

In 2025, LiteHaus International expanded its work across Fiji, delivering new digital classrooms to 24 partner schools throughout the country. The projects were delivered through two separate rollouts during the year and reached schools across Viti Levu and the outer islands, including communities in Nausori, Tailevu, Tavua, Nadi, Labasa, Levuka, Rotuma, the Yasawas, and Fiji's Western Division, balancing both urban centres and more geographically isolated communities.

Each partner school received 12 laptops, supporting students and teachers with greater access to digital learning opportunities.

These 2025 projects built upon LiteHaus International's earlier work in Fiji and brought the organisation's total network to 39 partner schools nationwide. We also signed a new agreement to continue expanding its programs in Fiji throughout 2026.

Key Highlights

- **24 partner schools supported in 2025**
- **39** total LiteHaus **partner schools across Fiji**
- Schools reached across **Viti Levu** and the outer islands
- **130 laptops delivered** through partnership with **KPMG** and **Niunet**
- Support extended to **students with diverse learning needs**

“

This year we’ve been learning programming.

Because we are in a higher level, we have projects to do, and the laptops and internet have been helping us.

– Student from Suva Grammar School, Suva, Fiji

One of the schools included in the rollout was Nadi Centre for Special Education, which supports 145 students with diverse learning needs. The school was first included in LiteHaus International's Fiji pilot project in 2024, where teachers began using laptops to support visual and interactive learning in the classroom.

In 2025, LiteHaus International returned to the school to deliver additional laptops as part of a joint rollout of 130 devices across schools in Nadi and Suva, delivered in partnership with Niunet and KPMG.

"We thank LiteHaus International and KPMG for their donation," said the Headmaster of Nadi Centre for Special Education. ***"We are blessed to receive these laptops. This donation will enhance the school's academic programs and support systems, including the book-based grading model. We look forward to continuing this partnership in the future."***

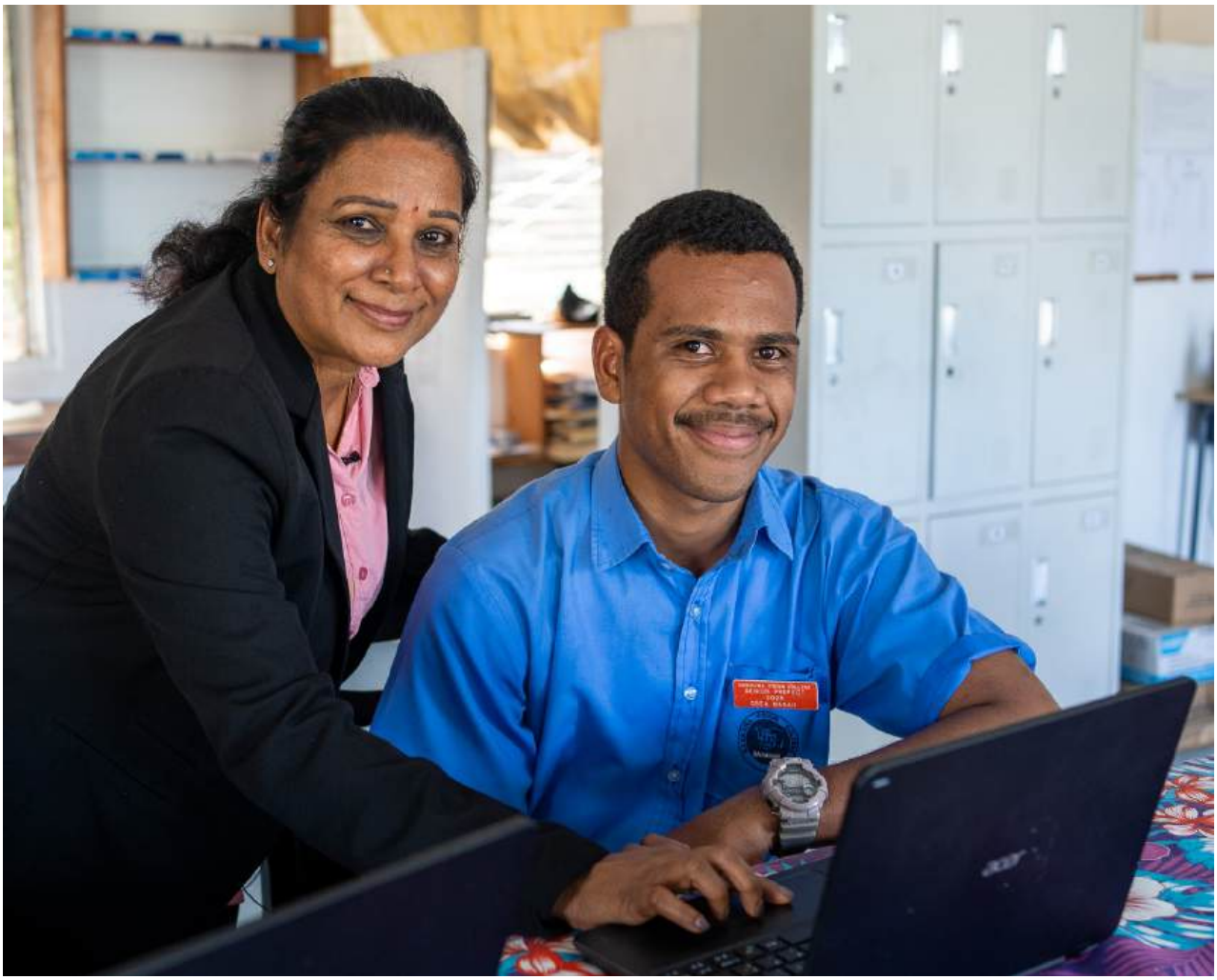
"We are truly honoured to be part of this initiative," said a KPMG representative. ***"As part of our value Together for Better, we embrace diversity and collaboration. That's what this partnership is all about."***

The rollout also supported Votualevu Public School, which had previously lost most of its computer lab equipment in a fire.

"It's a very timely contribution by LiteHaus International and KPMG for this community school and for the students," said a school representative. ***"In this modern era, for the proper development of students, they really need this sort of support."***

Success Story:

Nasikawa Vision College, Komave, Fiji



Located in a rural part of Fiji, Nasikawa Vision College serves a community where access to digital devices at home remains limited. The introduction of LiteHaus laptops has enabled students to move from limited exposure to regular use of technology for learning, including research, assessments, and poject work aligned with tertiary education expectations.

Mrs. Sarojini Devi Raj, HOD Languages and English Teacher, described the shift in classroom practice and student confidence:

“Nasikawa Vision College is a rural school, although we’ve got hotels and other things in this rustic area, they’re still developing. We hardly had laptops. Many of our kids here, 85% to 90%, they don’t have access to these gadgets.

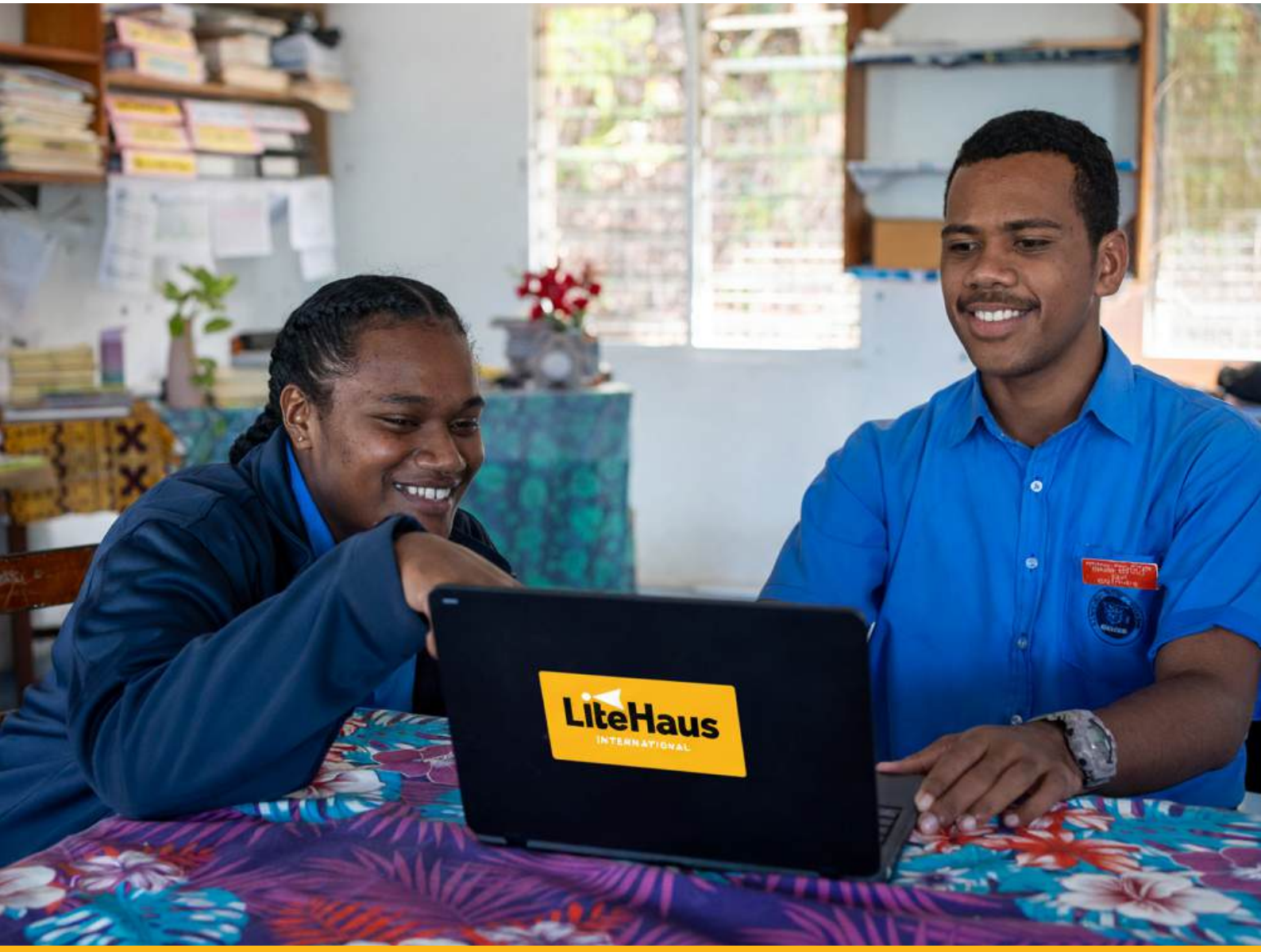
The donation came at the right time. The children use them for research work. So we made a rule: since we've got LiteHaus laptops, no more hand-written projects. Because we want the connection, because in university, everything is online.

It was a very good experience for our students. The self-empowerment was there. They're so excited to type their assessments."

The shift reflects a broader change across Fiji's education system, where digital capability is becoming essential for further education and employment pathways.

Similar outcomes are visible across LiteHaus International's partner schools in Fiji, including Suva Grammar School, where students are beginning to integrate coding and digital tools into their coursework.

"This year we've been learning programming. Because we are in a higher level, we have projects to do, and the laptops and internet have been helping us".
- Student from Grade 12 from Suva Grammar School.



Program Spotlight

50 schools for PNG's 50 Anniversary

As part of its 2025 digital programs, LiteHaus International has delivered 50 new school computer labs across Papua New Guinea, to celebrate the country's 50th anniversary of independence. The rollout reached schools in Jiwaka Province, Chimbu Province, Western Highlands Province, and Enga Province, expanding digital access in both rural and remote education settings.

The project strengthens LiteHaus International's long-term national footprint, bringing the total number of partner schools with computer labs to 379 across the country.

"On the ground, our programs are delivered by our local team who bring a deep understanding of and connection to the communities we serve. We are proud that our work is not only for Papua New Guineans, but BY Papua New Guineans, building digital capability from the ground up". - Jack Growden, Founder & CEO

"We are proud that our work is not only for Papua New Guineans, but BY Papua New Guineans, building digital capability from the ground up"

– Jack Growden,
Founder & CEO

LiteHaus
DIGITISING
A MILLION DREAMS

LiteHaus
DIGITISING
A MILLION DREAMS

LiteHaus

“

LiteHaus is well versed in PNG, the challenges in delivering projects of this scale, the opportunity it creates for students and how this will impact the growth of PNG for years to come.

This organisation changes lives.

– Bronwyn Wright
CEO, Sir Brian Bell Foundation

The initiative aligns with Papua New Guinea's education reform, which is transitioning from a 3-6-4 structure to a 1-6-6 system: one year of Early Childhood Education, six years of primary, and six years of secondary schooling. The reform aims to reduce dropout rates and improve completion through to Grade 12, while strengthening continuity across the education system.

Digital learning is an important part of this shift, helping improve access to learning materials, support modern classroom delivery, and extend educational opportunities to remote schools. The new computer labs equip partner schools with the tools to build foundational digital skills and strengthen long-term learning outcomes.

Enga Province

As part of the "50 Schools for PNG's 50th Anniversary" project, LiteHaus International delivered 76 computers across five schools in Enga Province in 2025. Schools included Kandep Primary School, Kandep Secondary School, Wapnamanda International Primary School, and Innovative University of Enga.

This rollout builds on previous deployments in the region, bringing the total to 291 computers installed since 2022. With Enga having faced significant recent challenges, the program focused on strengthening digital access and supporting new educational opportunities in partnership with local communities.

Success Story:

Gon Primary School, Chimbu Province

In 2023, LiteHaus International installed 15 desktop computers at Gon Primary School, located in the heart of Chimbu Province. Leading the school's digital transformation is Ms Liam Kumai, an IT teacher with previous experience in the corporate sector, where she developed a strong appreciation for the value of digital literacy. She has since channelled that experience into her teaching, determined to ensure her students gain the skills they need to thrive in the digital age.

"**We have five streams, and I have 40 minutes for each class. For grade six, I teach word processing skills using Microsoft Word — typing practice, inserting columns and tables. The last one is building a personal CV or résumé. Grade seven students are learning Excel, which is something new for them, so I guide them through formulas and data input. Grade eight students are learning PowerPoint and emailing."**

Before LiteHaus' intervention, the school had no computers. Following the installation of the computer lab, the surrounding community organised a fundraising effort to

SCAN TO WATCH VIDEO

purchase additional computers — a testament to how valued digital access has become in the area.

"The first time students came into the computer lab, they were very excited — many had never touched a computer before, so typing their names was their first surprise," Ms Kumai said.

Ms Kumai attended LiteHaus International's five-day, in-person Digital Skills Training in Kunabau, Chimbu, where she deepened her knowledge and gained practical experience using Excel, Word, and PowerPoint — tools she now integrates into her classroom lessons.

After completing the training, Ms Kumai became a catalyst for change at Gon Primary School. She conducted three digital literacy workshops for teachers, empowering them to use Excel to manage student records, prepare reports, and create engaging presentations.

"We were all excited to learn Excel because our job requires us to use it for student records, presentations, and more. When I came back, I conducted three training sessions for the teachers, and now they are very excited and using Excel in their work," she shared.

Through Ms Kumai's leadership, Gon Primary School has become a model of how access to digital tools, combined with passionate, locally-led teaching, can transform education. Her dedication continues to inspire both students and colleagues, proving that sustainable digital transformation begins with empowered educators.

Ms Kumai also shares weekly updates of her students' progress through LiteHaus International's IT Teachers WhatsApp group, encouraging peer learning and collaboration across other partner schools in Papua New Guinea.

Program Spotlight

Australia Solomon Islands Program Support (ASIPS)

In 2025, LiteHaus International established 30 computer labs across schools in Honiara, Temotu, and Malaita through the Australia Solomon Islands Program Support (ASIPS) Facility.

Delivered in partnership with the Australian Government's Department of Foreign Affairs and Trade (DFAT) and the New Zealand Ministry of Foreign Affairs and Trade (MFAT), the project expanded digital access for more than 22,000 students and teachers across Solomon Islands.

Each participating school received 15 laptops, helping integrate digital learning tools into everyday classroom teaching and creating new opportunities for students in remote and underserved communities.

The rollout formed part of the Solomon Islands–Australia Partnership: Stronger Education Together program, supporting efforts to strengthen education systems and improve learning outcomes across the country.

To ensure long-term impact, LiteHaus International also delivered a five-day in-person digital skills training program in Honiara for more than 30 teachers. The training focused on practical classroom integration, digital literacy, and cyber safety, supporting teachers to confidently use technology in their lessons.

The project was further strengthened through DXC Technology's Digital Futures Program, which contributed more than 400 devices to support the rollout.

In a country where communities are spread across hundreds of islands and access to technology remains limited in many areas, the project represents an important step toward improving digital inclusion and educational opportunity for young people across Solomon Islands.

Key Highlights

- **30 computer labs** established
- **450 laptops** deployed
- **22,000+ students and teachers** reached
- **30 teachers trained** in digital skills
- Provinces reached: **Honiara, Temotu** and **Malaita**
- Delivered with **DFAT** and **MFAT** support

Program Spotlight

Digital Skills Training through the PNG Partnerships for Improving Education (PIE) Program

Providing access to digital tools is only part of the solution. Teachers and education staff need the skills and confidence to use it effectively. Through our Digital Skills Training Program, LiteHaus International works with teachers and education staff to build practical digital capability, helping ensure technology is integrated into teaching, learning, and education administration.

Since 2023, LiteHaus International has delivered digital skills training through the PNG Partnerships for Improving Education (PIE) Program, a five-year initiative supported by the Australian Government through DFAT in partnership with the Papua New Guinea National Department of Education.

In 2025, LiteHaus International delivered five-day digital skills workshops for 107 education staff across five locations: the National Department of Education, Sandaun Province, Enga Province, Central Province, and the Autonomous Region of Bougainville.

The workshops focused on practical skills, including Microsoft Office applications, digital productivity tools, and online safety. Each participating also received refurbished laptops to strengthen digital capacity and support education service delivery.

This work builds on previous training delivered through the PIE Program in 2023, for 70 staff from Provincial Divisions of Education (PDoE) for Sandaun, Central and Enga Province, and the Bougainville Department of Education (BDoE) as well as teacher training conducted in Jiwaka and Chimbu Provinces, helping strengthen digital capability across Papua New Guinea's education system.

Key Highlights

- **107 education staff trained in 2025**
- Training delivered **across five locations in PNG**
- Supported by the Australian Government **(DFAT)** and PNG National Department of Education
- Refurbished laptops provided to participating education divisions
- Builds on previous PIE Program training for 70 education staff in 2023

DIGITAL SKILLS
TRAINING
Partnerships
for Improving
Education
Program
2022-2030
'An investment
in teaching and
learning'

2021

ASIA

Across much of South-East Asia, digital tools is already part of everyday life. However, many schools, particularly in rural and underserved communities, continue to lack the resources needed to provide quality digital learning opportunities.

Access to digital learning is no longer only about education. It is also about creating pathways to employment, entrepreneurship, and participation in a rapidly changing workforce. Reliable digital access allows young people to study, work, and connect with opportunities without having to leave their communities in search of better prospects elsewhere. This is particularly important as many countries across the region continue to experience significant migration from rural areas to major cities. By strengthening digital capability in regional communities, schools can help young people access new opportunities while remaining connected to their families and local communities.

In 2025, LiteHaus International continued expanding its work across South-East Asia, supporting schools in the Philippines and Cambodia with digital learning tools and opportunities designed to help students build the skills needed for the future.

OUR CUMULATIVE IMPACT IN ASIA

74,157 students empowered

1,707 devices distributed

179,235+ hours of digital usage made possible

101 computer labs installed

Program Spotlight

Our first digital equity project in Timor-Leste

In 2025, LiteHaus International partnered with the Ministry of Education in Timor-Leste to install 240 laptops across 16 schools, supporting the country's growing focus on digital learning and education technology.

The project followed meetings in 2024 between LiteHaus International Founder and CEO Jack Growden and Timor-Leste's Minister for Education, Her Excellency Dulce de Jesus Soares, to explore how LiteHaus could contribute to the Ministry's long-term education vision. One year later, that collaboration became a reality through the delivery of digital devices to schools across the country.

The rollout is helping equip students and teachers with the digital tools and skills needed to participate in an increasingly connected world, while supporting the integration of technology into classroom learning.

The Australian Embassy in Timor-Leste also contributed 70 laptops to support the initiative, reinforcing a shared commitment to strengthening educational opportunity and digital inclusion across Timor-Leste.

TIMOR-LESTE
LiteHaus
LiteHaus
LiteHaus
LiteHaus

Program Spotlight

Expanding digital learning opportunities in the Philippines

In 2025, LiteHaus International continued expanding access to digital learning through partnerships in the Philippines, reaching rural communities across Luzon, Visayas, and Mindanao.

Working alongside the Australian Foundation for Fostering Learning in the Philippines (AFFLIP), LiteHaus International delivered 200 laptops to 10 schools across Talomo, Davao. The rollout built on a previous project that distributed 360 devices, further strengthening digital learning opportunities for students across the region.

“These laptops will be a huge boost to our learners' digital journey, empowering them with access to quality ICT lessons and tools for 21st-century learning.”
— San Lorenzo Elementary School

LiteHaus International also partnered with Deloitte Philippines to deliver 20 laptops to Ramon Torres Louisiana National High School in Bago City, Negros Occidental (Visayas). With more than 3,000 students, the school serves surrounding communities frequently affected by natural disasters and volcanic activity from nearby Mount Kanlaon. As the only public high school serving several local barangays, access to reliable technology plays an important role in both education delivery and community resilience during times of disruption.

Later in the year, LiteHaus International partnered with Pru Life UK to deliver digital learning equipment to 11 schools and community madaris across Davao City, Cagayan de Oro, and Zamboanga City (Mindanao), expanding digital access for students in Muslim communities across the region.

The rollout formed part of Pru Life UK's Adopt-a-Madrasah Programme, which supports education, digital inclusion, and community resilience. Through the partnership, schools received laptops and digital learning equipment, working closely with local leaders and education stakeholders to ensure resources reached schools where they could have the greatest impact.

"At Pru Life UK, we firmly believe that education is a powerful driver of change, which is why we, together with our partners, continue to strive to ensure opportunities are available to everyone. Through the expansion of the Adopt-a-Madrasah Programme, we hope to broaden our impact by helping equip more Muslim communities with the knowledge, skills, and resources they need to build sustainable futures."

— Maricel Estavillo, Sustainability and Takaful Head, Pru Life UK

Program Spotlight

150 Laptops delivered to Cambodia in 2025

SCAN TO WATCH VIDEO

In 2024, LiteHaus International expanded its work to Cambodia, delivering its first computer lab rollout in the country. In partnership with CUFA, which supported installations, and Amazon, which donated laptops, 225 laptops were distributed across nine schools in Phnom Penh, Prey Veng, and Svay Rieng Provinces. Of these, 30 laptops were allocated to CUFA's Cambodia Financial Literacy Program.

Some of the schools supported were previously used as prison cells during the Khmer Rouge era, reflecting the profound transformation Cambodia has undergone and the evolving role of education within it. The program provided students with access to digital tools and learning opportunities, supporting the development of essential skills.

For many students, this was their first hands-on experience with computers. Early sessions focused on foundational skills such as typing and keyboard familiarity, helping students build confidence with digital tools.

In 2025, LiteHaus International continued its work in Cambodia in partnership with CUFA, expanding to 10 additional schools, all located in Prey Veng Province. Each school received 15 laptops, reinforcing long-term investment in digital education and capability building in Cambodia.

LiteHaus
INTERNATIONAL

LiteHaus
INTERNATIONAL

៤ - ការគ្រប់គ្រងធនធានមនុស្ស និង រៀន

Program Spotlight

Our first-ever computer lab in Nepal

In 2025, LiteHaus International expanded into South Asia for the first time, delivering **20 laptops to Alpha Boarding School in Pokhara, Nepal, in partnership with Dover Castle Metals.**

Established in 1988, Alpha Boarding School has been providing education to students in Pokhara for more than three decades and is recognised for its commitment to academic excellence and student development.

The donation will support students' access to digital learning resources and help strengthen digital capability within the school community.

UKRAINE

450 Laptops Delivered to Support Students in Ukraine

The ongoing war in Ukraine has severely disrupted education, with thousands of schools damaged or destroyed and millions of students affected. As many schools have shifted to remote and blended learning, access to digital devices has become essential for students to continue their education.

In 2025, LiteHaus International donated 450 laptops to The Device Coalition, a joint initiative of the Ministry of Education and Science of Ukraine, the Ministry of Digital Transformation of Ukraine, and the Olena Zelenska Foundation. The devices will help students access learning opportunities and remain connected to education during a period of ongoing disruption.

The donation was made possible with the support of Reusing IT in the United Kingdom, whose collaboration helped facilitate the shipment and delivery of the devices to Ukraine.

DEVICE DONATION CAMPAIGN

Every device donated to LiteHaus International creates new opportunities for students and communities experiencing digital exclusion. Our programs are powered by organisations that recognise the value of extending the life of technology, and make an impact. Through device donations, funding, and partnerships, our supporters help transform end-of-life devices into tools for education and social impact across Australia and the Asia-Pacific region.

Townsville Catholic Education

Townsville Catholic Education is one of LiteHaus International's most significant device donors, **contributing with over 3,800 desktops, laptops, and Chromebooks since 2022**. These devices have supported the installation of computer labs across Papua New Guinea, Samoa, and Fiji, while also helping hundreds of students across regional Queensland access their own personal device. The impact of this partnership continues to grow, creating educational opportunities for students both in Australia and across the Pacific.

Deloitte Australia

Since 2022, Deloitte Australia has supported LiteHaus International through philanthropic funding, device donations, and pro bono professional services. With over 2,570 laptops donated, Deloitte Australia is one of our largest device donors to date.

Support from the Deloitte Foundation has helped establish digital learning environments across Papua New Guinea and Cambodia, while also supporting students experiencing disadvantage across Australia.

AECOM

Since 2023, AECOM has donated more than 680 laptops from offices across Australia, New Zealand, and the Philippines.

These devices have supported students across three countries, helping establish computer labs in Sorsogon, Philippines, and expanding digital access for students across regional Queensland. Through this partnership, valuable technology has been given a second life while creating new opportunities for students experiencing digital exclusion.

LiteHaus International provides a secure, simple, and completely **free solution for organisations looking to create social impact through their end-of-life devices.**

There is no cost to donors or recipient schools and we offer **complimentary data erasure to the NIST 800-88 Revision 1 standard** using Cedar software, including detailed reporting and certification.

By donating unused devices, organisations can reduce e-waste, strengthen their sustainability outcomes, and help remove barriers to education for students across Australia and the Asia-Pacific.

2025 WSIS Prize Recognition for Digital Infrastructure Program

In 2025, LiteHaus International received the WSIS Prize at the World Summit on the Information Society (WSIS), presented at the United Nations in Geneva. The award recognises the impact of the Digital Infrastructure Program in advancing digital equity and inclusion.

WSIS highlighted the program's contribution to key Action Lines, including access to information and knowledge, capacity building, e-learning, and confidence in ICT use.

Through digital classrooms using repurposed computers and offline learning resources, the program expands access to quality education in remote and rural communities while strengthening digital skills through teacher and student training.

This marks the third consecutive year LiteHaus International has received international recognition through the World Summit on the Information Society.

At the **ITU World Summit on the Information Society (WSIS) 2024** in Geneva, the organisation was recognised for its work in digital inclusion.

In 2023, the Digital Infrastructure Program also received international recognition from the **International Telecommunication Union (ITU), a United Nations specialised agency, at United Nations Headquarters in New York.**

Great achievement!
WSIS Prizes **Champion**

Action Line C7
ICT applications: E-learning

Global Gateway

LAUNCHING STRATEGIC PLAN 2026-2030

Charities and NGOs in the international development sector are operating in an increasingly challenging environment. We have never been more needed, nor have we ever faced such headwinds. Global development needs are rising due to conflict, climate change, and economic shocks, while funding is tightening as governments cut aid budgets and donors face cost-of-living pressures. Competition for grants has intensified, with higher compliance, reporting, and safeguarding requirements increasing administrative burden.

At the same time, organisations must navigate geopolitical tensions and growing public scepticism about aid effectiveness. Balancing accountability, localisation commitments, staff wellbeing, and impact delivery, often with fewer resources, has made sustainability and long-term planning difficult.

In such an era, LiteHaus International must be nimble, courageous and ambitious. We believe our 2026-2030 Strategic Plan reflects that energy.

Delivering lasting change beyond 2030

Our organisation has enjoyed an extraordinary start-up phase, removing barriers to education for **375,000 people across 13 countries**. With the world facing polycrises and education under threat for the most vulnerable around the globe, we are needed more than ever.

Entering into our new era, we aim to grow into an organisation built to last and equipped to deliver lasting change for decades.

Our key actions to achieve this include:

- **Diversifying our programs and services** - building an education-wide remit to broaden our potential funding sources and deliver lasting, intersectional change.
- **Exploring new financial models** - evolving beyond, but not away, from a purely grant-reliant funding model by exploring impact investment and social enterprise opportunities.
- **Deepening partnerships** - strengthening connections to communities we serve and our partnerships with organisations we serve alongside.
- **Strengthening our governance & processes** - embedding best practice models and seeking industry accreditations to drive confidence.

Education is under assault globally. Hundreds of millions of children are having their dreams for the future snatched away.

– Antonio Guterres,
Secretary-General, United Nations

MESSAGE FROM FOUNDER & CEO

Our new direction: beyond digital

Almost nine years ago, I handed my laptop over to the Kuta Primary School in the Western Highlands Province of PNG. Since then, LiteHaus International has empowered more than 360,000 students experiencing digital inequality with digital learning tools and opportunities.

Redeploying 28,700 computers to enable students and schools to access the digital world of opportunity has been our work. Removing barriers to quality education has been our why.

At Kunabau Primary School, one of the 570 schools we have now supported with a digital classroom, I embraced a crying mother who knew nothing of computers, but everything about the power of opportunity, inclusion, and access her children gained the moment we turned on that switch.

This dear mother knew nothing about computers, but everything about the opportunity her children gained when we turned that switch on.

At Kunabau, and throughout our work **across 13 countries, we have helped learners cross the digital divide, yet watched forlornly as other critical gaps continue to deny the students we serve their right to a quality education.**

Students in Timor-Leste and Cambodia miss out on half a school week due to classroom shortages. Despite PNG being the fourteenth wettest country in the world, learning hours are cut short because of a severe lack of water storage in schools. Only 7% of girls in the Solomon Islands graduate from high school, largely due to inadequate water, sanitation, and hygiene (WaSH) facilities.

Action over words. Real impact, every day.

As we move towards 2030, LiteHaus International is broadening its mission and channelling its efforts toward solving these challenges as well.

We aim to return 10 million learning hours to students across the Asia-Pacific by building climate-resilient, gender-responsive, and accessible school infrastructure.

Quality learning is not possible without quality teaching. Tens of thousands of teachers across the region lack consistent professional development opportunities, resulting in teaching that falls short of the demands of modern curricula and diverse classrooms.

By 2030, we aim to equip 10,000 teachers with the skills needed to deliver stronger learning outcomes for their students.

While our focus is expanding, over three billion people still experience digital inequality, and we remain determined to support them.

Our three consecutive years of recognition at the highest level by the International Telecommunication Union speak to our standing as a global leader in fostering digital equity.

Digital poverty continues to constrain modern, relevant learning across the Asia-Pacific region. **By 2030, we aim to deploy 30,000 quality refurbished computers into schools across the Pacific, establish 500 digital classrooms across Asia, and digitally empower 50,000 of the one million Australian students who do not own a laptop.**

In total, we aim to enrich the educational journeys of two million learners by 2030.

Action over words. Real impact, every day. That's the LiteHaus way.

— Jack Growden, Founder & CEO

"Our mission is evolving, but our purpose remains the same: removing barriers to education so every learner has the opportunity to thrive."

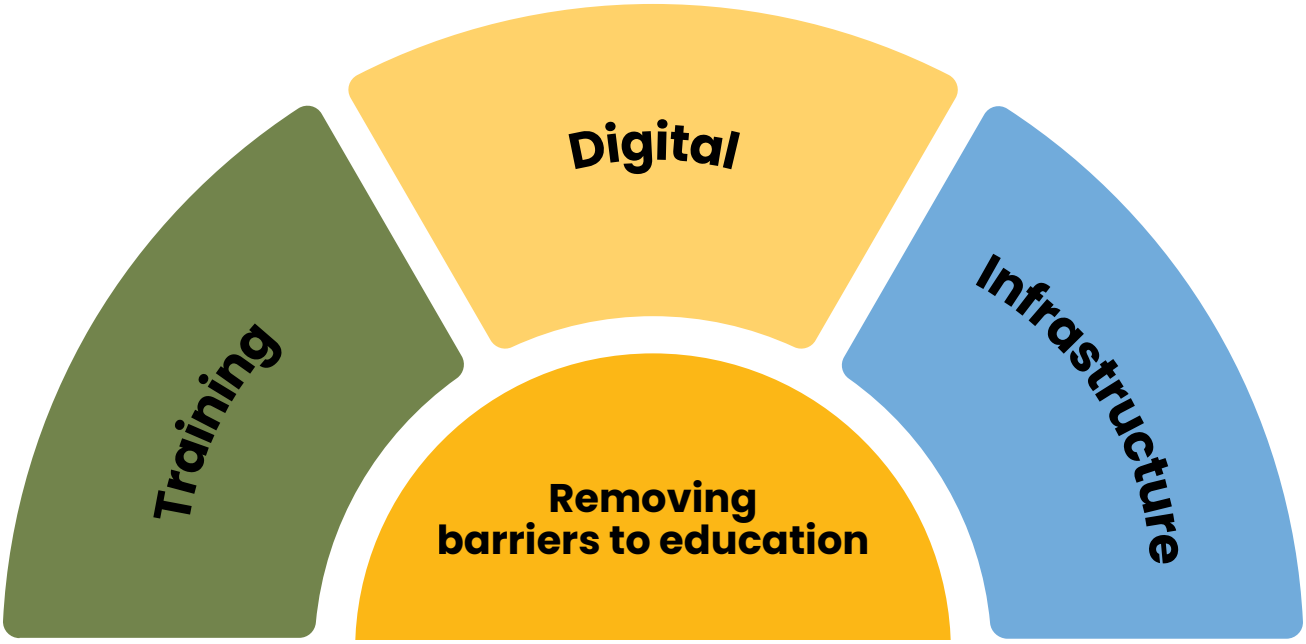
— Jack Growden, Founder & CEO

THREE ARMS, ONE MISSION

From 2026 to 2030, LiteHaus International aims to grow into a 'full-service' education NGO, delivering impact across three key arms:

01. Digital

Bridging the digital divide in the classroom and beyond through our Digital Classrooms Program and Device Donation Program, ensuring every student has the opportunity to learn and thrive in the digital age.



02. Training

Uplifting teacher and education sector capability across Asia-Pacific, filling niche gaps in existing training (digital skills, e-safety, teaching for diversity and neurodivergence, financial literacy).

03. Infrastructure

Addressing the infrastructural barriers to education by building gender-responsive and climate-resilient school environments, (classrooms, electrification, water, sanitation and hygiene.

Together, these three arms comprise our holistic approach to removing barriers to quality education.

OUR 2026 PROGRAMS

A full-service education NGO, removing barriers to education

DIGITAL CLASSROOMS PROGRAM

Installing computer labs across Asia–Pacific.

DIGITAL SKILLS TRAINING PROGRAM

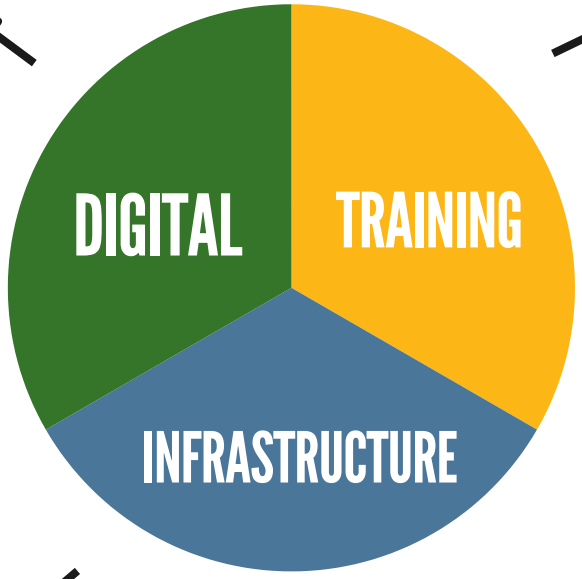
Equipping teachers across Asia-Pacific with fundamental digital competencies

DEVICE DONATION PROGRAM

Providing refurbished laptops directly to students across Australia.

TEACHER EMPOWERMENT PROGRAM

Uplifting teacher capability across Asia-Pacific.



NEW

HUMANITARIAN CRISIS RESPONSE PROGRAM

Providing emergency devices in disaster and conflict zones to keep learning happening.

NEW

DIGITAL CITIZEN PROGRAM

Empowering digitally-marginalised Australians with the skills to succeed in a digital society.

NEW

CLASSROOMS

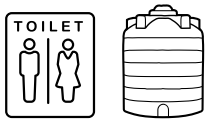
Equipping schools with sufficient supply of quality, climate-resilient and accessible classrooms.

NEW

ELECTRIFICATION

Connecting schools to reliable, renewable and resilient energy.

NEW



WATER, SANITATION AND HYGIENE (WASH)

Ensuring adequate sanitation and water capacity storage facilities in schools.

OUR IMPACT GOALS TO 2030

Goal #1

30K x 2030 in the Pacific

Issue: The digital divide constrains quality education across the Pacific. Connectivity is improving, but near-universal lack of devices in schools limits digital learning.

Solution: By 2030, we aim to install 30,000 computers into schools across the Pacific.

Impact: Digital learning made possible for 750,000 students across 1,500 schools in every Pacific country by 2030.

Goal #2

500 Digital Labs across Asia

Issue: Digital inequality affects 2.5 billion people in Asia, beginning in the classroom. For young people to participate in digitising economies, they need digital skills.

Solution: By 2030, we aim to build 500 computer labs in underresourced schools across Asia.

Impact: 250,000 students empowered with the skills and tools to learn, dream and achieve in the digital age.

Goal #3

Empowering 50K Australians

Issue: A million Australian students do not own a laptop. Digital poverty disproportionately impacts youth from First Nations, migrant, low-income and rural backgrounds.

Solution: By 2030, we aim to provide 50,000 students with their own personal device and e-safety resilience.

Impact: Digital disadvantage removed for 50,000 Australians, saving low-income families $40 million on back-to-school expenses.

Goal #4

Upskilling 10,000 Educators

Issue: Less than 25% of teachers across developing countries in Asia-Pacific are equipped with the skills to deliver quality, inclusive, modern and holistic education.

Solution: By 2030, we aim to upskill 10,000 educators across developing countries, building digital literacy and professional capabilities.

Impact: More holistic and improved learning outcomes for 300,000 students and strengthened education systems.

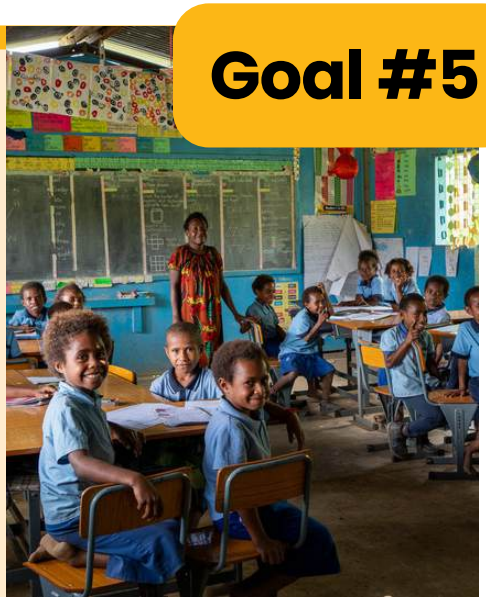
Goal #5

Recover 10Mil Learning Hours

Issue: Billions of learning hours are lost to children globally every year due to critical infrastructure gaps in schools, particularly classrooms, electricity and water and toilets.

Solution: By 2030, we aim to recover 10 million learning hours by building climate resilient, gender responsive and accessible learning environments.

Impact: Longer, deeper and more rewarding learning journeys for 150,000+ students in underresourced schools across Asia-Pacific.



Goal #6

Lasting Change, Built to Last

Issue: The international and community development sectors face immense challenges, placing pressure on our organisational sustainability.

Solution: Explore new financing models, diversify our services, deepen partnerships and strengthen our governance, operations and program models.

Impact: By 2030, LiteHaus International aims to be built to last and deliver lasting change for decades.

OUR BOARD

LiteHaus International's Board of Directors is comprised of dedicated and experienced individuals who guide our strategic direction, oversee governance, monitor accountability and ensure that the organisation lives and achieves its mission.

Directors receive no remuneration and their commitment is entirely a reflection of their dedication to our vision, mission and impact.

Jack Growden
Founder & CEO

Appointed: 2017

Peter Williams
Chairman

Appointed: 2023
Member – Audit & Finance Committee

Louise Vella Cox
Director

Appointed: 2020
Chair – Policy & Risk Committee

Ashley Finn
Director

Appointed: 2020
Chair – Audit & Finance Committee

Kim Skubris
Director

Appointed: 2021
Member – Policy & Risk Committee

Tosin Aro
Director

Appointed: 2023
Member – Policy & Risk Committee

Since 2022, the following sub-committees have supported the Board:

- The Audit & Finance Committee provides guidance to LiteHaus International's Board and management related to independent external audit and financial standing and reporting.
- The Policy & Risk Committee provides guidance to LiteHaus International's Board and management related to its policy framework, procedures and the ongoing development of the agency's risk management framework.

DEVICE DONORS

AECOM

Santos Foundation

ACT LOGISTICS

Royal Flying Doctor Service
QUEENSLAND SECTION

Deloitte.

Diocese of Townsville Catholic Education

TotalEnergies

DXC TECHNOLOGY

Domino's Pizza

Truis

MACQUARIE

QIC

FLIGHT CENTRE TRAVEL GROUP™

ERGON ENERGY NETWORK
Part of Energy Queensland

JAMES COOK UNIVERSITY AUSTRALIA

OR.NGE

iress

AngloAmerican

Flinders University

Queensland Country Bank

ExxonMobil

Halls Contracting

BRISBANE AIRPORT AUSTRALIA

BNE

THIESS

sage

OUR TEAM

LiteHaus International Ltd is governed as a company limited by guarantee and its activities are overseen by the Australian Charities and Not-for-profits Commission.

As a Member of the Australian Council for International Development, we are signatories to its Code of Conduct and stand committed to ACFID's principles of good governance and practice.

Jack Growden
Founder & CEO

Appointed: 2017

Peter Raim
Country Lead Papua New Guinea

Appointed: 2017

Rob Birnie
Head of Programs (Digital)

Appointed: 2022

Andrew Farrington
Fundraising Officer

Appointed: 2023

Laura Benito
Marketing & Communications Officer

Appointed: 2023

Jienelle Catubay
Country Lead Philippines

Appointed: 2023

Luke Wakeham
Warehouse & Logistics Lead

Appointed: 2024

Lachlan Parker
Training & Development Lead

Appointed: 2024

Isaac Stumer
Technical Officer

Appointed: 2024

Riki Nofo'akifolau
Program Officer

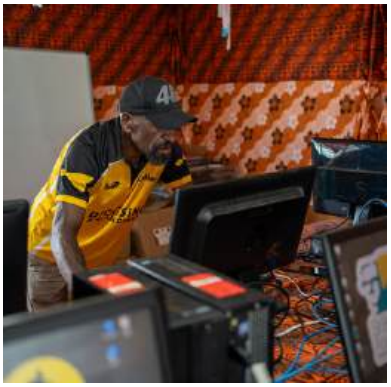
Appointed: 2025

WE ARE CHANGING THIS
LiteHaus

DIGITISING
TOYOTA
255·DYO

A million
LiteHaus

THANK YOU
LiteHaus



LiteHaus

At the beginning of the school year, we are thankful to LiteHaus for choosing us to be one of their recipients. The computers have been vital in our students' learning especially in researching and in their computer class projects. As teachers, we also benefit from these devices.

– Teacher Angela Rose Dapa - Manito National High School

Complaints Handling & Incident Reporting

LiteHaus International is committed to continually improving the service we provide by welcoming feedback from customers and our community. Any person or organisation using our services or affected by our operations has the right to lodge a complaint. We value your feedback and commit to resolving issues quickly, fairly, efficiently and with courtesy. Follow this link to do so

https://litehausinternational.org/complaints-%26-reporting

LiteHaus
INTERNATIONAL

LiteHaus International Ltd

ABN: 73 854 293 707

ACFID-Code-Compliant
Consolidated Financial Statements

For the Year Ended 31 December 2025

LiteHaus International Ltd

ABN: 73 854 293 707

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31 December 2025

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LiteHaus International Ltd

ABN: 73 854 293 707

Consolidated Statement of profit or loss and other comprehensive income
For the year ended 31 December 2025

	2025 $	2024 $
REVENUE		
Donations & Gifts		
Monetary	1,158,178	635,016
Non-Monetary	1,443,240	2,174,404
	2,601,418	2,809,420
Grants		
DFAT Grants	37,661	96,000
Other Grants & Sponsorship	109,235	695,668
	146,896	791,668
Investment Income	1,501	1,050
Other Income	24,734	69,492
TOTAL REVENUE	2,774,549	3,671,630
EXPENDITURE		
Program Expenses	613,475	584,690
Operations Expenses	963,020	895,171
	1,576,495	1,479,861
Non-Monetary Expenses	1,489,760	2,435,910
Foreign currency translation	3,099	-
Depreciation and Amortisation	7,983	9,770
TOTAL EXPENDITURE	3,077,337	3,925,541
EXCESS OF REVENUE OVER EXPENDITURE	(302,788)	(253,911)
Other Comprehensive Income	-	-
TOTAL COMPREHENSIVE INCOME / (LOSS)	(302,788)	(253,911)

The above statement of profit or loss and other comprehensive income should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Consolidated Statement of financial position
As At 31 December 2025

	2025 $	2024 $
Assets		
Current assets		
Cash and cash equivalents	139,575	390,932
Trade and other receivables	421	1,600
Inventory	272,428	318,948
Total current assets	412,424	711,480
Non-current assets		
Property, plant and equipment	62,675	50,774
Total non-current assets	62,675	50,774
Total assets	475,099	762,254
Liabilities		
Current liabilities		
Trade and other payables	32,450	36,541
Employee benefits	61,274	45,265
Total current liabilities	93,724	81,805
Non-current liabilities		
Employee benefits	16,556	12,842
Total non-current liabilities	16,556	12,842
Total liabilities	110,280	94,647
Net assets	364,819	667,607
Equity		
Retained earnings	667,607	766,071
Revaluation reserve	(302,788)	(98,464)
Total equity	364,819	667,607

The above statement of financial position should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Consolidated Statement of changes in equity
For the Year Ended 31 December 2025

	Retained surplus $	Revaluation reserve $	Total Equity $
Balance at 1 January 2024	1,019,982	(98,464)	921,518
Deficit after income tax expense for the year	(253,911)	-	(253,911)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income / (loss) for the year	(253,911)	-	(253,911)
Balance at 31 December 2024	766,071	(98,464)	667,607
Balance at 1 January 2025	766,071	(98,464)	667,607
Deficit after income tax expense for the year	(302,788)	-	(302,788)
Other comprehensive income for the year, net of tax	-	-	-
Total comprehensive income / (loss) for the year	(302,788)	-	(302,788)
Balance at 31 December 2025	463,283	(98,464)	364,819

The above statement of changes in equity should be read in conjunction with the accompanying notes

LiteHaus International Ltd

ABN: 73 854 293 707

Notes to the Consolidated Financial Statements
For the year ended 31 December 2025

The consolidated financial statements cover LiteHaus International Ltd and its controlled entity, LiteHaus International PNG Ltd. LiteHaus Internation Ltd is incorporated and domiciled in Australia with LiteHaus International PNF Ltd being incorporated and domiciled in Papa New Guinea. LiteHaus International Ltd is a company limited by guarantee. The company is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards.

NOTE 1 Summary of Material Accounting Policies

Basis of Preparation
This consolidated special purpose financial report has been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID Code of Conduct Implementation Guidance at www.acfid.asn.au.

The financial statements have been prepared on an accruals basis and are based on historical costs, modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. The amounts presented in the financial statements have been rounded to the nearest dollar.

Litehaus International Ltd

ABN: 73 854 293 707

Directors' Declaration
For the year ended 31 December 2025

In accordance with a resolution of the directors of LiteHaus International Ltd, the directors have determined that this special purpose financial report should be prepared in accordance with the accounting policies described in Note 1 to the financial statements.

The directors of the company declare that:

1. The accompanying financial statements are in accordance with the ACFID Code of Conduct and:

    a. comply with Australian Accounting Standards; and

    b. give a true and fair view of the company's financial position at 31 December 2025 and of its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements.

2. In the directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

Jack Growden
Chief Executive Officer

Ashley Michael Finn
Non-Executive Director | Chair, Audit & Finance Committee

15 October 2026
Townsville

Horizon Nexus Partners

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INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF LITEHAUS INTERNATIONAL LTD

Opinion

We have audited the accompanying ACFID-Code-compliant financial report of Litehaus International Ltd ("the Company"), which comprises the statement of financial position as at 31 December 2024, the statement of profit or loss and other comprehensive income, the statement of changes in equity for the year then ended, notes comprising a summary of material accounting policies and other explanatory information, and the directors' declaration. The ACFID-Code-compliant financial report has been derived from and is consistent with the company's full audited financial report for the year ended 31 December 2024.

In our opinion the accompanying ACFID-Code-compliant financial report of the Company is in accordance with the ACFID Code of Conduct, including:

a) Giving a true and fair view of the Company's financial position as at 31 December 2024 and of its performance for the year ended on that date; and

b) Complying with Australian Accounting Standards and the ACFID-Code-compliant financial statement requirements.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Company in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (including Independence Standards) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

Liability limited by a scheme approved under Professional Standards Legislation.

Horizon Nexus Partners

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the directors' financial reporting responsibilities under the ACFID Code of Conduct. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Directors' Responsibilities for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Note 1 to the financial report and the requirements of the ACFID Code of Conduct which has been determined as appropriate to meet the needs of members. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individual or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

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A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at http://www.auasb.gov.au/ Home.aspx. This description forms part of our auditor's report.

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Horizon Nexus (Qld) Audit Pty Limited

T. F. Cronin

Timothy Cronin
Director

15 October 2026
Brisbane