



Sustainability
Report
2022





Summary

WELCOME

Message from management

Presentation

Materiality matrix

WHO WE ARE

Cogna

#JeitoCogna (#CognaWay)

Our history

Big numbers

OUR STRATEGY

Ambidextrous management

Avenues of growth

Innovation

Business model

Cogna commitments for a better world

Our targets and indicators

CORPORATE GOVERNANCE

Governance structure

Ethics, transparency and compliance

Risk management

Information security and data management

FINANCIAL AND OPERATIONAL PERFORMANCE

Our result

Capital market

LIFELONG EDUCATION

The Cogna journey

Access to education

Ongoing training for educators

Education that generates positive impact

Primary and secondary education

Higher education

Publishers

OUR BEST VERSION

Cultural transformation

Our people

Diversity and inclusion

Attraction, retention and development of talents

Health, safety and well-being

Social impact

Social return

Instituto SOMOS

Fundação Pitágoras

Aliança Brasileira pela Educação

Stakeholder engagement

Environmental management

Energy efficiency

Emissions

Water

Waste

Complementary information

GRI/SASB CONTENT INDEX AND OWN INDICATORS

CORPORATE INFORMATION



WELCOME

MESSAGE FROM MANAGEMENT GRI 2-22

Everything begins with a purpose. We at Cogna ensure people build the best version of themselves. We have assumed the challenge and commitment of providing access to quality education for Brazilian society to build a better future for everyone and for Brazil. This is what we do by developing educational solutions for everyone at all stages of their lives.

In 2022, the year in which I started as CEO of the company, we worked on solid bases to achieve our objective. Before presenting these, a necessary and fair recognition: coming this far has only been possible because for the last 12 years we have benefited from the dedication of Rodrigo Galindo, who remains in the company as chairman of the Board of Directors, where he will continue to support the course we have planned together. I offer my heartfelt thanks to Rodrigo and to all the others who have placed their trust in my work.

Our foundation was erected based on a business and organizational restructuring, initiated in 2020, which focused the company on creating opportunities for people's entire educational journey. A human vision, aimed at the production and transmission of knowledge from childhood to adulthood with a view to realizing our ideal of supporting each one of our students to develop as citizens and as professionals. They are the reason that we pursue excellence in the delivery of operational results and value generation for our shareholders and for the country.

To do this, we seek to accelerate synergies and instill the feeling that we are all building this journey together in our employees. Carefully, valuing our characteristics and the qualities of the people in our team, we created the #JeitoCogna (#CognaWay), a set of values that sustains the activities, the conduct, and the commitments of all the areas and organizations that make up the company. The results are already notable and have been recognized by the market. In 2022, we were featured among the best companies to work for, receiving certification from the consultancy Great Place to Work (GPTW).



We have assumed the challenge and commitment of providing access to quality education for Brazilian society to build a better future for everyone and for Brazil





A fundamental part of the values established is based on the environmental, social, and corporate governance (ESG) pillars. Since 2021, we have had specific indicators for each one of them. The results of these indicators represent targets for the whole company and, since 2022, they have had a direct impact on the variable remuneration of senior management. Our Cogna Commitments for a Better World are part of a public act by the company, a pact agreed on with society and with the planet, aimed at generating value for all our shareholders.

We have established this sustainability contract formally, incorporating the UN Sustainable Development Goals (SDGs) as a guide for the construction of our commitments. Since 2010, we have been signatories to the

Global Compact, a movement by the UN to encourage companies to adopt sustainable policies and strategies. In 2022, we celebrated another important step in this work with the company's listing on Brazil's B3 Corporate Sustainability Index (ISE). We are the first and only educational group to join this select group of institutions deemed more active and transparent in the development of good corporate governance practices. This achievement was further extended by our listing on two other important indexes on the Brazilian stock exchange, the ICO2, which indicates greater efficiency in managing climate change, and the IGPTW, comprising organizations certified by GPTW.

Allying this human and sustainable vision with a clear corporate strategy of excellence

in the development of operational solutions and value generation for our shareholders and for the country, we ended 2022 with higher profitability, positive financial and operating results - with growth in revenue, margin, Ebitda, cash generation and the number of schools and students served, a clear indication that we may look forward to further periods of good indicators. In our assessment, the difficulties faced by the education sector as a result of the Covid-19 pandemic, have been resolved for Cogna. We have returned to consistent growth, generating value in the short and the long-term. And we are doing this following a strategy of accelerating our businesses via three avenues of growth: hybrid and digital courses; medical education: and the platform businesses.

In K-9 education we continue to strive to be recognized at the main ally for private schools in the sector. In this regard, we undertook key improvements in Plurall, our already robust digital platform, expanding the portfolio and its increasing security and accessibility. We have made important investments in science in learning, focused on artificial intelligence and neuroscience, so that the educational processes may deliver the most adequate contents at the right moment for each student's learning. We initiated the distribution and commercialization of

third-party teaching systems, developing an unprecedented partnership to this end with the Mackenzie network. Also in 2022, we launched an innovative bilingual education platform, Eduall. Furthermore, we inaugurated a new business front, with a structure to meet the demands of the government sector, enabling us to take our educational solutions to the public school network, contributing to the promotion of effective and engaging learning experiences for this audience.

Our Cogna Commitments for a Better World are part of a public act by the company, a pact agreed on with society and with the planet, aimed at generating value for all our stakeholders. We have established this sustainability contract formally, incorporating the UN Sustainable Development Goals (SDGs) as a guide for the construction of our commitments. Since 2010, we have been signatories to the Global Compact, a movement by the UN to encourage companies to adopt sustainable policies and strategies. In 2022, we celebrated another important step in this work with the company's listing on Brazil's B3 Corporate Sustainability Index (ISE). We are the first and only educational group to join this select group of institutions deemed more active and transparent in the development of good corporate governance practices. This achievement was further ex-



tended by our listing on two other important indexes on the Brazilian stock exchange, the ICO2, which indicates greater efficiency in managing climate change, and the IGPTW, comprising organizations certified by GPTW. Allying this human and sustainable vision with a clear corporate strategy of excellence in the development of operational solutions and value generation for our shareholders and for the country, we ended 2022 with higher profitability, positive financial and operating results – with growth in revenue, margin, Ebitda, cash generation and the number of schools and students served, a clear indication that we may look forward to further periods of good indicators.

In our assessment, the difficulties faced by the education sector as a result of the Covid-19 pandemic, have been resolved for Cognia. We have returned to consistent growth, generating value in the In our assessment, the difficulties faced by the education sector as a result of the Covid-19 pandemic, have been resolved for Cognia. We have returned to consistent growth, generating value in the short and the long-term. And we are doing this following a strategy of accelerating our businesses via three avenues of growth: hybrid and digital courses; medical education; and the platform businesses. In K-9 education we continue to strive to be recognized at the

main ally for private schools in the sector. In this regard, we undertook key improvements in Plurall, our already robust digital platform, expanding the portfolio and increasing its security and accessibility. We have made important investments in science in learning, focused on artificial intelligence and neuroscience, so that the educational processes may deliver the most adequate contents at the right moment for each student's learning.

We initiated the distribution and commercialization of third-party teaching systems, developing an unprecedented partnership to this end with the Mackenzie network. Also in 2022, we launched an innovative bilingual education platform, Eduall. Furthermore, we inaugurated a new business front, with a structure to meet the demands of the government sector, enabling us to take our educational solutions to the public school network, contributing to the promotion of effective and engaging learning experiences for this public.

In higher education we advanced in the Kroton Transformation Plan, which will revitalize our systemic platforms that serve both on-site and hybrid formats with a focus on growth in digital solutions in graduate and postgraduate education. We reached the impressive number of over 896,000 students enrolled in 112 active campuses. We also reached the mark

of over 3,000 distance learning hubs, further expanding our presence in smaller municipalities. These provide opportunities and possibilities of socio-economic development for millions of Brazilians by means of professional qualification and the consequent increase in income generation. In 2022, we inserted another 580 municipalities in the education map, which represents the creation of better jobs and increased income for the population.

In another important action to promote access to education, we opened our first EJA Digital group, an initiative to serve the Youth and Adult Education segment, aimed at people who have not concluded their basic schooling within the scheduled time frames.

The results of our daily efforts to drive quality in higher education indicate that we are on the right course. In the 2022 Conceito do Curso (CC or Course Rating), a Ministry of Education index that assesses educational plan, the teaching body and infrastructure, 80.3% of our offerings had scores of 4 and 5, which indicate excellence, and 18.8% had a score of 3, which is satisfactory. In the Conceito Institucional (Institutional Rating), which assesses the organization in factors such as planning and development, academic policies, and management, we ended the year with 74.2% having scores of 4 and 5 and 25.8% with 3.

All of these initiatives and achievements are the result of the care taken in establishing Cognia's purpose. Based on an ambidextrous model, we focus on guaranteeing the excellence of all the solutions in our core business, while simultaneously paying close and careful attention to opportunities for innovation. This is why in 2022 we created an internal start-up studio, with its own structure and autonomy and agility to promote the ideation, development and testing of innovative solutions that may foster the creation of new businesses for Cognia.

In this report we present the main results of our actions and projects in 2022. We used as a basis for the report the ESG pillars and the international benchmarks for this type of document. We have also presented the strategies adopted to transform our Commitments into reality, with initiatives scheduled up until 2025. We believe that this document provides concrete evidence of how our activities contribute to ensuring people can build the best version of themselves, regardless of the stage of life they are at.

Enjoy reading it,

ROBERTO VALÉRIO
CEO, Cognia Educação

PRESENTATION GRI 2-3, 2-14

This Sustainability Report, is part of the commitment Cogna has assumed to ensure accountability and transparency to its stakeholders. In this version, we present our strategy and the results of our main projects and actions in the period from January 1 to December 31, 2022. The frequency we have maintained for this type of report is annual.

The information disclosed in this report is organized based on financial-operational and environmental, social and corporate governance (ESG) aspects. This was analyzed in accordance with our materiality matrix, which identified the most relevant topics for the business and for the company's main stakeholder groups (further information on [page 08](#)).

To elaborate this document, we adopted the best international practices for sustainability reporting, in accordance with global-

ly recognized methodologies. The report is compliant with the 2021 version of the Global Reporting Initiative(GRI) guidelines, the Sustainability Accounting Standards Board (SASB) guidelines for the education area. We also adopted the guidance of the World Economic Forum's (WEF) IBC Stakeholder Capitalism Metrics and took the IFRS Foundation's premises on Integrated Reporting and financial statements into account.

Any doubts, suggestions and comments about the publication may be addressed to esg@cogna.com.br

Conventions adopted

The contents corresponding to the GRI* and SASB standards are indicated throughout this report. The complete list, including our own indicators, is in the GRI Content Index from [page 134](#) of this publication.

Additionally, we correlate the material topics reported and our sustainability indicators with the Sustainable Development Goals (SDGs) of the United Nations Organization (UNO).

All the company references refer to the Cogna Group, including all its subsidiaries, which may be referred to as “companies” and “businesses”. The Vasta Platform, one of our subsidiaries, is also known as SOMOS Educação, the brand name presented to its customers.

*In 2021, the GRI guidelines were updated based on comments and feedback received from a global consultation, further aligning their standards with the goals of mitigating negative impacts and promoting the organizations' positive contributions. As a result, the way in which the disclosures are indexed was altered. [GRI 2-4](#)



IMAGES

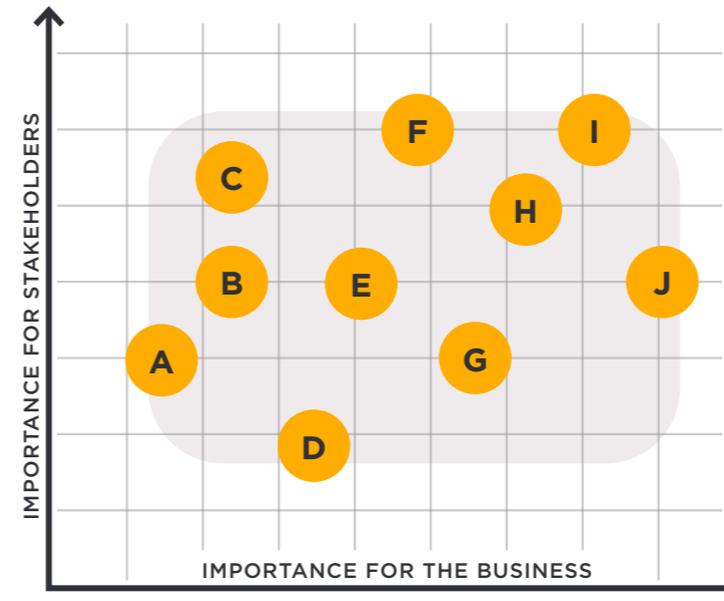
The photographs that illustrate this report show real situations experienced by our employees, partners, students and other stakeholders.

MATERIALITY MATRIX

GRI 3-1

Our materiality matrix, reviewed in 2020, guides the management and reporting of the ten topics considered by our stakeholder groups to be the most relevant for the company and for our businesses to generate long-term value and results.

For 2023, we will build a new version of the Cogna materiality matrix. From then on, we will conduct annual reviews, updating the matrix in each reporting cycle.



- A** Employability and enterprise
- B** Data security and infrastructure
- C** Health, safety and well-being
- D** Employee training and education
- E** Ethics, transparency and compliance
- F** Access to education
- G** Diversity and inclusion
- H** Innovation and technology
- I** Student and customer satisfaction
- J** Quality of teaching

REVIEW PROCESS:



Material topics

MATERIAL TOPICS GRI 3-2	Correlation with the SDGs	Correlation with the Cogna strategic pillars	Capitals	Impact on stakeholder groups
Access to education		ESG Incredible experience Accelerated Growth	Intellectual, Social and Relationship	Students and society
Student and customer satisfaction		Incredible experience	Social and Relationship	Students and customers
Health, safety and well-being		ESG People and Incredible Culture	Human	Students and customers
Innovation and technology		Innovation	Intellectual	All stakeholder groups
Data security and infrastructure		Efficiency	Intellectual, Social and Relationship	All stakeholder groups
Ethics, transparency and compliance		ESG	Human, Social and Relationship	All stakeholder groups
Quality of teaching		Incredible experience	Intellectual	All stakeholder groups
Employability and enterprise		ESG Incredible experience	Intellectual, Human and Relationship	Students and society
Diversity and inclusion		ESG	Human	Society
Employee training and education		Incredible people and culture	Intellectual and Human	Students and society



WHO WE ARE



COGNA GRI 2-1, 2-2, 2-6

Ensuring people build the best version of themselves is what drives Cogna (Cogna Educação S.A), the Brazilian holding company that includes the Kroton companies, SOMOS Educação and the Saber business unit. We are present at all stages of the educational journey, from kindergarten through to higher education, offering educational products, services and technologies for the B2C, B2B and B2G segments, reaching more than 2,000 municipalities in Brazil.

We are one of the largest companies in the education sector worldwide, impacting 2.56 million students. We serve 964,000 students directly through our higher education institutions and reach another 1.6 million students by means of 5,400 partnering K-12 schools. Our work force comprises 23,044 direct employees, 128 apprentices and 137 interns. [GRI 2-7](#)

Cogna was incorporated in 2019 but has a 56-year legacy of promoting education in Brazil. This work started in the 1960s, with the creation of a pre-university course by

five teachers who were friends in the city of Belo Horizonte (MG). This has been consolidated and expanded over time, with the addition of important brands and the creation of new businesses.

To generate long-lasting value for our stakeholders and for society as a whole, we invest in innovation and technology to always offer the best learning solutions for students and educators and the most

suitable tools for managing teaching institutions. The pillars this is built on are accelerated growth, efficiency, customer experience, innovation, people and organizational culture and ESG (environmental, social and governance) values.



We are one of the largest companies in the education sector worldwide, impacting 2.56 million students

Our Pillars



ACCELERATED GROWTH



EFFICIENCY



CUSTOMER EXPERIENCE



INNOVATION



PEOPLE AND ORGANIZATIONAL CULTURE



ESG VALUES

We have three social arms, the Fundação Pitágoras, the Instituto SOMOS and the Aliança Brasileira pela Educação (Brazilian Alliance for Education), movement through which we strive to promote the social development of the regions in which we operate, contributing to enhancing public education, employability and the enterprise ecosystem.

Our administrative headquarters are located in the city of São Paulo (SP). We also have five other corporate offices located in the cities of Brasília (DF), Belo Horizonte (MG), São Paulo (SP), Valinhos (SP) and Londrina (PR). The company operation is present in over 2,000 municipalities in every state in the country, through more than 3,000 accredited digital (distance) teaching hubs and 112 company-owned higher education units (IES).

Cogna is a publicly traded company with shares (COGN3) listed and traded on the São Paulo Stock Exchange Novo Mercado B3 index, and the over the counter market in the New York Stock Exchange (OTCQX), under the ticker symbol COGNY. The Vasta Platform/SOMOS Educação, one of the group companies, is also traded on the United States Nasdaq exchange, under the ticker symbol VSTA.

After 11 years as executive head of the business, in 2022 Rodrigo Galindo resigned as CEO to become chairman of the company's Board of Directors. He was succeeded by Roberto Valério, hitherto CEO of Kroton. The new CEO has experience as a leader in the education area, having joined Anhanguera in 2011, a company acquired by Kroton in 2014.

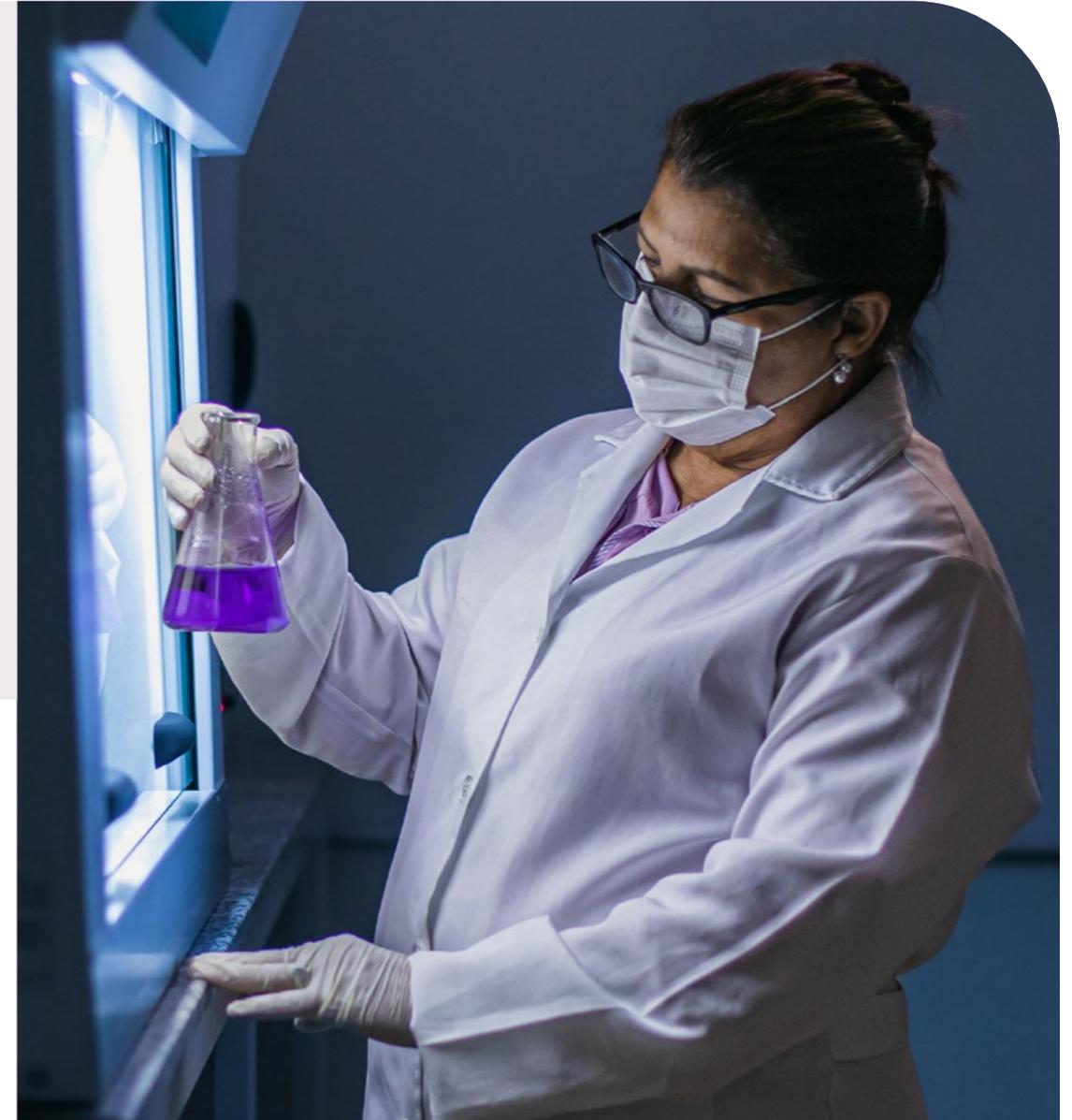


We seek to promote local development in the regions in which we operate



The year was also marked by the end of another cycle, represented by the period from 2020-2022, during which we were engaged in restructuring our businesses with a view to uniting the diverse institutions that make up the company, determining a common course while respecting the specificities of each business. By consolidating our ecosystem we drive the results of our companies in their respective segments.

In 2022, the company resumed its positive financial and operational indicators (more information on [page 46](#)), reflecting our efforts to generate synergies and focus on businesses that deliver quality solutions for Brazilian education and robust results for the company's businesses.



By consolidating our ecosystem we drive the results of our companies in their respective segments

#JeitoCogna (#CognaWay)

In 2022, we adopted a new purpose and brought together representatives of all the group areas and brands to understand what our best version could be as the professionals who make up Cogna, a company in constant change. In this journey, we reflected on this question: how can Cogna transform the future of the organization and leverage more opportunities in the education sector? The answer was the Cogna Way.

To build this path, we have a simple and playful way to demonstrate our way of being to employees. The Jeito Cogna or Cogna Way contains the elements that guide our actions as a Business Culture, Rational Culture and Emotional Culture. To do this, we mapped the company's existing behaviors and rituals, identifying those fully adherent to the purpose of ensuring people build the best version of themselves by means of education. Based on this, we incorporated the way we want to and need to work into our values in order to fulfill our organizational mission.

With this, we reached a combination of a diverse, agile customer-focused culture aligned with our purpose, underpinned by collaboration, entrepreneurship and a sense of ownership that attracts and retains talents capable of delivering the organization's future vision. Our values and standards that indicate desired behaviors and those that are not tolerated are transparent. Based on our history to date, we have evolved accompanying the transformations of the world and always pursuing the best version of Cogna.

To disseminate our culture broadly, during the course of 2022 we conducted internal engagement campaigns which were led by our employees. A consistent and planned set of actions to impress the #JeitoCogna on everything we do.



Our values and standards that indicate desired behaviors and those that are not tolerated are transparent

Purpose, vision and values

🏠 PURPOSE

**WE ENSURE PEOPLE BUILD THE
BEST VERSION OF THEMSELVES.**

👁️ VISION

**TO BE A BENCHMARK EDUCATION PLATFORM FOR
CHILDREN, YOUNG PEOPLE AND ADULTS IN BRAZIL.**

👤 VALUES

- We are a team, not heroes
- We are entrepreneurs, and we deliver results
- Our relationship is direct and respectful
- The success of the student/customer is our success
- We make our differences the basis of our co-existence

🔄 BEHAVIORS

- We have a sense of ownership
- We listen to the student/customer
- We inspire and mobilize people
- We have a sense of urgency

🏛️ STRATEGIC PILLARS

- Accelerated growth
- Efficiency
- Incredible experience
- Innovation
- Incredible people and culture
- ESG



Our trajectory

60s

In **1966**, five young people set up the university preparatory course Pitágoras in the city of Belo Horizonte (MG)

70s

In **1972**, the first Colégio Pitágoras is inaugurated in Belo Horizonte for primary and secondary students; two years later, the largest Pitágoras School in basic education comes into operation in the Cidade Jardim district

80s

In partnership with a construction company engaged in infrastructure works in Iraq and Mauritania, Pitágoras managed schools with over 1,000 Brazilian students in these countries

90

Creation of the Pitágoras Network, a group of schools committed to continuous improvement in the quality of the services offered. In less than one year, **106 schools** were associated, focused on productivity, replicability and scalability

1999

Creation of the **Fundação Pitágoras** to enable educational projects in public and private institutions

2000s

Creation of the first **Pitágoras university**

2014

The acquisition of Anhanguera makes Kroton the **largest education company in the world** in terms of market value and student numbers. Development of the Kroton Learning System 2.0 academic model and launch of the Canal Conecta to boost student employability

2013

Opening of **40 new Unopar distance learning graduate centers** and association agreement between Kroton and Anhanguera

2012

Listing on **Novo Mercado** (B3)

2011

The acquisition of Unopar made **Kroton the leader in distance learning** in Brazil

2010

Acquisition of **IUNI** Educacional

2009

Kroton receives investment from one of the largest private equity funds in the world, **Advent International**, which assumes joint control together with the founding partners

2007

Pitágoras goes public on the BM&FBovespa exchange with the name **Kroton Educacional**, enabling the consolidation of a phase of expansion and development for the company

2017

Beginning of our digital transformation journey

2018

Acquisition of **SOMOS**, the largest primary and secondary education platform in Brazil

2019

Creation of the Cogna brands, positioning as a holding company that coordinates a collection of companies, and Vasta Platform, owner of SOMOS Educação, segmented to serve K-12 education

2020

Vasta Platform/ SOMOS Educação are listed on the **Nasdaq** exchange (USA)

2021

Acquisition of the **Eleva** teaching system
Establishment of the Cogna Commitments for a Better World and with the definition of public **ESG** targets

2022

New solutions for the K-12 segment: launch of Eduall, acquisition of Phidelis, partnership with Educbank
Creation of **#JeitoCogna**

2023: Beginning of unification of higher education brands under the Anhanguera brand. (Read more on [page 73](#))

Listing on the B3 ISE, ICO2 and GPTW sustainability indexes

BIG NUMBERS



**OUR
TEAM**

more than
23,000
employees

K12 EDUCATION

more than
5,400
escolas associadas

121 schools
in the Red Balloon
network

1.6 million
students served
by our educational
solutions

more than
25,000
students in
Red Balloon

**HIGHER
EDUCATION**

896,000
students in on-site
and digital (distance)
graduate programs

112
company-owned units

67,000
postgraduate
students

more than
3,000
accredited Digital
Teaching hubs

Awards and recognitions

FINANCE AND LAW SUMMIT AND AWARDS - FILASA 2022

Cogna: Best Legal Department
in the Education sector in Brazil

2022 TRANSPARENCY TROPHY - CATEGORY: NET REVENUE BELOW BRL 5 BILLION

Cogna: First in the education sector in
the ranking of the 30 companies that
adopt the best governance practices in
disclosing information on financial state-
ments to the market, according to Ane-
tac, the National Executives Association
(Associação Nacional de Executivos).

VALOR INNOVATION AWARD

Cogna: Best company in the
“Service” category

OPEN CORPS - TOP 5 EDUCATION SERVICE

1st place

BEST OF “ISTOÉ DINHEIRO” RANKING

Cogna: 1st place in education sector and
151st in overall ranking.

ESTADÃO EMPRESAS MAIS

Cogna: 1st in the Education category.

ÉPOCA 360 - “ÉPOCA NEGÓCIOS”

Cogna: 148th in the overall ranking

CHALLENGES IN THE EDUCATION SECTOR RANKING:

- ESG Governance: 2nd place
- Innovation: 4th place
- Future vision: 5th place
- People: 5th place

TOP 2022 BRANDS FROM THE LONDRINA INDUSTRIAL COMMERCIAL ASSOCIATION

Unopar: Brand with highest recall
in Londrina (PR) in the distance
teaching category

Voluntary public commitments



UN GLOBAL COMPACT
Signatory since 2010



INSTITUTO ETHOS
Since 2021



UN WOMEN'S EMPOWERMENT PRINCIPLES - WEP
Since 2021



COMPANIES AND LGBTI+ RIGHTS FORUM
Since 2021

Seals and certifications



JUSTICE FRIENDLY COMPANY
JUSTICE FRIENDLY COMPANY



CARBON DISCLOSURE PROJECT (CDP) 2022
C RANKING IN CLIMATE CHANGE



CITIZEN COMPANY



SELO IGUALDADE RACIAL
(RACIAL EQUALITY SEAL)
SÃO PAULO CITY GOVERNMENT



CLEAN COMPANY BUSINESS COMPACT FOR INTEGRITY AND AGAINST CORRUPTION



S&P GLOBAL ESG SCORE
SUSTAINABILITY YEARBOOK MEMBER 2023
AND RECOGNIZED AS INDUSTRY MOVER



FOREST STEWARDSHIP COUNCIL (FSC)
CERTIFICATION OF 100% OF ELIGIBLE OPERATIONS



WOMEN ON BOARD (WOB)



GREAT PLACE TO WORK

Sustainability ratings and indexes

RATINGS

Sustainalytics:

- **1st place** globally in Education;
- **1st place** in Brazil in Education;
- **2nd place** globally in Consumer Services.

S&P Global:

- **1st place** in Brazil in Education;
- **2nd place** globally in Consumer Services;

- SOMOS Educação in **6th place** globally in Consumer Services.
- Refinitiv:**
- **1st place** among national peers.

INDEXES

B3:

In 2022, we were listed on the 2023 portfolio of the:

- ISE - Corporate Sustainability Index - **Cogna is the first company in the education sector to be listed on the ISE;**
- ICO₂ - Carbon Efficient Index;
- IGPTW - Index Great Place to Work

2023 Bloomberg Gender Equality Index

TEVA - Women in Leadership:
The only education company on the index.

OUR STRATEGY

AMBIDEXTROUS MANAGEMENT

To achieve our purpose of ensuring people build the best version of themselves, we focus on consolidating an extensive portfolio of quality educational solutions comprising products and services for all stages of life from childhood to the adult phase.

The ambidextrous model was chosen for our business strategy. This means that we operate our core business focused on the quality of results by means of operational efficiency, while having intentional structured processes that enable us to promote innovations in products and services and explore other potential market niches ensuring the sustainability of the business.

This is why we have built an organizational structure capable of sustaining this dynamic while on the one hand maintaining the robustness of our business pillars and, on the other, creating an innovation laboratory in



2022 (more information on [page 24](#)). This dual course gives us clarity about roles in the development of new projects, supported by teams with agile structures for innovative projects, while we are developing the corporate organizational chart with well-defined functions for the business pillars.

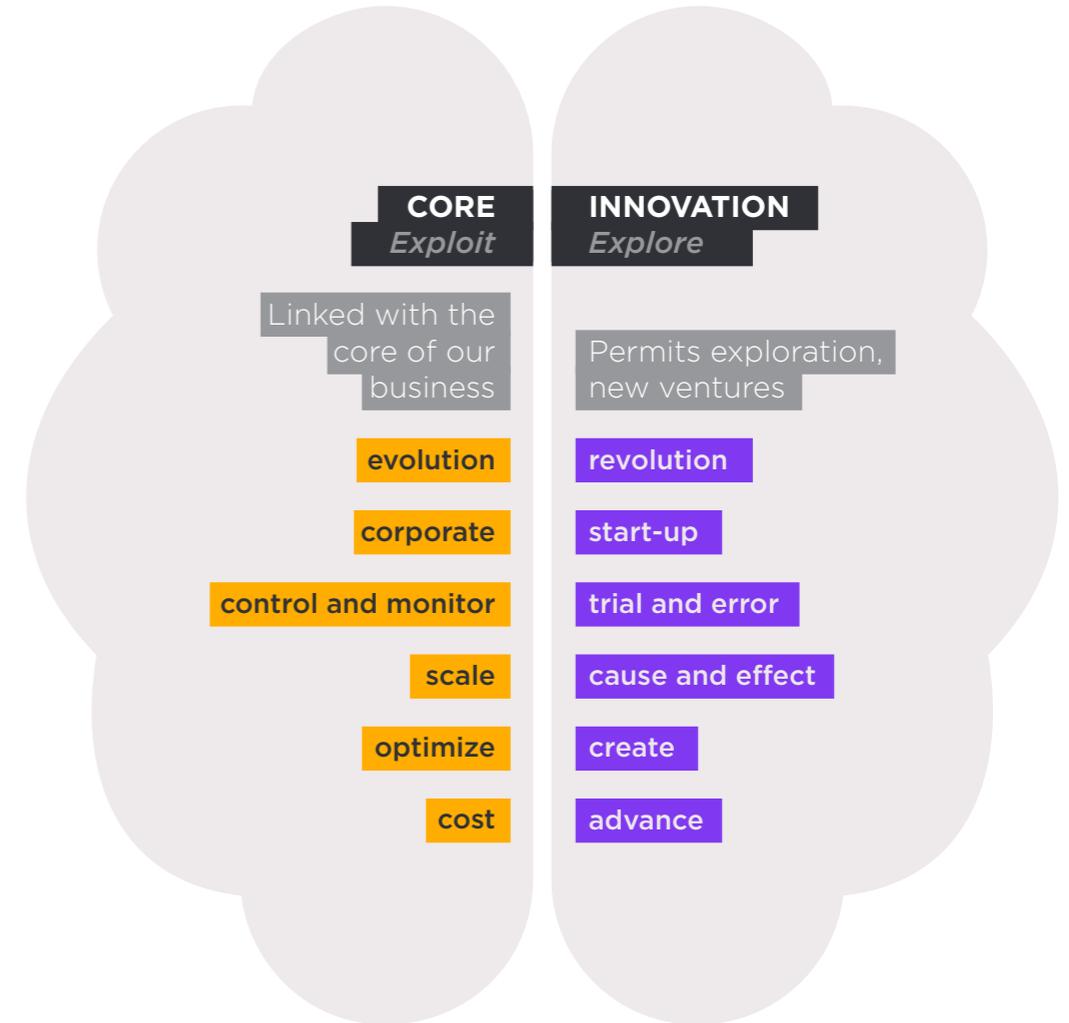
We employ an asset light model, focused on gains in efficiency through technology, technical competence and knowledge, expanding digital and distance activities while reducing costs and enhancing the quality of our physical assets. Based on this format, 2022 was the last year of a cycle initiated



We operate our core business focused on the quality of results through operational efficiency, while having intentional structured processes that enable us to promote innovations

in 2020 during which we built a corporate structure and restructured our businesses. Among other things, this involved the rationalization of our portfolio of graduate courses and the end of our participation in compa-

ny-owned schools. These measures enabled us to decrease expenditures, increase the quality of revenues, mainly organic, with gains in new student entries, re-enrollments and growth in our student base.



Ambidexterity: we have built a corporate structure and promoted the restructuring of our businesses

Avenues of growth

We pursue accelerated growth and, with a focus on the investments made in the company's core business, we determined three main avenues for driving growth in our results in the coming years: hybrid and digital education, teaching medicine and platform businesses.. Accordingly, we established clear goals for each one of our three main business pillars.

In our higher education pillars the goal is drive the maturity and expansion of the hubs and courses, increase re-enrollment, expand places in medicine courses, as well as to establish new sales channels. The goals for SOMOS Educação, focused on private K-12 education, are to increase the number of students in private schools, gain market share and increase penetration in complementary solutions. In the B2G market, Saber has the target of expanding its portfolio of

educational solutions and relationships and growing its share in Brazil's National Educational Book program (PNLD). At Red Balloon, the avenues of growth include increasing the number of partners (B2B schools and franchisees) as well as the number of solutions and products.

AVENUES OF GROWTH



HYBRID AND DIGITAL TEACHING



TEACHING MEDICINE



PLATFORM BUSINESSES



See the advances in these strategies in the chapter Lifelong Education



To achieve our goals, our priority is the provision of an incredible experience for partnering schools, parents, students and teachers. We conduct Net Promoter Score (NPS) surveys to measure student and customer satisfaction and loyalty and to identify improvement opportunities. The results of these NPS surveys are part of the metrics to determine the variable remuneration of directors and leaders (further information on [page 36](#)).

To ensure a firm base for our initiatives, we reinforce the ESG aspects of our activities, formally linking this agenda with company decision making, supported by the People

and ESG Committee and with the engagement of the Executive Committee, consisting of C-level officers and business leaders. In 2021, we established the Cogna Commitments for a Better World, pioneering the launch of public ESG commitments among Brazilian education companies (further information on [page 27](#)).

We know that this is only made possible by having a motivated and diverse team that absorbs our corporate culture in its daily activities and is recognized for its efforts. This is why we undertake attraction, selection and development initiatives designed to build teams that put the #JeitoCogna into practice (further information in the chapter Our best vision).



We reinforce the ESG aspects of our activities, formally linking this agenda with company decision making



Innovation GRI 3-3

Innovation and technology are fundamental elements of our ambidextrous strategy, aimed at generating value both through disruptive solutions and through new avenues of growth. They are also part of our material topics for managing the company's businesses.

In 2022, we progressed in our management of this topic and created an internal venture studio, a proprietary discrete structure that promotes agility and autonomy for the development of the new businesses, without interfering in the dynamics and governance of the company's core business. This solution is perfectly suited to the ambidextrous strategy adopted. The idea is to make the most of the competencies already existing in the company and to use them as competitive differentials in the creation of new businesses - a way to be big and agile, a corporation and a start-up at the same time. Baptized as Cogna Lab¹, the venture studio functions like a laboratory with the purpose of accelerating and enabling transformative,

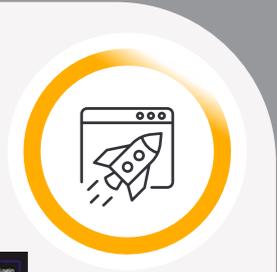
adjacent and incremental innovation projects. Working in an agile manner, its mission is to identify opportunities, create projects, test them and seek gains in scale, if they fit Cogna strategy. The goal is to work on ideas that transform opportunities into revenue generation, drive improvements in the customer experience and in teaching quality or generate operational efficiency.

The lab receives support from senior management through the Venture Building Committee. With the laboratory we channel strategy and investment to the proposed business theses. In addition to this structure, we also have the Strategy and Innovation Committee, which provides direct support to the Board of Directors.

The Cogna Lab has its own structure and the team is responsible for maintaining open dialogue with the innovation ecosystem, forging close ties between Cogna and start-ups and developing activities for the construction and validation of innovation theses.



In 2022, 15 projects were selected to take part in the innovation theses validation process. Four of these advanced to 2023, after a maturity cycle involving the stages of conception, validation and scalability:



E.CO EDUCAÇÃO CORPORATIVA

<https://eco.cogna.com.br/>

Complete corporate university platform that unifies our academic content with collaborative learning in companies. This project represents Cognia Education’s entry in the B2B market.



VOOMP CREATORS

<https://www.voompcreators.com.br/>

Digital platform for the sale of educational contents. It enables our teachers or external content creators to offer varied classes and courses



CHATTY

<https://chattyedu.com.br/>

Online English school, with emphasis on practicing the language at affordable prices



T.EX

<https://texperts.com.br/>

An online school for developers, in which 20% of the places receive full scholarships paid for by Cognia for people with a monthly income of up to BRL 2,000, former students of the company’s higher education institutions, black people or members of the LGBTQIA+ community

RECOGNITION

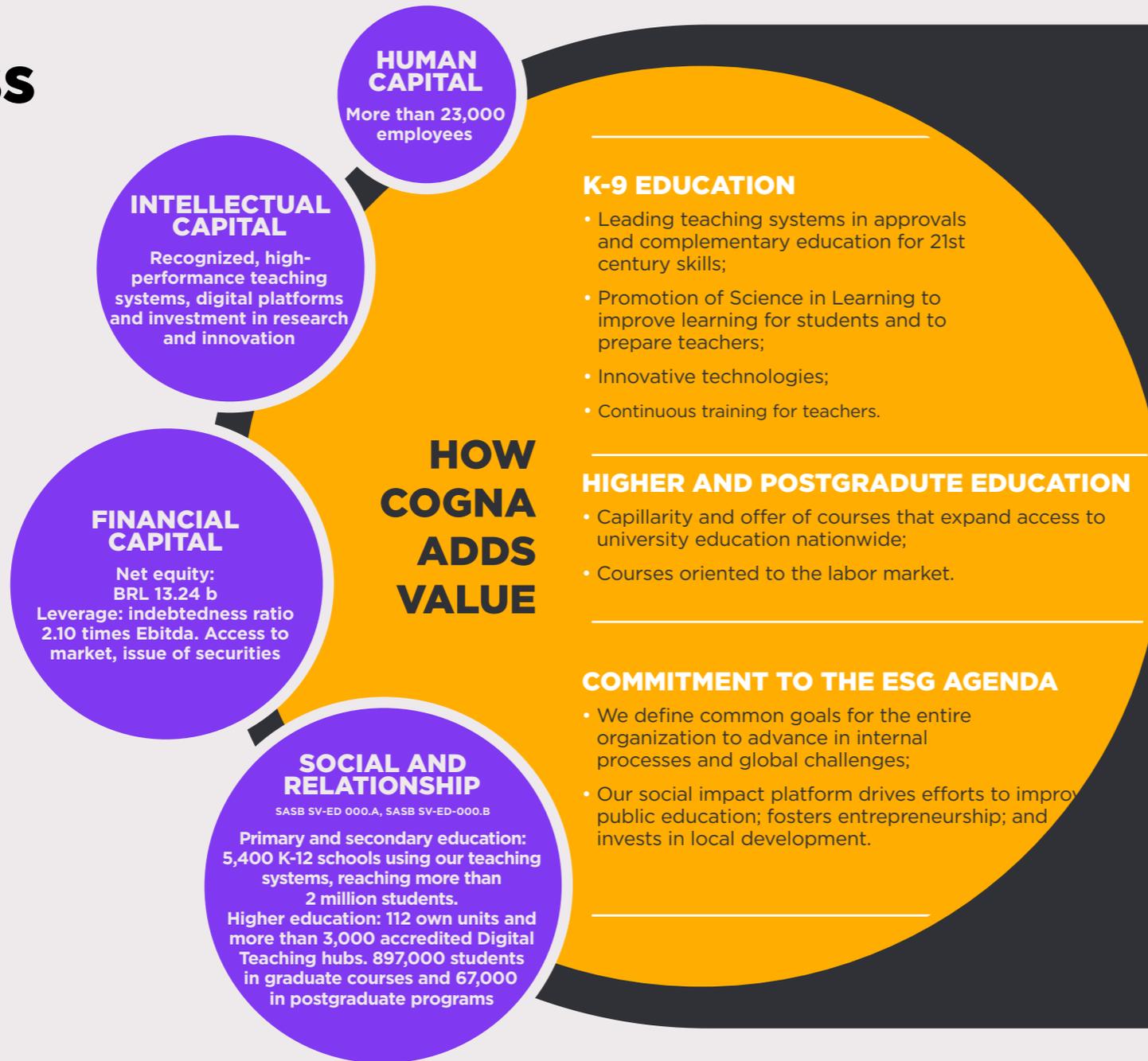
Our work in innovation in 2022 led us to receive the award Best Education Company in Innovation in Brazil from the newspaper Valor Econômico (read more about our awards and recognitions on [page 17](#)).



Business model



Through our companies, we strive to ensure the longevity of our businesses and value generation for students, employees, society, shareholders, investors and other audiences



RESULTS AND IMPACTS GENERATED

● RETURN FOR SHAREHOLDERS

BRL 5.09 billion in net revenue **BRL 1.46 billion** Ebitda;

● PRESENCE IN MUNICIPALITIES¹:

84.9% are small (fewer than 100,000 inhabitants above 17 years);

82% have an HDI below the average for Brazil. In 781 we are the only higher education institution.

● NUMBER OF MUNICIPALITIES¹ IN WHICH WE ARE THE ONLY HIGHER EDUCATION INSTITUTION OFFERING

39 Electrical engineering
60 Civil engineering
297 Nursing

123 Nutrition
91 Physiotherapy
99 Agronomy

● ACCESS TO EDUCATION AND EMPLOYABILITY

To minimize the risk of indebtedness and income commitment, our proposal combines more affordable prices, diversity of courses and support for job searches.

● SOCIAL IMPACT:

1,056 social projects executed
233,000 people benefited
531,000 specialized attendances executed

● MAINTENANCE OF SOCIAL ARMS



¹Base 2021 census, published in 2022

Cogna **commitments** for a better world

Our ESG agenda is grounded in the Cogna Commitments for a Better World and is part of the company culture, included in the Jeito Cogna, reflecting our purpose of strategic participation in ESG. In 2022, we experienced the first year of actions developed to achieve the goal defined in 2021 for each one of the dimensions - environmental, social and governance (further information on [page 29](#)). The agenda reflects the company's level of maturity in this area. For the first time Cogna assumed public targets to be achieved by 2025 and which have been incorporated into the components that determine the variable remuneration of our leaders, taking into account aspects such as eco-efficiency, climate change, diversity, health and safety and social impact. **GRI 2-24**

Through the commitments, we aim to achieve specific goals for each one of the ESG dimensions:

ENVIRONMENT

Balance between people and nature

- To make efficient use of natural resources, prioritizing renewable sources for a greener world
- To educate and promote environmental consciousness, aware that we are all responsible for climate change
- Promote balance between the use and preservation of resources and environmental offsetting

SOCIAL

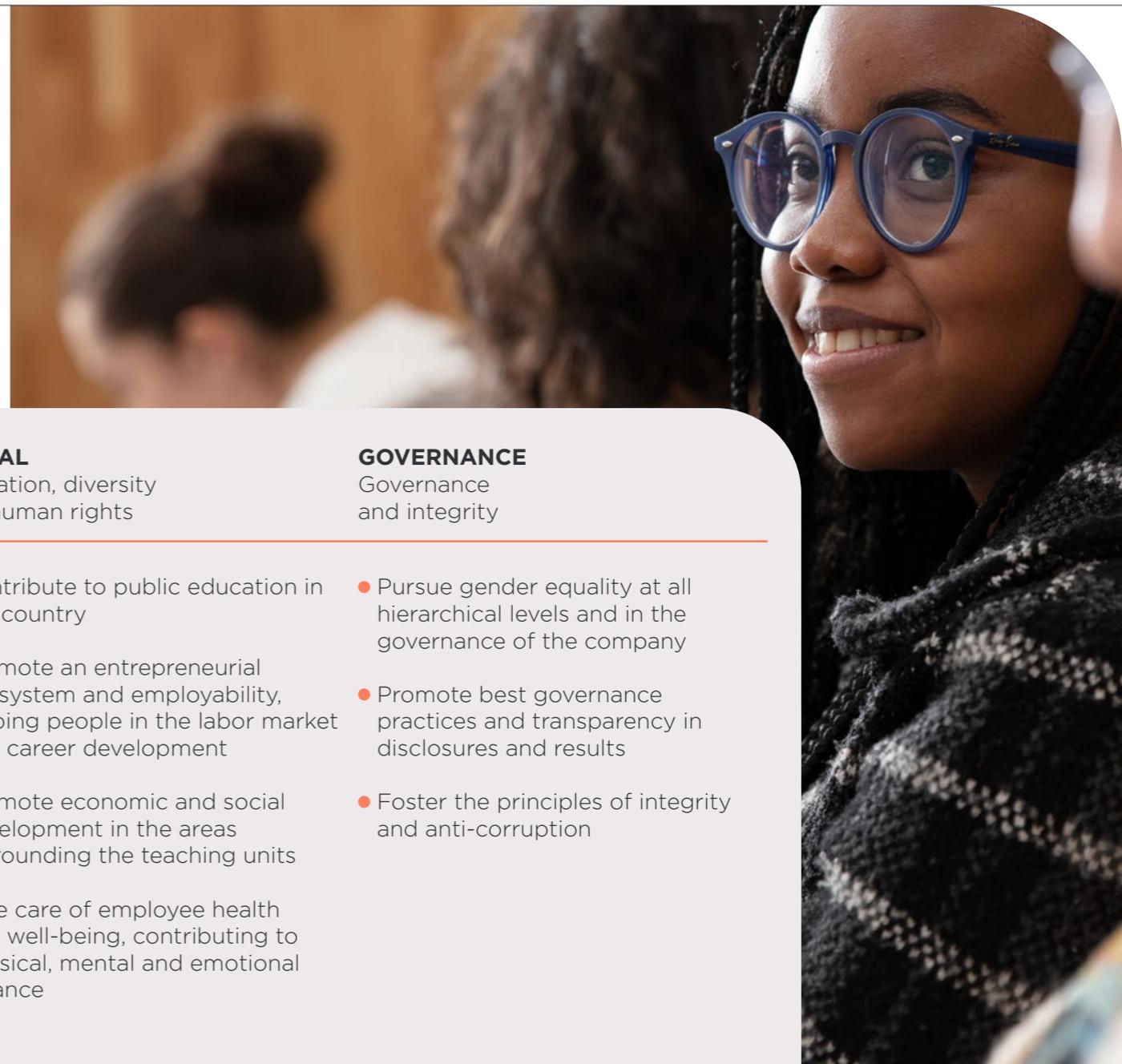
Education, diversity and human rights

- Contribute to public education in the country
- Promote an entrepreneurial ecosystem and employability, helping people in the labor market and career development
- Promote economic and social development in the areas surrounding the teaching units
- Take care of employee health and well-being, contributing to physical, mental and emotional balance

GOVERNANCE

Governance and integrity

- Pursue gender equality at all hierarchical levels and in the governance of the company
- Promote best governance practices and transparency in disclosures and results
- Foster the principles of integrity and anti-corruption



To ensure the transparency of the company's ESG actions, there is a [dedicated web-site](#), through which it is possible to track our initiatives and the achievement of the targets established.

To promote a debate and reflection on the topics in our agenda, for the second year running we promoted the [Education & ESG Forum](#), this time in a hybrid format. With the participation of specialists, the event promoted dialogue on topics such as Education in the UN 2030 Agenda, the importance of anti-racist, diverse and inclusive education and the democratization of access to education.



Cogna is a pioneer in the launch of public ESG commitments among companies in the education sector in Brazil

As a means of external validation of the company's efforts in this area, we subscribe to indicators and rankings that assess and qualify ESG management in companies. As a result we are listed on the B3 Corporate Sustainability Index (ISE) and the Carbon Efficient Index (ICO₂), the main indicators of companies concerned about ESG on the Brazilian stock exchange ([further information](#)).



All members of the Cogna Executive Committee have ESG targets linked with their variable remuneration

ESG Strategy

Our ESG strategy is sustained by transparent management in this area. We have a Sustainability Management area linked with the Director of Institutional Relations and Sustainability, who reports directly to the CEO. ESG also features in our risk matrix.

Governance of this area is completed by the link to the Board of Directors through the People and ESG committee, which was created in 2021. This meets on a quarterly basis, presenting activities in the area to the highest governance body. This coincides with the agenda for disclosing company information to investors and market. The board is responsible for ensuring the inclusion of the ESG pillars in the company's commitments and strategy. **GRI 2-13, 2-14**

Moreover, the company's Sustainability area maintains an agenda of meetings with the Executive Committee, consisting of leaders and C-level officers, to present information about the area and discuss actions.

The company maintains specific [Sustainability](#), [Environmental and Climate Change](#) and [Diversity and Inclusion policies](#).

Our targets and indicators

The indicators and targets established in the Cogna Commitments for a Better World complement and reinforce the company's support for the UN Global Compact, to which we have been a signatory since 2010. For this reason, we draft a direct correlation between each one of

our initiatives in the environmental, social and corporate governance areas and the Sustainable Development Goals (SDGs). In our website dedicated to this, we keep the information constantly updated.



TOPIC	SDGS	OUR TARGETS	YEAR OF CONCLUSION				TOPICS WITH INFORMATION ON THE ACTIONS EXECUTED
BALANCE BETWEEN PEOPLE AND NATURE							
Energy	7	Have 90% of the energy consumed in the network from renewable sources	22	23	24	25	Energy efficiency
Environmental Education	12	Impact 1.8 million people with environmental education contents	22	23	24	25	Education and sustainability Associação Brasileira pela Educação (Brazilian Education Association)
Climate change	13	Measure the impact of GHG (greenhouse gas) emissions on the company's operation, stipulating mitigation and offsetting targets and commitments	22	23	24	25	Emissions
EDUCATION, DIVERSITY AND HUMAN RIGHTS							
Social Impact	3	Benefit 5 million people through community services and social projects at our teaching and partnering units	22	23	24	25	Social Impact Service Learning
	4	Benefit 150,000 public school teachers with educational products and services	22	23	24	25	Programa Nacional do Livro Didático (National Educational Book Program - PNLD) Aliança Brasileira pela Educação (Brazilian Alliance for Education)
	8	Train 150,000 people in business and entrepreneurial competencies to foster enterprise in the country	22	23	24	25	Brazilian Alliance for Education Higher Education:
Health and safety	3	Train 100% of company employees in health and safety	22	23	24	25	Risk management and training
Diversity	5	Achieve gender equality (50%) in leadership positions (≥ managers) occupied by men and women	22	23	24	25	Governance structure Diversity and inclusion
	10	Increase the number of positions occupied by black and mixed race people to 40%	22	23	24	25	Diversity and inclusion
		Increase the number of leadership positions occupied by black and mixed race people to 40%	22	23	24	25	Diversity and inclusion
		Maintain the favorability of the LGBTQIA+ audience at or higher than 93 in the Engagement Survey	22	23	24	25	Diversity and inclusion
		Train 100% of company leaders in the contents of the Corporate University diversity program	22	23	24	25	Attraction, retention and development of talents
GOVERNANCE AND INTEGRITY							
Governance	16	Incorporate ESG targets into the variable remuneration policies of 100% of senior management	22	23	24	25	Remuneration policies
Diversity	10	Have at least 1/3 women, black and LGBTQIA+ individuals on the Board of Directors	22	23	24	25	Board of Directors



CORPORATE GOVERNANCE

GOVERNANCE **STRUCTURE**

The company format is that of a corporation - an organization without a group of controlling shareholders. It has been listed on the Brazilian B3 Novo Mercado since 2012. This category encompasses companies with highest levels of management and governance practices. Cogna management is recognized for its robust structure aligned with best market practices to generate value and return for stakeholders and for society.

Management is supported by well-defined [bylaws](#), policies, codes and regulations that may be accessed by the public on our [investor relations website](#). We follow the recommendations of the Brazilian Institute of Corporate Governance (IBGC) and use the Arbitration Chamber to resolve any corporate legal conflicts and disputes.

The company has a [Competency Review and Succession Policy](#) that establishes general guidelines for regulating and informing the roles and responsibilities of the statutory directors and members of the board. The document encompasses performance

review, training and development for the senior management succession process. This review, which began in 2022, is independent and is conducted by a specialized external consultancy. Members will be reviewed every two years. [GRI 2-18](#)

We also have a [Policy for the Indication of Members of the Board of Directors, Committees and the Statutory Board of Executive Officers](#). The document determines that, whenever possible, the company should encourage the consideration of factors related to diversity in ethnicity, race, socioeconomic background, age, gender, as well as disability,

when filling positions in the governance bodies. Other requirements set forth are candidates' alignment with the company's values and culture, academic background compatible with the position, the non-existence of conflicts of interest and personal integrity.

Cogna management is recognized for its robust structure aligned with best market practices to generate value and return for stakeholders and for society



Management is supported by well-defined bylaws, policies, codes and regulations that may be accessed by the public on our investor relations website



Board of Directors

GRI 2-9, 2-10, 2-11

The highest governance entity is our Board of Directors, which is currently made up of five effective members, two of whom are independent. This collegiate entity has [internal regulations](#) that set forth responsibilities for the formulation and implantation of Cogna policies and general guidelines, including long-term strategies, senior management succession, in addition to topics concerning performance reviews, training and development.

It is the role of the Board of Directors to nominate the executive directors of the company and to supervise their work and results, indicating any necessary corrections in course. The board is also responsible for contracting independent auditors to ensure the integrity of company governance - supported by the [Policy on Contracting Extra-Audit Services](#).

Moreover, the Board of Directors is responsible for observing the company's ESG commitments and guaranteeing they are incorporated into strategy in a way that ensures mechanisms aimed at the sustainable development of the business. For this reason, environmental, social and governance topics should be included in discussions by the entity. In this area, the board is supported by the People and ESG Committee, responsible for ensuring transparency, relations with associated parties and Cogna's image. **GRI 2-12**



The Board of Directors is responsible for observing the company's ESG commitments



As defined in the bylaws, the board members are elected by the General Shareholders' Meeting for a unified two-year term of office, with reelection permitted. Board members may also be relieved of their responsibilities at any time by the Cogna shareholders in an Extraordinary General Meeting. A minimum number of independent board members is observed in line with B3 Novo Mercado regulations.

In March 2022, the company's CEO, Rodrigo Galindo, was elected to the position of chairman of the Board of Directors. Each member's profile is public. Their professional background is varied, ranging from education to economy. Profiles are disclosed on the company [website](#).

The composition of the Board of Directors comprises professionals with diversified knowledge and experience, the objective being to ensure the body may support company executives in the most diverse business decisions. Since the definition of the company's Social Impact Platform in 2019, board members have received training in this area and in sustainability-related topics. **GRI 2-17**



The members are elected by the shareholders' Ordinary General Meeting





COMPOSITION BY GENDER

GRI 405-1



- Men
- Women

AGE GROUP

GRI 405-1



- Between 31 and 50
- Over 50 years

60% of the board consists of members of minority groups (women and LGBT-QIAP+)

100% attendance at ordinary Board of Director meetings in 2022

Advisory committees

- A Audit and Risk
- E Strategy and innovation
- P People and ESG
- F Finance and M&A

Cogna Board of Directors

(composition on December 31, 2022, members elected on April 29, 2022)

More details on the members are available on the IR website

<p>ANGELA REGINA RODRIGUES DE PAULA FREITAS</p> <p>WOB</p>	<p>JULIANA ROZENBAUM MUNEMORIM (independent advisor)</p> <p>WOB</p>	<p>NICOLAU FERREIRA CHACUR (vice president) (independent advisor)</p>	<p>RODRIGO CALVO GALINDO (president)</p>	<p>WALFRIDO SILVINO DOS MARES GUIA NETO</p>
Gender: Female	Gender: Female	Gender: Male	Gender: Male	Gender: Male
Age: 66	Age: 47	Age: 59	Age: 47	Age: 81
Terms of office: 1	Terms of office: 1	Terms of office: 4	Terms of office: 1	Terms of office: 6
Committees: E	Committees: A E P	Committees: A F	Committees: E F P	Committees: E F
Skills correlated to the topics in the materiality matrix: Education sector; Finance	Skills correlated to the topics in the materiality matrix: Digital transformation and innovation; Customer relations; People management	Skills correlated to the topics in the materiality matrix: Finance; Risk management and compliance	Skills correlated to the topics in the materiality matrix: Digital transformation and innovation; Education sector	Skills correlated to the topics in the materiality matrix: Education sector

Membership on other boards: Angela Regina Freitas (Gamara Desenvolvimento); Juliana Munemorim (Renner, Dexco, Eurofarma and EDP); Nicolau Chacur (only Cognia); Rodrigo Galindo (Endeavor, Suzano and Vasta Platform); and Walfrido Mares Guia Neto (Biom S.A. and Fundação Pitágoras).



Fiscal Council GRI 2-9

Our Fiscal Council is independent from the administration and the external auditors. Set up in 2021, its main responsibilities are to oversee senior management activities, to review the company's financial statements and to report its findings to the shareholders. The council is not permanent; it is set up at the request of company shareholders in the General Meeting.

In response to the request of a shareholder with a stake of over 2% of the company's stock, the six-member (three effective and three alternates) council was set up in April 2022 with a term of office that will end in that will end when the Ordinary General Meeting is held 2024. The profile of each of the members is public and is disclosed in the company [website](#).

Committees GRI 2-9

The company has four advisory committees that provide direct support to the Board of Directors and the Executive Board in the form of information, analyses and other necessary inputs for decision making: Finance and M&A Committee, People and ESG Committee, Strategy and Innovation Committee and the Audit and Risk Committee.

The committees are responsible for the approval of subjects in their area prior to their submission to the Board of Directors. The attributions and meetings of each committee are managed by one of the members elected as group coordinator. The coordinator should organize the meeting agendas, elaborate meeting minutes with recommendations and periodically inform the Board of Directors about the committee proceedings.

Senior managers may be invited to participate in committee meetings but are not entitled to vote. All committee members are elected by the Board of Directors. The profile of each of the members is public and is disclosed in the company [website](#).



Four advisory committees support the Board of Directors and the Executive Board

Statutory and Executive Board

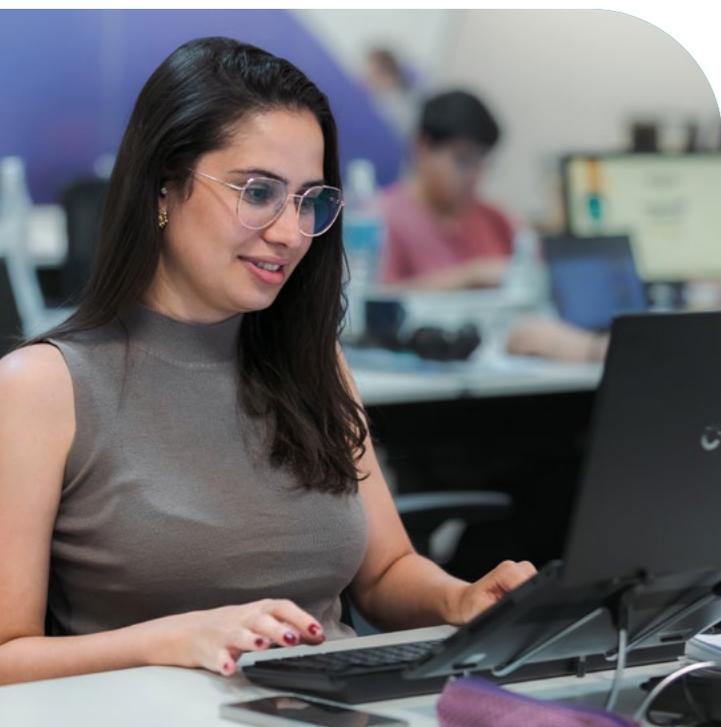
In December 2022, the Cogna Board of Executive Officers had seven members, of whom six were statutory: the Chief Executive Officer (CEO); Chief Financial Officer (CFO) and Investor Relations director; Legal Director; and the vice presidents of Growth; Student Experience; and Products. The ex-

ecutive directors are indicated by the Board of Directors for a two-year term of office, with reelection permitted. They may be removed at any time. In March 2022, Roberto Valério, hitherto CEO of Kroton, took over as Cogna CEO.

The directors are the company's legal representatives and are mainly responsible for the day to day running of the company and the implementation of the policies and guidelines determined by the Board of Directors. The profile of each of the members is public and is disclosed in the company [website](#).



In 2022, Roberto Valério took over as Cogna CEO



Remuneration policies GRI 2-19, 2-20



Our [Remuneration Policy](#) is elaborated based on an extensive market survey involving a panel of companies of the same size. The survey is conducted by an external specialized consultancy. Based on the information raised, we establish a remuneration strategy by hierarchical level according to the methodology defined for assessing positions.

Senior managers are offered a total package, comprising base salary, short and long-term incentives and benefits. Hiring bonuses may be paid depending on specific circumstances.

In 2022, the company ESG targets were linked with the executives' variable remuneration as part of the

Cogna Commitments for a Better World.

Our senior management compensation practices are described in detail in item 13 of our [Reference Form](#) and include rules for the remuneration of board members, members of advisory committees and the Fiscal Council, as well as statutory and non-statutory directors.

Compensation-related topics are also addressed by the People and ESG Committee. As a publicly traded company, when required topics concerning remuneration may be reported to the market by the Investor Relations area.

ETHICS, TRANSPARENCY AND COMPLIANCE GRI 2-23, 3-3

Cogna is committed to ethics, transparency, respect and integrity in all its relations. To provide our employees and other stakeholders with guidance on conduct, we have the [Cogna Code of Conduct](#), which was revised and published in 2022. The document stipulated the behaviors expected of stakeholders and the company's values in doing business.

The [Cogna Code of Conduct](#) contains a specific section that addresses ethics and integrity in business. It provides objective information on fundamental topics for the company, such as commitments related to people (including human rights, health and safety, diversity and inclusion, prejudice and discrimination), to assets and information, to communities, to innovation and technology, to information security, relations with third-parties and contracting suppliers, to conflicts of interest, combating corruption and money laundering, as well as disciplinary measures when the the established rules

and standards are breached. The document also addresses laws related to anti-corruption, international trade and anti-trust.

In 2022, we also published our [Supplier Code of Conduct](#). The document covers topics that are pertinent in relations with this stakeholder group, such as human rights, labor practices, commitments to the community, the environment and ethical conduct. In order to be registered and contracted suppliers must indicate their acceptance of the conditions set forth in the [Supplier Code of Conduct](#), the [Cogna Code of Conduct](#) and the company's anti-corruption policies.

The company also has policies on the Approval of Suppliers, the Assessment and Supervision of Third-Party Integrity Risks and Relations with Public Authorities which set forth guidelines on ethical conduct in business with public authorities and due diligence in contracting suppliers.



We have established a company committed to ethics, transparency, respect and integrity in all our relationships



Furthermore, the Codes of Conduct are complemented by a series of policies that guide employee behavior, such as [Human Rights](#), [Diversity and Inclusion](#) and [Stakeholder Relations](#) all of which were published in 2022. There is also the [Anti-corruption Policy](#), which provides guidance on the most rigorous compliance criteria and the principles of responsibility established in the anti-corruption legislation in Brazil (12.846/2013) and the United States (Foreign Corrupt Practices Act/FCPA). These documents are public and may be accessed on the company's Investor Relations and ESG websites. **GRI 205-2**

Cogna also has an integrity program. Managed by the Compliance area, the importance of the program for all the internal team is reinforced by senior management. The program sets forth the ten main pillars of integral conduct for employees and the company's key stakeholder groups. [The ten pillars are detailed on our website.](#)

The risk of corruption is reviewed in the company's General Risk Analysis. In 2022, all the company operations were assessed for corruption-related risks. As in the previ-

ous two years, there were no reports of any cases of corruption. The target is to maintain the number of cases of corruption at zero. Neither were there any lawsuits related to anti-competitive conduct or monopolistic and trust practices. **GRI 205-1, 205-3, 206-1**

Employees must take the following mandatory training courses in the Cogna University (UNICO), with formal acceptance of the content: "Code of Conduct", "Anti-corruption Training", "The importance of diversity" and "Diversity outside the gates of the company". Moreover, we created a schematic model of the company culture which sets forth its established policies and guidelines, as well as the #JeitoCogna values. In 2022, we disseminated information pills with articles on the new document for the entire work force. The company also publishes the Compliance Newsletter on a monthly basis. This covers subjects such as harassment, bullying and anti-corruption practices, as well as referencing internal documents on these questions. **GRI 2-24**

The Integrity Program sets forth the ten main principles of conduct for employees and the company's key stakeholder groups





In 2022, 9,564 company employees were trained in anti-corruption policies and procedures. This represents a significant increase compared with previous years (the figures were 1,492 for 2021 and 1,474 for 2020). This is due to the reformulation of the training program and making it mandatory for all salaried employees. An awareness campaign on the importance of this training was conducted with support from senior management. Additionally, tools were implanted to automatically ensure the completion of training. **GRI 205-2**

The Compliance area provides a consulting service to the other business areas, enabling them to clarify any doubts about internal policies and legislation. In addition to publishing the monthly newsletter, the area sends out discrete internal communications related to guidelines, points requiring attention, conduct in general and reminders about the use of the Cogna Confidential Channel. **GRI 2-26**

Commercial partners are informed about our commitments to ethics, integrity and compliance through the dissemination of

documents on our institutional website and Investor Relations website. Moreover, when new suppliers are being registered they are provided with the Code of Conduct and Anti-corruption Policy and obliged to accept these conditions. **GRI 205-2**

As in the previous two years, in 2022 the company was not subject to fines or lawsuits brought by arbitration bodies. Cogna considers significant sanctions to be ones that damage the company's image, paralyze operations or cost over BRL 1 million. **GRI 2-27**

Cogna Confidential Channel



Our Confidential Channel receives reports of fraud, corruption or conduct that breaches our values and ethical principles. This is open to employees, students, customers, suppliers, business partners and other stakeholders and may be accessed by the email www.canalconfidencial.com.br/cognaedu, or the telephone 0800 741 0018.

The Compliance area is responsible for analyzing the reports received. To do so, it may access files saved on work-related devices, internal closed circuit surveillance images, professional records and other documents. The area can interview the parties involved to complement the investigation. Employees are expected to cooperate in this process and in any investigations or inspections by public bodies or agents. **GRI 2-25**

All reports are dealt with confidentially and impartially. They are investigated and responded to transparently with the guarantee of non-retaliation. The Compliance Director reports to the Audit Committee on a quarterly basis. The committee is responsible for bringing relevant information related to the reports received and any other activities of the area before the Board of Directors.

In 2022, the Confidential Channel received 641 reports, compared with 369 in 2021 and 528 in 2020. The reports presented to the committee and to the board were related to psychological and sexual harassment, conflicts of interest, discrimination, non-compliance with standards and fraud, among others. The Compliance area monitors the most frequently addressed matters to identify more effective ways of combating and preventing breaches. **GRI 2-16, 2-25**

Preventive **measures**

We work in a highly regulated market, with guidelines established by the Ministry of Education at a federal level, and by the states and municipalities in their respective jurisdictions. In this context, we work preventively and proactively in the legal, regulatory and compliance areas. We seek to achieve maximum efficiency in managing contracts and processes, employing innovative technology tools.

We have a structured Legal area manned by multidisciplinary staff qualified to address different areas.

Over recent years, the legal team has been mapping the main root causes of the company's civil, labor and tax lawsuits, aimed at reducing contingencies. With the information obtained from this process, the team has worked more closely with the other company areas, such as student experience, for example to resolve any gaps that lead to lawsuits that could be avoided - such as problems with payment, collection or unwarranted credit restrictions.

In this respect, in order to reduce demands and understand possible future problems, we created a civil subcommittee in the Legal area. The goal is to act preventively and dynamically in conjunction with the Student Experience, Collection and Enrollment areas. Whenever any need is identified, we involve other areas of the business in order to understand the problems from a holistic standpoint. This enables us to mitigate eventual problems, understanding seasonal factors and proactively engaging the teams necessary to prevent problems from evolving into cases involving litigation. As a result, we have seen a sharp decrease in the number of new lawsuits brought against the company. From 2019 to 2022 we had a 50% reduction in new civil law suits and a 51% decrease in new labor suits.



Our preventive and proactive approach aimed at resolving legal questions earned us certification as an Empresa Amiga da Justiça (Justice Friendly Company), granted by the São Paulo courts.



Recognition

In the 3rd edition of the Finance and Law Summit and Awards, in June 2022, Cogna was elected the best legal department in the education area in Brazil. The assessment criteria are: performance in the last three years, innovation capacity and projects/strategy.



RISK MANAGEMENT

Cogna has a dedicated risk management area. We have a [Risk Management Policy](#) that establishes the main guidelines and responsibilities in the risk management process for Cogna and its subsidiaries. The company employs best market practices, such as COSO-ERM (Committee of Sponsoring Organization of the Treadway Commission - Enterprise Risk Management Framework) and ISO 31000, as well as the guidelines of the Brazilian Institute of Corporate Governance (IBGC).

Management is guaranteed by the Risk Management, Internal Controls, Compliance and Internal Audit departments, which are part of the Compliance area. They are responsible for identifying and mitigating risks, the continuous improvement of control and

governance mechanisms and independent internal audits.

We map the company's main risks taking into account the specificities of each group company to reflect their characteristics and, together with the business areas, develop action plans to mitigate them.

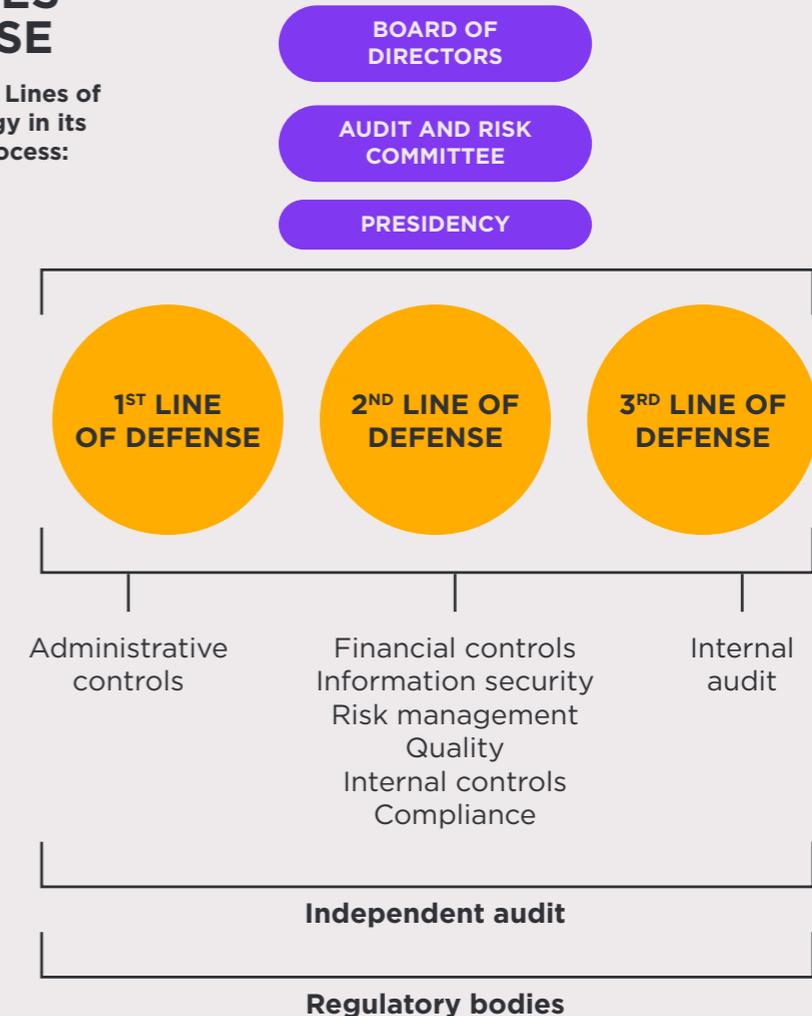
The evolution of the risks mapped is presented and validated by senior management and presented on a quarterly basis to the Risk Committee and, when necessary, to the Board of Directors. Our risk matrix comprehends finance, regulations, management, ethics, transparency, integrity, ESG and others questions that are considered fundamental for continuity of the company's operations.



We have a Risk Management Policy that establishes the main guidelines and responsibilities in the risk management process for Cogna and its subsidiaries

THREE LINES OF DEFENSE

Cogna adopts Three Lines of Defense methodology in its risk management process:



INFORMATION SECURITY AND **DATA MANAGEMENT**

GRI 3-3

Our businesses are highly digitalized. Consequently, we constantly invest in robust information security and data management tools.

We have a cybersecurity program focused on preventive measures, such as corporate training, phishing tests, workshops, and technical measures aimed at protecting the digital perimeter to prevent incidents linked with the technological environment that supports the company's business. This work is guided by our Information Security policy. This determines the promotion of awareness measures for Cogna staff and partners related to the importance of this question through campaigns, talks, training and other means. The information security area is submitted to recurring in-

ternal and external audits, invasion tests and uses market frameworks to assess its effectiveness. There are periodic assessments of the information security process by an external consultancy which are aimed at reviewing and shaping the company's activities.

To ensure that employees are familiar with data management and information security procedures, we promote mandatory training in this area through UNICO, as well as educational measures by means of a security program. The company also has its [Privacy Portal](#), through which company stakeholders may report any situation involving the exchange of data, reversals of consent or requests for information. [SV-ED-230a.2](#)



In the last two years we have developed a series of projects to make the company a benchmark in data analysis and digital marketing. We have created a robust data lake prepared to receive all the company's data and organize it employing machine learning principles to drive continuous improvement of the tool. Furthermore, we have defined the governance for these

processes to ensure they are secure and generate the expected results.

In 2022, we promoted extensive organizational restructuring in the technology area, nominating a vice president responsible for overseeing this question at corporate level for all the Cogna companies. This position is responsible for reporting infor-

mation security measures and any risks in this area to senior management. The new sector created nine areas of activity, all of which connected with the #JeitoCogna pillars and three of which are directly linked with data management.

One of the purposes of this transformation is to enhance the student experience, enabling

them to follow the entire academic journey in connected environments that help them to overcome gaps in content or to find new career opportunities.

To sustain this structure, 100% of the company's policies in this area are based on international standards, such as NIST CSF.



To ensure employees are aware of how we address data management and information security, we have mandatory internal training courses via an internal training portal, as well as educational actions by means of a security program. The company also has its Privacy Portal through which people may report any type of situation involving the exchange of data, reversals of consent or requests for information . [SV-ED-230a.2](#)

Another reason for this transformation is to improve the student experience, ensuring their entire academic journey is undertaken in connected environments, helping them to discover the best study options to bridge gaps in content or to find new professional opportunities.



Test efficiency

In 2022, we took an important step towards increasing the efficiency of tests for our distance teaching platforms, with the inclusion of automated verification tools in our systems.

With support from a company specialized in quality, we identified more than 1,100 testing scenarios to verify the functioning and security of our systems. This helps to streamline the process of sweeping to identify bugs, errors or vulnerabilities.



FINANCIAL AND OPERATIONAL PERFORMANCE

OUR RESULTS

Our results in 2022 show that the year was a point of inflection in value generation for our stakeholders. Our main businesses showed increases in margin and revenue during a difficult time for the Brazilian economy. We ended the year with the seventh consecutive quarterly increase in operational earnings and profitability. This is a direct reflex of the repositioning initiated in 2020, which is gaining traction with positive results and the clear indication that we are on track for the coming years.

Accumulated net revenue in 2022 was BRL 5.09 billion, 6.6% up on 2021. Recurring Ebitda totaled BRL 1.46 billion, BRL 199.5 million more than the previous year, representing growth of 15.8%. Recurring Ebitda margin also improved at its highest point for the last three years with a 2.3 percentage point increase over 2021, reaching 28.7%.

Our operating cash generation after Capex grew 9.4%, reaching BRL 540.3 million. This result in particular reinforces the company's focus on improving cash generation, timely payment and profitability. The adjusted net debt/Ebitda ratio ended 2022 at 2.10x. In spite of the constant increase in interest rates in 2022 this ratio was maintained stable during the course of the year.

The positive results in our higher education area in 2022 reflect the consistency of the strategy adopted in recent years in view of the organizational restructuring we promoted. They show growth in student enrollments in the last three years, stability in drop out rates, improved revenue quality, which has already been reflected in the need for lower provisioning and more efficient marketing, with emphasis on digitalization.

In K-12 education, the results have shown the company's resilience and the attractiveness and scalability of its business model. They also reflect strategic consistency and operational excellence, with organic gains in market share in teaching systems, accelerated expansion in the penetration of complementary solutions in the partnering school base, customer migration from non-subscription to subscription products offering enhanced loyalty, profitability and predictability in results and higher sales to premium teaching systems within the base of partnering schools.



2022 was a point of inflection in value generation for our stakeholders



Transparency in accountability

In 2022, Cognia was awarded the Transparency Trophy, becoming the first company in the education sector among the 30 companies that adopt the best governance practices in disclosing information on financial statements to the market, according to Anetac, the National Executives Association (Associação Nacional de Executivos).

Direct economic value generated and distributed (BRL thousands) GRI 201-1

	2020	2021	2022
Revenue	4,294,078	5,466,660	4,672,150
Sales of goods, products and services	5,899,183	5,282,731	5,092,202
Other revenues	32,406	729,671	14,920
Provision/reversal of doubtful debts	-1,637,511	-545,742	-434,972
Inputs acquired from third-parties	-5,661,509	-1,737,357	-1,183,438
Cost of products, goods and services sold	-442,937	-495,034	-428,576
Materials, energy, third-party services and others	-1,092,409	-1,243,810	-539,428
Impairment losses	-4,126,163	0	-215,433
Gross added value	-1,367,431	3,729,303	3,488,712
Withholdings	-1,153,001	-1,046,568	- 930,565
Net value added produced	-2,520,432	2,682,735	2,558,147
Value added received in transfer	290,718	322,830	508,018
Equity income	5,665	1,557	-1,887
Financial income	285,053	321,273	509,905
Total value added for distribution	-2,229,714	3,005,565	3,066,165
Personnel	2,022,679	1,859,962	1,636,105
Direct remuneration	1,394,579	1,314,943	1,123,315
Benefits	134,850	128,903	127,181
F.G.T.S.	493,250	416,116	385,609



Taxes, duties and contributions	-105,730	18,629	-24,240
Federal	-119,679	14,796	-13,633
State	10,022	2,113	942
Municipal	3,927	1,720	-11,549
Remuneration of third-party capital	1,659,135	1,639,959	1,995,298
Interest	958,691	968,609	1,405,332
Rents	590,487	565,610	485,521
Others	109,957	105,740	104,445
Remuneration of own equity	-5,805,798	-512,985	-540,998
Retained profits	(2,229,714)	3,005,565	3,066,165

Macroeconomic conjuncture

2022 was characterized by a reduction in the rate of growth in the Brazilian economy, with the country's Gross Domestic Product (GDP) ending the year with a 2.9% increase over the four quarters, compared with a 4.6% increase in 2021. GDP totaled BRL 9.9 trillion. The macroeconomic conjuncture was influenced by internal factors, with the ongoing tail of reflexes from the Covid-19 pandemic and the national and state elections. Externally, the most prominent impacts were from the war between Russia and Ukraine, which altered commercial dynamics, affecting prices in diverse global supply chains.

These factors continued to put pressure on inflation globally and in Brazil. Although lower than in 2021, Brazil's Extended National Consumer Price Index (IPCA) ended 2022 with a 5.79% increase, above the ceiling of 5% stipulated by the National Monetary Council (CMN) for the year. The main impact was on the foods and beverages (11.64% increase) and health and personal care (11.43%) sectors. With this price pressure on the economy, the Brazilian Central Bank raised the basic interest rate (Selic) to 13.75%, resulting in greater restrictions on investment.

The lower pace of GDP growth and monetary restrictions led to the deceleration in job generation in 2022, although this did remain positive with a resumption in the labor market after the restrictions imposed by the pandemic. Data from the country's Employed and Unemployed Registry (Caged) show that a total of 2.03 million jobs were created in Brazil, a 26% decrease compared with 2021. With the jobs created in the year, the country's unemployment rate decreased to 7.9%, the lowest since February 2015.

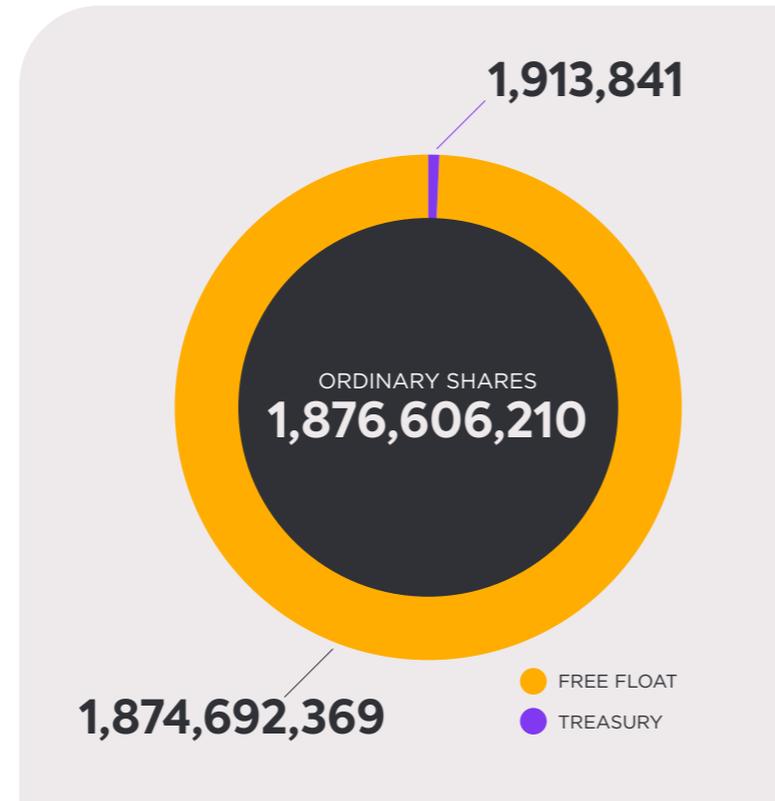
CAPITAL MARKET

With a total capital of 1,876,606,210 ordinary shares, Cogna stock is traded on the São Paulo B3 exchange, under the ticker symbol COGN3. The shares are traded on diverse indexes, including Ibovespa, the Differentiated Corporate Governance Index (IGC), the Differentiated Tag Along Index (ITAG) and the Consumer Stock Index (ICON) in Brazil. We are also listed on a number of global indexes such as MSCI Brazil, S&P and Sustainalytics and the main sustainability indexes (see the list on [page 18](#)) The company's shares were negotiated in 100% of the trading sessions, with a total volume of BRL 8.9 billion and

an average daily trading volume of BRL 91 million. At the end of the year, Cogna's market value was BRL 3.9 billion. Cogna shares were accompanied by 15 different local and international research brokers.



At the end of the year, Cogna's market value was BRL 3.9 billion





LIFELONG EDUCATION

THE **COGNA** JOURNEY

Cogna is present at all the stages of the educational journey. Our portfolio encompasses diverse modular products and management tools to fulfill different needs and school profiles in K-12 education, complementary educational solutions in different subjects and areas to support the development of children and adolescents, pre-university courses, graduate and postgraduate programs and other courses. We combine our investments in the diversification, updating and quality of our portfolio with a permanent effort in business intelligence (BI) to analyze data and offer people the best teaching options at the right time. With this learning trail, we foster lifelong learning to help people build the best version of themselves on a permanent basis. Our purpose is

to transform realities, promoting access to quality education, supporting ongoing studies in pursuit of an education that generates positive impact on the success of our students and on society.



Cogna is present at all the stages of the educational journey



Our purpose is to transform realities, promoting access to quality education, supporting ongoing studies in pursuit of an education that generates positive impact on the success of our students and on society





Access to **education** GRI 203-2, 3-3

We offer broad geographical coverage and affordable prices with a view to enabling access to higher education for a growing number of Brazilians. Our distribution in hubs enables us to reach small municipalities (with optimized physical infrastructure), enabling young people and adults who otherwise would not be able to look for opportunities in larger cities to take a higher education course.

The company's consistent expansion in the offer of 100% digital teaching reduces the need for infrastructure and hiring local teachers, positively impacting costs for students. Moreover, distance teaching is unequivocally democratizing higher education, enabling people who work to reconcile this with their studies.

In 2022, the higher education institutions in our portfolio reached over 2,000 municipalities, covering all the states in Brazil, counting

the campi and the distance learning hubs. In 781 cities, we were the only teaching institution present.

Another way of helping more students to continue their studies after primary and secondary education is via Stoodi, a start-up in our portfolio that offers an online preparatory course for the Enem national secondary education examination and other university entrance examinations. With affordable payment plans, the initiative provides thousands of video classes and exclusive contents such as exercises, test correction and personalized study schedules.

more than 2000
municipalities with access to
higher education via Kroton

The pursuit of expanded access to education led us to take an unprecedented step: to work in the segment of education for young people and adults, aimed at students who did not conclude their basic education in the stipulated time frame. The potential social impact is significant. Data from the Instituto Brasileiro de Geografia e Estatística (IBGE) indicate that 51% of the Brazilian adult population has not concluded K-12 education. In a 100% online format, in 2022 the first group of the youth. Since this involves K-12 education, regulated by state authorities, the initial offer was only for students in the state of São Paulo resident in the city of Santo André (because this also requires authorization from the regional school board). During 2022, we initiated talks with other states and regions to expand the offer of the digital youth and adult program to other states. We obtained approval from the state of Paraná.

This program is run by a dedicated team engaged in expanding the offer and guaranteeing technology and mobility to enable

us to reach the highest number possible of students in the country. The results are measured by the number of graduates from the course and by NPS survey.

For the management of the Company's performance in the EJA, we have a dedicated team, which works to expand the offer and to ensure technology and mobility to achieve the largest number of students in the country.

The results are also measured through the number of graduates and NPS search.



120 places offered
in the digital
distance course

Digital distance course: greater ease in concluding studies

Our youth and adult education initiative via remote classes enables more people to conclude their studies, because the student does not need to travel every day to an institution to attend class.

Ongoing training **for educators** GRI 203-2

We offer quality teaching and educational solutions that transform the realities of schools and students. For us, it is fundamental to pay special attention to those who play the most important role in the students' learning: the teachers. This is why we have two virtual environments oriented to the continuous training of teachers.

Our corporate university, UNICO, offers more than 560 courses that may be accessed by the teachers at our higher education institutions. Worthy of note among these programs are learning trails addressing diversity and inclusion, mental health and financial education, in addition to courses on innovation in results, lean thinking, reskilling, agile mindset and open innovation.

Whereas K-12 teachers in the schools to which we provide our educational solutions have access to our Teacher Training Program ([PROFs](#)), an attractive space offering ongoing training and updating. The platform adopts an interactive community model for the distribution and sharing of knowledge and experience. It provides access to on-

line continuous improvement contents using different media such as podcasts and e-books. It also has a library with an extensive collection of articles and materials related to teaching and schools. In addition to this support material, there are more than 90 distance courses in different areas, such as digital literacy, non-typical children, fake news, neuro-cognitive stimulation and active methodologies. The platform also provides training in Brazilian sign language, Libras, and bilingual teaching for the hearing impaired. In 2022, we worked on improving the way the courses are presented, as well as expanding the description of the contents found in each course.

The courses were offered individually and were also incorporated into learning trails with a view to promoting discussions among teachers undergoing training, permitting the exchange of ideas to enable the elaboration of action plans for the schools they work in. This coordinated action has enhanced the level of educators in associated schools and, consequently, learning for students.

In addition to these initiatives for teachers in the partnering private schools associated with SOMOS, we develop measures to train teachers in public schools through our Saber business unit. Saber provides teaching support for 193 regional state public education boards and 598 municipalities, aimed at promoting the effective use of teaching materials and the ongoing training of the teachers who use them. We develop actions that enable training spaces for public educa-



We provide two virtual environments oriented to the continuous training of teachers



tion staff. The purpose is to promote discussions about teaching and learning processes mediated by the educational book.

In 2022, we organized two editions of the Public School Network Educational Journey, an online event involving the participation of key professionals.

The number of public school teachers impacted by these initiatives is significant. In 2022, the total was 144,500: we conducted 2,890 training measures, of which 1,562 were related to Saber teaching materials, reaching 78,100 teachers. 1,328 were on contemporary education topics, in which 66,400 teachers participated.

Training for public schools

In addition to the platform for teachers at our associated partnering private schools to study, learn and exchange ideas, information and knowledge, PROFs is available free of charge for public school teachers. Saber also makes diverse additional contents available for the teachers related to the PNLD program. These cover diverse topics and include print or digital formats, live transmissions, courses and online contents in E-docente - many of them with certification.



In 2022, we issued 12,000 PROFs certificates, 200% growth compared with 2021

Education that generates **positive impact**

We believe in the power of education in people's lives and in society as a whole. More than generating opportunities for learning, we feel responsible for ensuring they promote effective transformations. We are committed to supporting students and former

students in their pursuit of work in the areas in which they graduated, which is explicit in our Policy of Employability and Monitoring of Graduates. The professional success of our students and former students means the success of our business model, building the

reputation of our brand and reducing delinquency and drop out rates. We also seek to positively impact society and the planet by promoting socio-environmental knowledge and impacting the way people think and act.



² Semesp is a body that represents higher education providers in Brazil

EMPLOYABILITY AND ENTERPRISE GRI 3-3

On an annual basis we conduct a market survey to assess the level of employability of our students and understand how the higher education we offer positively impacts the lives of the students and their families, enabling better career and income opportunities.

In 2022, we identified that, in comparison with the market (Semesp² data from 2021), we have more students who start their graduate course while working (77%), with 34% studying in the area that they work in (against 18% in the market). The result indi-

cates pursuit of higher education as an instrument to enhance professional qualification and drive career development. The data also show that after graduation, more students work in the professional area chosen (52%, compared with 50% in the market).

Moreover, the 2022 survey indicates that there is a higher percentage of entrepreneurs and employees in the public sector among graduates from our teaching institutions than the market average. 7% of our graduates opt to have their own business, compared with



6% in the market. 25% work in the public sector, compared with 10% on average.

Furthermore, after graduation our students occupy more specialist positions than the market average: 33% compared with the market average of 16%. The data show that we train better professionals for Brazil, providing them with better opportunities.

Another part of the analysis, comparing data from a survey on the labor market conducted by the bank J.P. Morgan, indicated that

the students graduating from our teaching institutions have in general a 65% increase in income (compared with their remuneration before graduating), higher than the average of 50% in Brazil for the same social profile. This means an increase from BRL 2,259 to BRL 3,725, while the average in the country for the same section of the public is an increase from BRL 2,237 to BRL 3,365.

In relation to their earnings, 41% of the students state that they are satisfied, while 51% of the graduates claim they are satisfied.

After graduating, our students (compared with when they started the course):

- Are more employed
- Have a greater increase in income
- Are in more qualified work posts, as specialists and managers in the areas in which they graduated
- Work in the area of activity of the course (increase from 34% to 53%)

Employability survey

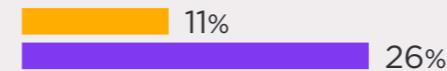
Work in the area in which they graduated



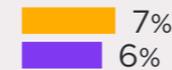
Work as specialists (nurses, lawyers etc).



Work as analysts (beginning of career)



Entrepreneurs



Work formally in the private sector



Work in the public sector



Are the first in their family in higher education



Legend: ■ Graduates from Cogna (2022 data) ■ Average of graduates in the market (2021 data)



EDUCATION AND SUSTAINABILITY

We believe in education as a tool that transforms realities, with the possibility of impacting the way people think and act. This is why we develop educational contents on socio-environmental topics. This includes contents of open and graduate courses, talks and rounds of conversation. We offer educational courses and trails in the Corporate University for suppliers and partners, open courses for the community in general, as well as for public school teachers and students.

In the development of our teaching materials for K-12 education we adopt the guidelines of the National Curricular Parameters (PCNs) and the National Common Curricular Base (BNCC). In the PCNs, environmental education is a cross cutting theme included in different disciplines. In the National Common Curricular Base, one of the general competencies, “Responsibility and citizenship”, introduces sustainability as one of the areas to be debated with the students. Moreover, our complementary solution STEM Connect – Discovery Education promotes discussion

around the 17 UN SDGs and society’s socio-environmental demands.

In higher education, we offer more than 170 environment-related graduate and postgraduate courses, such as a degree in environmental management and an MBA in environmental assessment, verification and audit.

In 2022, we offered the discipline Brazilian Society and Citizenship in our curricular base. Mandatory in graduate courses, it encompasses topics such as human rights, civic awareness, politics and ethics. In addition to the academic contents, the students should engage in volunteer work with non-profit associations of their choice.

Environmental education is included in all postgraduate programs, disciplines, research projects and publications. More specifically, two programs are directly related to this topic: the Postgraduate Program in Environmental Sciences; and the Postgraduate Program in Environment and Region-

al Development. Both have seven specific disciplines in the area: Special Topics in Environmental Monitoring and Development; Environmental Legislation; Environmental Impacts; Health and Environment; Society, Nature and Development; Culture and Education; and special Environmental Modeling Topics. The programs also promote nine lines of research and development, with the resulting theses and dissertations available in the [Environmental Sciences Repository](#).



We develop and disseminate educational contents on socio-environmental topics



K-12 Education

In K-12 education we operate through SO-MOS Educação with the purpose of helping Brazilian private schools to become true educational hubs, adding various products and services and generating greater value for students and families. To do this, we have an extensive portfolio for the segment. Our offerings range from complete teaching systems and platforms, products to support school administration and complementary teaching solutions, to pioneering initiatives, such as a fintech to assist institutions in the sector to achieve greater predictability in receipt of monthly fees.

We are on track with the digital transformation of our businesses and interactions with schools, students and families. We have one of the biggest K-12 digital platforms in Brazil, Plurall, in which all our remote solutions are

centralized. Plurall is a product and service aggregator, driving the growth of our offerings for the school community.



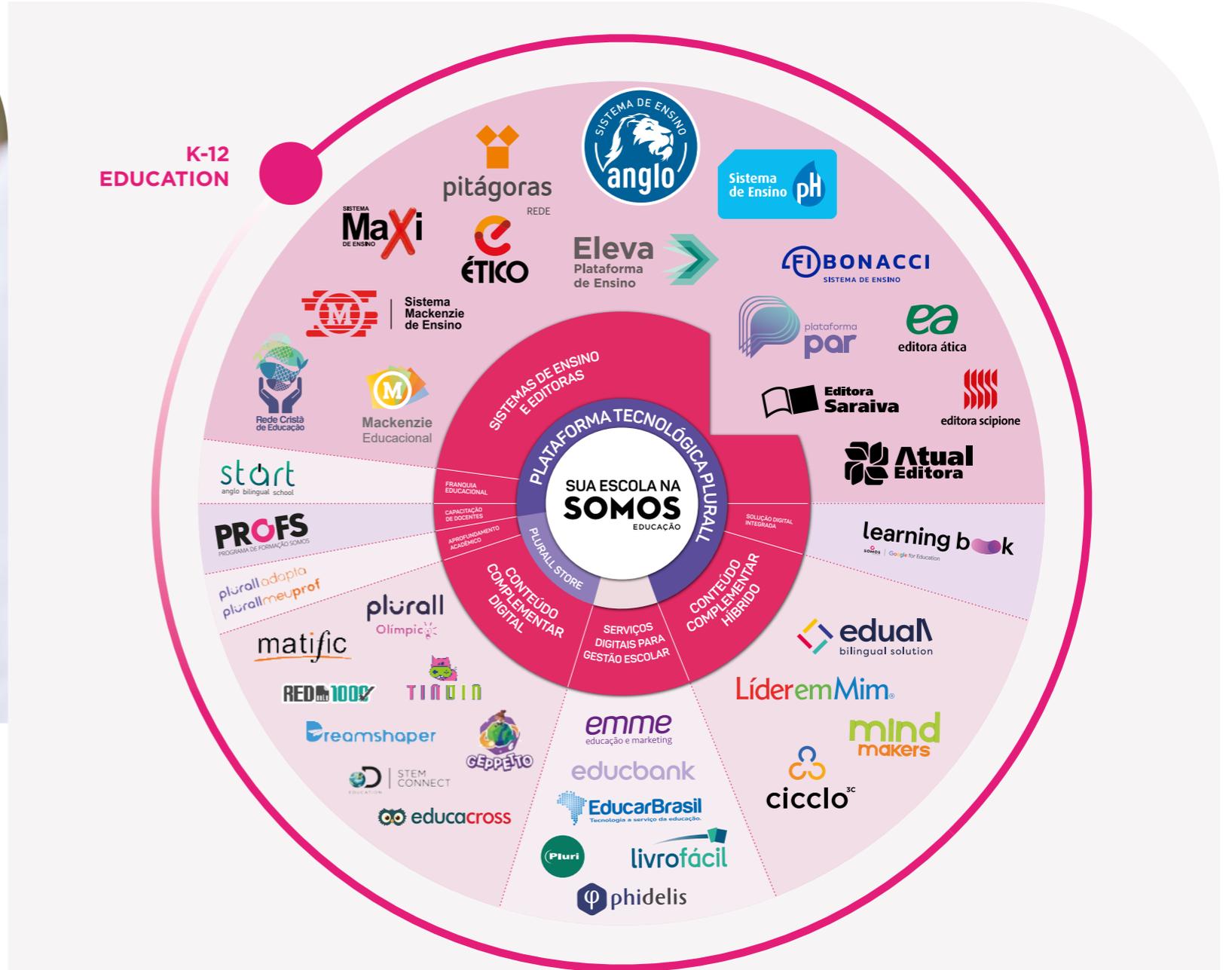
5,400 school partners

2,000,000 students served

25,000 Red Balloon students



We have an extensive portfolio of solutions for the K-12 segment





Teaching solutions

Focused on offering solutions that fulfill the requirements and goals of different school profiles and public segments, SOMOS has a varied portfolio of teaching systems, including traditional brands in the Brazilian market, such as Anglo, Ético, pH, Maxi and the Pitágoras Network. The goal is to make a set of options available so that each school can identify the one that best suits its educational proposition. In 2021, we undertook measures to expand this portfolio through acquisitions and partnerships, resulting in the offer of new possibilities for schools in 2022.

One novelty at the end of 2021 was the acquisition of Eleva, an academically excellent teaching system that emphasizes the active role of the students in the learning process, which aims to develop socio-emotional skills by arousing the students' curiosity in the world around them.

Another measure was the partnership formed with Fibonacci. In this case, the goal was the incorporation into a teaching system of the methodology applied in the school network of the same name, renowned for being one of the top ten schools nationwide, with the best results in the Enem examination over a decade. Encompassing all the K-12 grades, the product will be launched in phases. During 2022, materials were developed for the three years of secondary education.

Meanwhile the partnership with Instituto Presbiteriano Mackenzie marks the beginning of a new way of operating for SOMOS: the distribution of third-party teaching systems. With the agreement, Mackenzie accessed the robust SOMOS sales and logistics structure. The partnership has been very positive: in this first year of operation alone, the brand's operational result was three times higher than the sum of the last three years.



We seek to make a set of options available so that each school can identify the one that best suits its educational proposition



SOMOS works on offering a variety of teaching systems, including traditional brands in the Brazilian market

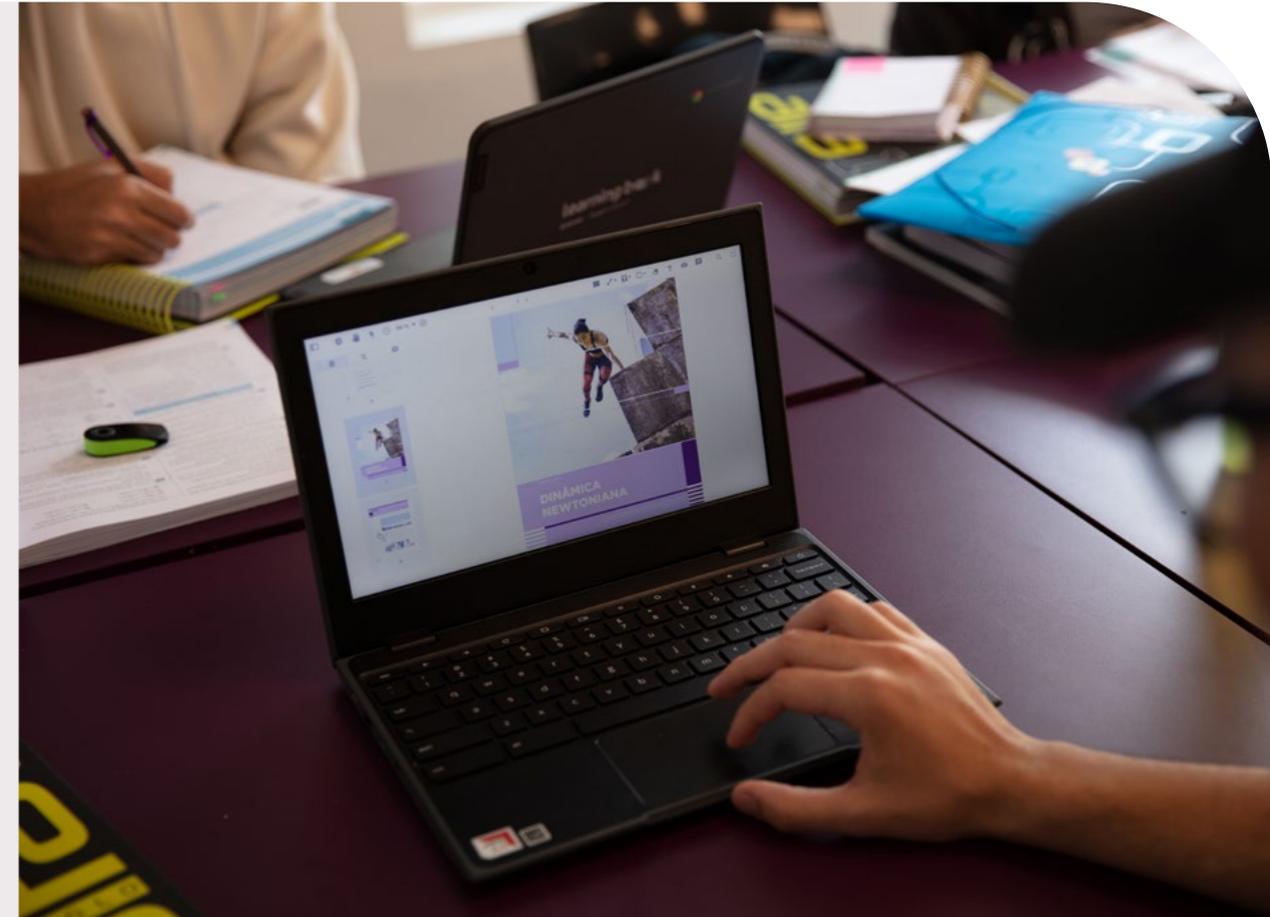
Digital platforms

To support the digital transformation of schools, SOMOS has one of the largest K-12 digital platforms in Brazil, Plurall. This is an accessible, organized, practical online study and teaching environment for students, teachers, parents or guardians and coordinators that can be accessed by cellular telephone, tablet or desktop.

Part of the package of resources that all partnering schools have access to, Plurall has customizable areas depending on the teaching system contracted and modular systems that enable customization according to the needs of each institution. The platform provides access to digital educational contents and resources for the development of online learning activities, as well as permitting effective educational management, based on student performance data and personalized indicators.

The use of Plurall grew exponentially during the Covid-19 pandemic, due to schools' need to offer remote classes. With the return to classroom teaching in 2022, the platform continued to record significant accesses, showing that use has become part of the schools' routine. At the end of the year, it corresponded to approximately 30% of the private digital K-12 education traffic in Brazil.

In 2022, we invested in boosting the quality of the platform, with enhancements in information architecture, in communications tools (APIs) between the systems in the Plurall ecosystem and increased accessibility, with the inclusion of audio description for all the services.



SOMOS has one of the biggest digital K-12 education platforms in Brazil, Plurall

Complementary solutions

To provide schools with support in fulfilling the educational needs of the 21st century, as well as new demands from families, we go further than offering the contents included in the basic K-12 school curriculum. We want to stimulate the schools to increasingly become convenient and safe places for parents and guardians who want to expand their children's development opportunities.

We undertake structured market studies and research to identify the main educational wishes of families in order to develop products and services to realize these. These will be inserted in the Plurall Store - a complete platform of edtechs selected by our team, with the best solutions in education and technology, making gamified academic challenges available for students and providing real-time performance assessment for teachers.

In 2022, we launched Eduall, an exclusive solution that fulfills a need identified in our surveys: achieving proficiency in English during the course of K-12 education. The product was developed in an exclusive part-

nership with Macmillan Education, an operation that has 170 years of experience in developing English language solutions and teaching materials. Projected to offer flexibility and consistency in the transition to bilingual teaching, the solution permits the school to decide on the workload it will include in its curriculum, enabling gradual progress towards a bilingual education in accordance with the reality of each institution.

In our portfolio, schools encounter other tools that are relevant for their educational objectives, such as Redação Nota 1000 (Top Score Writing), which provides access to a network of professionals dedicated to assessing writing; Plurall Olímpico, a platform that identifies high performing students and offers preparatory content for those engaged in science, mathematics and other Olympics; Matific, which offers fun, instigating and engaging mathematics teaching, as well as Mind Makers, aimed at developing computational thinking.



Within Saber, Cogna operates in language teaching with its own schools and franchises under the Red Balloon brand, a pioneering network and a benchmark in teaching English to children and adolescents in Brazil. In 2022, we promoted a major transformation in this business. Based on diverse market surveys, extensive national and international benchmarking and restructuring of the internal culture, aligned with the Jeito Cogna, we renewed the foundations of the business. This involved in-depth digitalization of the operation, including internal systems and platforms, contents and marketing actions. With NPS, measured with the parents of our students, classified in the "excellent" zone, the changes implanted include greater convenience, improved logistics, educational enhancements, and training for teachers and members of the Red Balloon network. In addition to working on a B2C basis, Red Balloon also partners with Brazilian private schools using intra and extra-curricular models (B2B) and public schools by means of a solution specifically designed for students and teachers. In 2022, Red Balloon also increased its workload and the offer of options of activities in its schools, such as the After-school Program.



Support for school management

SOMOS is also concerned about the administrative and operational management of partnering schools. We seek to contribute to the quality of the service rendered and boost efficiency, pursuing the unification of the administrative ecosystem, generating synergies and avoiding the use of isolated solutions.

In an unprecedented move in 2022, we included a financial offering in our service portfolio. We formed a partnership with [Educbank](#), a fintech created to provide finance to help balance cash flow for teaching institutions. The initiative provides the schools with some financial leeway, offering credit at lower rates than those usually found in the segment. Educbank operates directly in fulfilling a common need for schools, that are subject to delays in the payment of monthly fees.

In 2022, we also acquired the Phidelis platform, which offers a complete school management system: academic, administrative and financial management in the cloud for schools. By means of different portals,



agreed on in accordance with the needs of each institution, the platform promotes administrative and academic gains, improving communication with the families, offering the measurement and analysis of data and fully remote processes for enrollment and re-enrollment.

The solutions complement two other initiatives already available: [Livro Fácil \(Easy Book\)](#), e-commerce for books and teaching materials from Cogna brands and other publishers, which facilitates the sale and delivery to schools, parents and guardians; and [Emme Educação e Marketing](#), with contents and support for the creation and execution of marketing plans to leverage enrollment campaigns.



Services for students and families

In 2022, SOMOS, which previously established relations only with the schools, started to offer two solutions that may be contracted directly by the families of children in the network of partnering schools.

Meu Prof (My Teacher) permits teachers from the partnering schools to offer online and on-site private classes for students from the entire network of schools. Hosted on the Plurall platform, the service connects students who require reinforcement classes.

Meanwhile Plurall Adapta is focused on adaptive teaching, in which the students forge their own learning paths based on the identification by the platform of the contents in which they need complementation.



PUBLIC EDUCATION: THE BRAZILIAN NATIONAL EDUCATIONAL BOOK PROGRAM AND EDUCATIONAL SOLUTIONS

GRI 203-2, 3-3

In 2022, we continued to supply the Brazilian National Educational Book Program (PNLD) via Saber. Through this, we produce contents and materials meeting the educational requirements of more than 30 million students nationwide, in addition to 1.5 million K-12 education professionals. Our publishing companies - [Ática](#), [Saraiva](#) and [Scipione](#) - are a benchmark in the offer of educational books and participate actively in the distribution of these publications under the national program.

In addition to the conception, elaboration, dissemination and distribution of the books, via Saber we work with a broad range of educational solutions. We also develop studies

and constantly promote relations with public authorities and associations in Brazil and abroad to develop effective and integrated solutions that are transforming the reality of teaching in the country. We have a dedicated team for this work. In 2022 we undertook a study and mapped the works at state level to demonstrate the integration of our educational collections with the curricula of each state.

Within this context, together with our publishers we built the 2022 Educational Handbook, available on the e-docente Portal. This presents articles with powerful and important discussions on the routines in the classroom, covering contemporary educational topics.

A pillar for Saber is the "the incredible experience of the teachers, managers and students in the public school network". To guarantee

this, we measure our attendance and have targets considered to be bold, that are integrated into the assessment of our employees. Examples are the monthly CSAT (Customer Satisfaction Score) surveys and the NPS of the work done by the Educational Consultancy. The results are presented to the CEO and the company Experience Committee and guide the development of ongoing improvement action plans. Common points identified in the surveys are addressed in periodic team meetings. For 2023 the target related to satisfaction with educational services rendered to the public schools by the Educational Consultancy is to maintain the CSAT above 4.5 and the NPS in the zone of excellence.

Saber also maintains its e-docente Portal, a platform of diversified, high quality content oriented to use by teachers in the public network. The platform comprises 470 digital works from our publishing companies, all oriented to the PNLD national book program, 1,500 educational proposals, 800 educational objects, in addition to 1,800 bi-monthly tests and 47,000 questions for the Enem and other university entrance examinations. On the website, it is also possible to compose tests combining the contents available.



Further information about the publishing companies on [page 82](#).

ACERTA BRASIL (GET IT RIGHT, BRAZIL)

Saber develops and constantly enhances the Solução Acerta Brasil to map and develop the competencies and skills of public school students and support teachers and educational managers. This solution has its own materials created using the BNCC and the K-9 Education Assessment System Reference Matrix (Matriz de Referência do Sistema Avaliação da Educação Básica) as parameters. This is designed to improve student performance in external assessment in Portuguese language and mathematics and to develop the teaching processes together with teachers.

Acerta Brasil is oriented to students at all grade levels in K-9 education and involves more than 230 partnering municipalities, impacting 340,000 students and supporting over 12,000 teachers.

Reach of the PNLD National Educational Book Program

more than **30** million students
 more than **1.5** million primary and secondary education professionals

Quality of products and services offered **GRI 3-3**

Product and service quality is fundamental for the company, and we constantly monitor the performance indicators we establish as parameters of the success of our operation.

To ensure the quality of the educational content offered to primary and secondary schools, the production of materials is aligned with the official documents that govern the education to be offered to students. The 10 General Competencies of Primary and Secondary Education established by the National Common Curricular Base (BNCC) work as guides for the elaboration of the SOMOS educational books and teaching systems.

The materials used by the partnering schools are monitored by our educational area which provides guidance on how best to use them. The area also maintains dialogue with the schools to drive the complete integration of the solutions on offer with each school's own educational plans. We also offer the technological functionalities of the

Plurall platform which enable managers to monitor the teaching institutions' degree of digital maturity.

Moreover, SOMOS provides diagnostic, educational and selective assessments to provide schools with more data on the students' learning, permitting the identification of the need to develop individual and collective content summary or reinforcement plans. SOMOS also has a Curriculum and Assessment sector, which elaborates items based on IRT (Item Response Theory), duly calibrated to ensure the data generated by the assessments are compared and assessed in line with the expected level of learning, considering the official documents. These tools feed back into each other: the more they are used, the more data are generated, boosting the possibility of identifying areas for improving the effectiveness of teaching. From the standpoint of the students and teachers, frequent surveys are conducted to identify elements that require adjustment and that may be improved.

The books offered by Saber for the National Educational Book Program - PNLD (further information on [page 65](#)) are assessed independently and approved by consultants contracted by the Ministry of Education. Additionally, we use NPS surveys to periodically get the users' opinions about the material. The results have shown that there are brands that might require adjustments and improvements, which are already underway. With each new result obtained, we commit to new improvement targets.



We constantly monitor the performance indicators we establish as parameters of the success of our operation



Student and customer satisfaction **GRI 3-3**

Management of the results of our initiatives, actions and projects in the assessment of students and customers in K-12 education is conducted via CSAT survey to measure the level of satisfaction with our services and brand within this audience. With the results obtained, we identify the main points for improvement, permitting the creation of action plans and the definition of teams to execute each one.

Each plan has a sponsor who oversees the implementation of the improvement measures in the team. Our Student Experience team is responsible for monitoring progress on a weekly basis and indicating any changes in course necessary in the initiatives.

Management of the results of our initiatives, actions and projects in the assessment of students and customers in K-12 education is conducted via CSAT survey



In 2022, we exceeded the target stipulated for measurement with students in the Anglo, pH, Pitágoras, Rede Cristã de Educação, Ético, Maxi networks, and in the PAR, Líder em Mim, English Stars and Mind Makers solutions.



Plurall results in 2022



Schools and users engaged:

5,009

out of 6.635

Schools with groups

749,010

out of 1,716,632

Active students in groups

86,403

out of 111,507

Active teachers in groups

Teacher, coordinator and head teacher satisfaction in Likert* scale assessment within Plurall:



Student satisfaction in Likert* scale assessment within Plurall:



* varies from 1 to 5 and indicates degree of agreement with the topic presented in an opinion survey

Satisfaction with customer service/ technical support:

87.8%

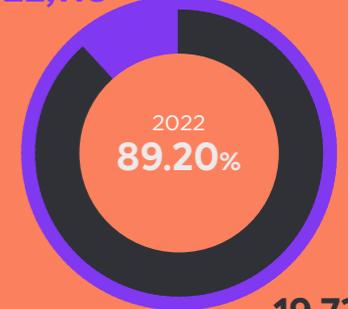
Satisfaction of schools (CSAT measured by the SOMOS Relationship Center)

7,707



6,955

22,118



19,731

- TOTAL RESPONDENTS
- POSITIVE ASSESSMENTS
- CSAT

Higher education

We operate in higher education through Kroton, one of the main private educational organizations in the world, with graduate and postgraduate courses and a student base of 964,000 individuals.

We believe in higher education as a fundamental factor in consolidating our purpose of ensuring people are the best version of themselves. This is why we work on expanding our reach among Brazilians, increasing access to quality higher education by means of technology and digital transformation and educational hubs that enable greater capillarity of our activities in all the states in the country. Higher education through Kroton courses has a direct impact on increased income generation (further information on [page 56](#)) and social development nationwide.

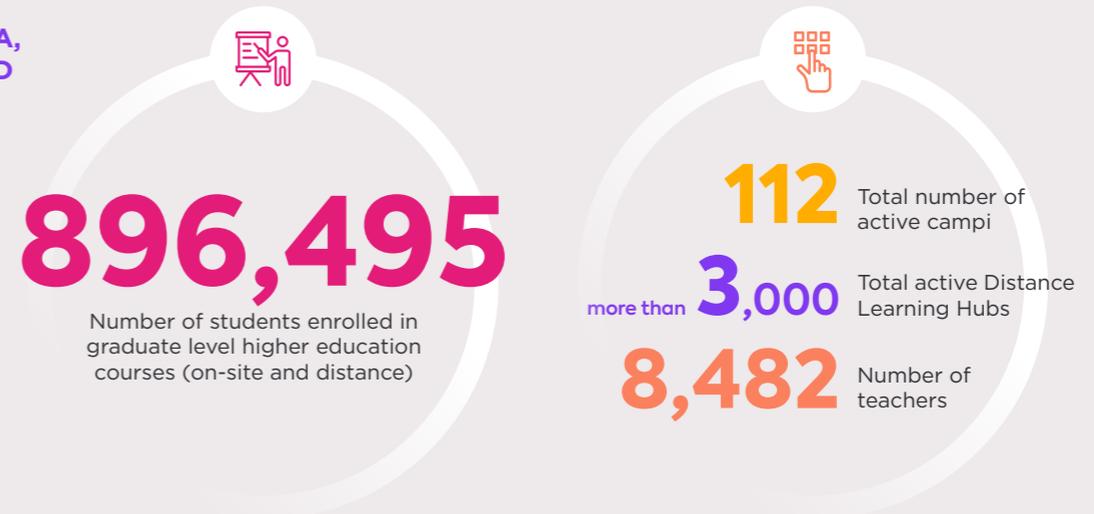
In 2022, we continued with the organizational restructuring and the Kroton Transformation Plan (KTP), focused on revitalizing the on-site and hybrid platform and the growth of distance teaching solutions. This involved restructuring the way we constitute the edu-

cational hubs - structures operated by partners based on a business model that enables them to take the quality of Cogna academic education to the whole country.

In 2021, we created a new model for implanting hubs, which complements our portfolio of higher education courses. This is the Programa Mais Conhecimento (More Knowledge Program), aimed at small cities. The proposal involves a active cooperation



MAIN NUMBERS
SASB SV-ED-000.A,
SASB SV-ED-000.D





With our hubs, we give millions of Brazilians the opportunity to enter higher education

between partnering managers and local governments to provide the local population with access to education and socio-economic development.

The operational dynamics of the program take into consideration the installation of physical structures in municipalities with facilitated access for neighboring cities, expanding the reach of the offer. The proposal aims to create the opportunity for millions of Brazilians to enter higher education, enabling them to be the best version of themselves through education and income generation.

By means of the program, Cogna is proposing to implant physical support centers in municipalities in which distance education graduate courses are offered, in areas of higher demand (bachelor degrees, teacher training, and technology). Moreover, it offers free training courses for municipal civil servants, through the Aliança Brasileira pela Educação - Brazilian Alliance for Education (further information on [page 113](#)). The centers may be installed in public premises provided by the local governments, such as schools or municipal departments. The courses offered have online.

We ended 2022 with more than 3,000 hubs strategically distributed throughout all the Brazilian states, including the new Mais Conhecimento centers, which represent 22% of the total. In the year, the program incorporated more than 580 municipalities into the education map. This is true social transformation. According to the Higher Education Map elaborated by Semesp, the body that represents companies in the segment in Brazil, cities which offer graduate and post-

NEW CURRICULAR MATRICES

In 2022, we initiated an extensive renewal of our curriculum matrices aimed at driving excellence in student learning. The focus was on the creation of a single matrix, valid for all teaching formats.

The initiative is sustained by three pillars: development of a standardized matrix and a production map for disciplines; innovation and quality, to enable the offer of new contents adequate for the labor market; and full compliance with education sector regulatory requirements. Based on this renovation we are able to offer optional disciplines with greater curricular flexibility and the possibility of customizing the student's learning path.

graduate courses have an average per capita GDP of BRL 30,700, while for those that do not, the average is BRL 19,700. This represents a driver of socio-economic growth in the region, with the creation of better jobs and higher income for the population.

For the on-site courses, we focus on specific sciences, which are already showing increased demand after the resumption in physical activities following the peak of the pandemic. This is the case in the healthcare area, one of our avenues of growth with medical programs - such as Medicine, Dentistry and Veterinary Medicine-, Law and Engineering courses.

To connect the courses with greater focus on on-site learning with our more modern technologies, in 2022 we expanded the offer of digital practices. In the healthcare area, for example, we provided the [Digital Slide Bank](#) which drives convergence with mobility, enabling students to have online access to microscopic slide images. In engineering, we started offering highly complex simulators in the Electrical, Mechanical and Production Engineering courses.

Profile of our graduate students

100% ONLINE DISTANCE LEARNING STUDENT

92% of the students mostly did the secondary education in public schools

Only **3%** do not work and **80%** are the ones mainly responsible for paying the monthly fees

The personal income of **42%** of the students is up to two minimum salaries and the family income of **31%** of them is up to four salaries

24% dedicate between 4 and 7 hours a week to their studies outside class time

DISTANCE LEARNING SEMI CAMPUS STUDENT

92% of the students mostly did the secondary education in public schools

Only **2%** do not work and **76%** are the ones mainly responsible for paying the monthly fees

The personal income of **40%** is up two minimum salaries and the family income of **29%** of them is up to four salaries

27% dedicate between 4 and 7 hours a week to their studies outside class time

CAMPUS STUDENT

83% of the students mostly did their secondary education in public schools

The personal income of **34%** of the students is up to two minimum salaries and the family income of **30%** of them is up to four salaries

Only **5%** do not work and **51%** are the ones mainly responsible for paying the monthly fees

25% dedicate between 4 and 7 hours a week to their studies outside class time

Student experience

A fundamental part of the Transformation Plan, the improvement of the student experience, with in-depth digitalization of teaching and the unification of service platforms, was accelerated in 2022.

With the investments made, we initiated a transformative step for higher education, starting to offer adaptive teaching, which personalizes the students' academic experience, enabling full customization of the studies in accordance with each one's possibilities and needs. This is a true educational revolution, that goes far beyond hybrid courses, with the implantation of a data intelligence model that enables the student to find their best study path.

Within this context, in 2022 we created a new content production model centered on three blocks: presentation of concepts, interpretation and application of knowledge, in-depth presentation of content. This educational path enables the student to follow a learning course that identifies what needs to be leveled out, constituting adaptive education.



In 2022, we also launched the Excellence Project which offers students classes and contents on current trends and topics, developed by renowned professionals, taking into account references in the academic and business worlds. In this initiative, we mapped 55 disciplines to be included in the project - four have already been finalized, 17 are in production, three are at the final contract phase and 32 are being captured.

Moreover, our Digital Student Portal and Digital Secretariat offer 23 self-service functions. In 2022, we went live with a finance platform that permits the students to monitor bills and payments in a single environment.



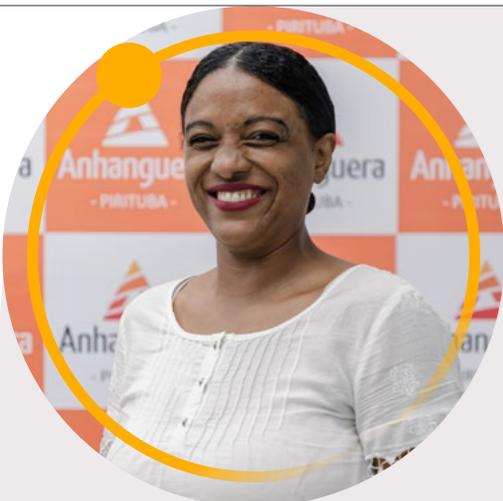
Hybrid and digital courses

The development and offer of hybrid and digital courses are part of one of our avenues of growth. The proposal is fully aligned with the company's asset light strategy which is adopted as a business model aimed at concentrating investment in teaching quality and infrastructure to enhance the student experience and expand the reach of our courses.

In 2022, we modernized our distance learning academic model. We redesigned the format to fulfill key student demands, such as more opportunities to interact directly with teachers, shorter video classes, the possibility of watching these in accordance with the time available and on-site meetings in the support hubs with more dynamic, practical activities.



We modernized our distance learning academic model



Anhanguera: your course is here

In 2022, we developed an extensive brand architecture project, revealing the main synergies and identities of each one of them. The result of this initiative, which will become visible to the public in 2023, is the unification of all our faculties under the Anhanguera brand. Gradually and carefully, Fama, LFG, Pitágoras, Unic, Uniderp, Unime and Unopar will begin to operate under a single brand name.

This restructuring is part of our strategy to make our brands more robust, giving each a stronger identity so that all the Cognia stake-

holders and the market may be impacted by a simple and clear positioning about how we operate in the different education segments. Furthermore, this will enable us to concentrate marketing investments on a single brand, further strengthening and generating even greater national exposure.

This unification is advancing towards the construction of a lifelong learning process for students. Broadening the operational scope under a single brands enables students to find a robust portfolio of free, vocational, language, EJA, technical, graduate, postgraduate, MBA and OAB preparatory courses, hybrid or digital format in a single place, a one-stop shop, with all the solutions necessary to transform their careers and their lives through quality education.

In Anhanguera, the student can find all kinds of solutions, be it on-site and hybrid or exclusively digital teaching, with our distance learning platform. This change represents a fundamental stage in the PTK, creating the essential synergies for the constant improvement of our results and the quality of teaching and services for the students.

Teaching medicine

Teaching medicine, one of our growth fronts for the coming years, gained new momentum in 2022 with the creation of a Cognia business unit exclusively oriented to Medicine courses. Launched at the end of 2021, this is aimed at improving management and driving greater visibility for Cognia in the market, as well as generating greater value for the company by attracting new students.

In the new business unit, we combined the Medicine courses already existing in our faculties - Unic (Cuiabá-MT), Uniderp (Campo Grande-MS), Unime (Lauro de Freitas-BA) and Pitágoras (Eunápolis-BA) - and added another three. The number of students, when the courses have matured, will be approximately 5,000.

The company will closely track changes in the Ministry of Education that



may increase authorizations to open new faculties in this area because of the federal government's Mais Médicos (More Doctors) program.



We created a Cognia business unit oriented exclusively to Medicine courses

Quality of teaching **GRI 3-3**

Teaching quality is the driver behind Kroton's success. This is why it is a priority for the company. All our initiatives are permanently guided by this imperative. This is the reason that we constantly monitor our results in this area, using the company's own indicators and those of the Ministry of Education, in addition to student satisfaction surveys.

We have a permanent focus on ensuring the regularity of our higher education institutions and our on-site and distance graduate and postgraduate programs, in compliance with legal requirements. Moreover, we constantly track student and educator satisfaction with a view to guaranteeing satisfactory educational outcomes.

To monitor teaching quality, we have strategic indicators, some of which are defined by our self-assessment process, Avaliar (Assess or Institutional Assessment System), and others measured by the Ministry of Education (MEC) in Brazil's Sinaes national education assessment system.



AVALIAR

In the Avaliar system, we employ Cogna's own indicators, including social impact, obtained based on the annual application of an online survey of the entire academic community.

All the Kroton higher education institutions have their own Evaluation Committee (CPA), comprising representatives of the students, the techni-

cal-administrative team, coordination and a member of civil society. It is the responsibility of the committees to engage the academic community in Avaliar, monitor the execution of institutional development plans and forward information requested by Inep (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira)

Avaliar

% of student participation



% of course coordinator participation



% participation of other educators



The indicators measured by Avaliar are calculated on a scale from 0 to 5, with the monitoring of four indexes:

CUSTOMER SERVICE QUALITY INDEX (IQA): applied to the self-service indicators in the student portal and on-site service for students

INFRASTRUCTURE QUALITY INDEX (IQF): applied to the virtual environment indicators, library, classrooms, public areas and accessibility resources

COURSE QUALITY INDEX (IQC): applied to educational organization, the performance of on-site teachers and the performance of the remote course tutors

INSTITUTION QUALITY INDEX (IQI): applied to the student future transformation indicator and the unit's mean IQC, IQA and IQF

Transformation of the Future

One of the Avaliar indicators is the Transformation of the Students' Future, which measures the students' and employees' perception of practices in our higher education institutions. The attributes evaluated comprehend the promotion of actions and innovations that contribute to and expand the world view of the students; stimulus to develop projects and participate in activities that transform life and the local reality;

as well as valuing people, their differences and achieving their professional goals. In 2022, the topic social impact was added to these elements.

In 2022, this indicator showed an increase in the result per respondent compared with 2021, demonstrating that we maintained quality levels related to the positive impact we have on peoples' lives.



We maintained the quality levels related to the positive impact we generate in people's lives



ON-SITE TEACHING - ON-SITE UNIT:

AUDIENCE	2021	2022
Students	3.6	3.8
Teachers	4.3	4.4
Course coordinators	4.7	4.7
Technical-administrative employees	4.4	4.3
Tutors	N/A	4.4

DISTANCE LEARNING - COMPANY-OWNED DISTANCE LEARNING UNIT:

AUDIENCE	2021	2022
Students (Semi on-site)	3.9	3.8
Students (100% online)	4.1	4.1
Teachers	4.0	3.9
Course coordinators	3.5	3.5
Technical-administrative employees	N/A	4.6
Tutors	4.2	4.3

DISTANCE LEARNING - PARTNERS:

AUDIENCE	2021	2022
Students (Semi on-site)	3.9	3.8
Students (100% online)	3.7	4.1

Inclusion and accessibility

Our academic model and teaching methodology are structured to support everyone, taking into account their individual needs and making adjustments when necessary, respecting singularities and differences. All inclusion and accessibility measures are based on Brazilian educational legislation and our Internal resolution that establishes support for special education needs.

In this regard, all our higher education institutions have a specific local Accessibility, Inclusion and Human Rights unit (NAID). This area is responsible for providing and ensuring inclusion and accessibility for students with special needs (disability; autistic spectrum disorder; high ability/gifted), in addition to students with specific functional disorders or other conditions that interfere with the teaching and learning process.

The NAID operates actively in partnership with the corporate unit, responsible for actions related to accessibility and inclusion. Whenever requested, the unit provides

training, orientation and data analysis to develop an individualized support plan, with specific educational guidance that will support the institution and the students during the course.

In 2022, 3% of the students in on-site format and 3% in the 100% online format declared that they had at least one type of specific condition in the Avaliar system. Attention deficit and hyperactivity was the most common among the options - 39%, 23% and 26%, respectively.

To develop measures that address the needs of these groups, Avaliar is a source of research to monitor our performance in the accessibility area. The purpose of the Accessibility Resources indicators is to collect student perceptions of the resources available in the institutions, prioritizing measurement of learning spaces, videos with sign language and the virtual library collection - with scores of over 4.0 in all areas.



All our higher education institutions have an Accessibility, Inclusion and Human Rights unit (NAID)



MEC Indicators

We also analyze our higher education activities by monitoring Ministry of Education (MEC) indicators. This initiative employs the methodology established by the ministry and involves:



-  **COURSE RATING (CC):** This assesses the courses, on a scale from 1 to 5, covering the educational plan, teaching body and infrastructure.
-  **INSTITUTIONAL RATING (CI):** assesses the teaching institutions based on their planning and institutional development, academic, management and infrastructure policies.
-  **PRELIMINARY COURSE RATING (CPC):** Indicator calculated based on inputs such as Enade, IDD (Indicator of Difference between Observed and Expected Performance) and data on the teaching body, infrastructure and student perception of their education at the end of the undergraduate course.

-  **GENERAL RATING OF COURSES (IGC):** Indicator calculated for the teaching institution considering the average ratings of its undergraduate (CPC) and graduate (Capes) courses, weighted by the number of enrollments in the year.
-  **EXAME NACIONAL DO DESEMPENHO DOS ESTUDANTES (ENADE OR NATIONAL STUDENT PERFORMANCE EXAM):** student assessment applied in the last year of graduate programs by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep). The last evaluation cycle with indicators disclosed is for 2021.

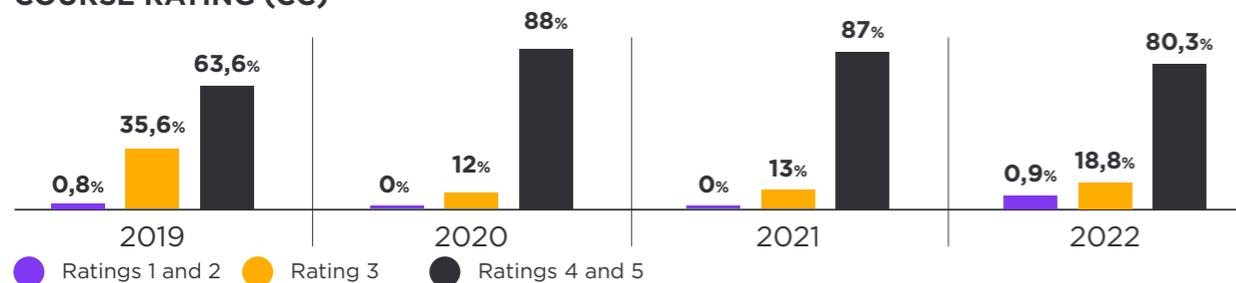
The Enade measures the students' overall knowledge, not taking into account each individual's progress in their academic work. This is why the Ministry of Education created the IDD (Indicator of Difference between Observed and Expected Performance), an indicator that presents the difference between the Enem and Enade scores. This enables measurement of how much higher education has added to the student's knowledge.

Considering the student profile of each teaching institution, we believe that this indicator is more accurate in showing how much value our activities have generated for the student, helping to measure the transformation we have caused in their life.

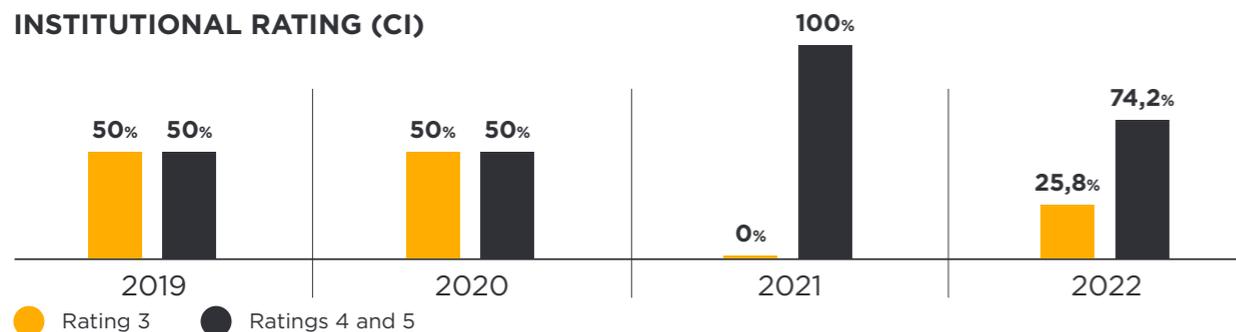
Results

The data are disclosed in accordance with the Ministry of Education (MEC) calendar. We have considered the most recent data available on the date this report is published.

COURSE RATING (CC)



INSTITUTIONAL RATING (CI)



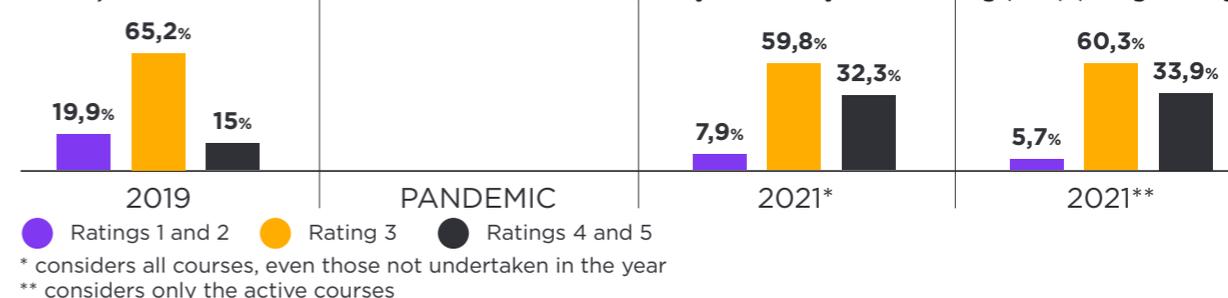
ÍNDICE GERAL DE CURSOS (IGC)

In 2021, 93.6% of the higher education Institutions received a satisfactory IGC (General Course Rating) rating (rating 3 or higher)



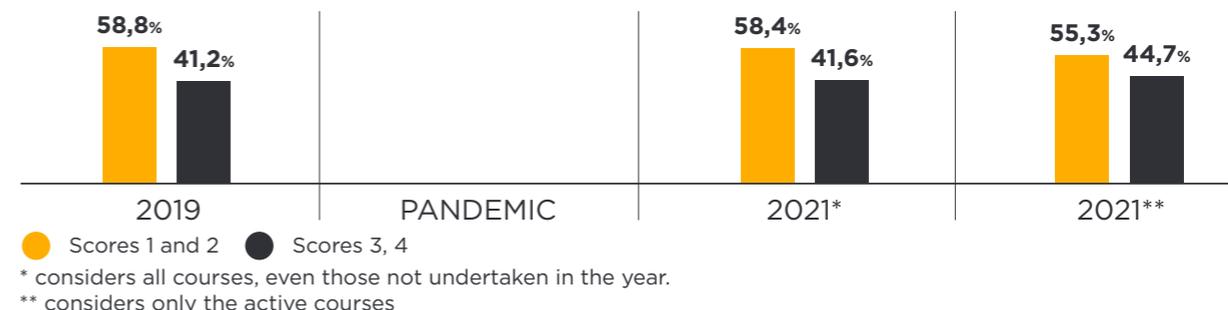
PRELIMINARY COURSE RATING (CPC)

In 2021, 94.2% of the courses were classified with a satisfactory Preliminary Course Rating (CPC) (rating 3 or higher)



EXAME NACIONAL DO DESEMPENHO DOS ESTUDANTES (ENADE NATIONAL STUDENT PERFORMANCE EXAM)

In 2021, 68.4% of our courses were classified with a satisfactory performance (rating 3 or higher)

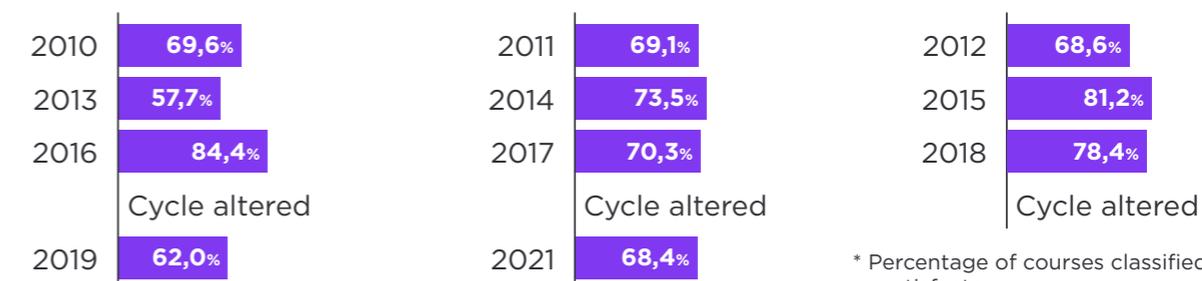


INDICATOR OF DIFFERENCE BETWEEN OBSERVED AND EXPECTED PERFORMANCE (IDD)

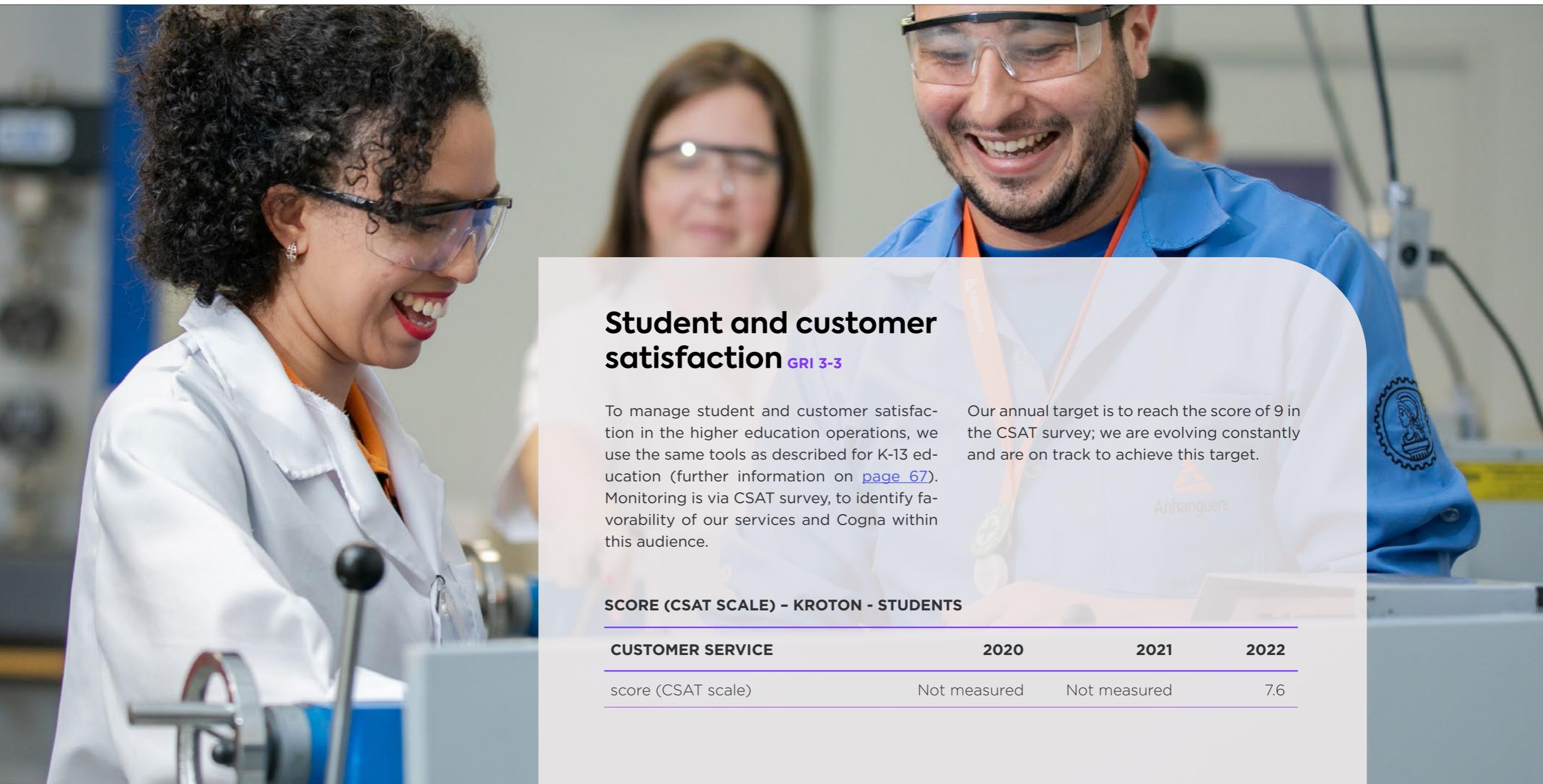
Year 1 - Health, Engineering and Agrarian Sciences

Year 2 - Exact Sciences and Licentiate

Year 3 - Exact Sciences and Licentiate



* Percentage of courses classified as satisfactory.



Student and customer satisfaction GRI 3-3

To manage student and customer satisfaction in the higher education operations, we use the same tools as described for K-13 education (further information on [page 67](#)). Monitoring is via CSAT survey, to identify favorability of our services and Cogna within this audience.

Our annual target is to reach the score of 9 in the CSAT survey; we are evolving constantly and are on track to achieve this target.

SCORE (CSAT SCALE) - KROTON - STUDENTS

CUSTOMER SERVICE	2020	2021	2022
score (CSAT scale)	Not measured	Not measured	7.6

Stricto and Lato Sensu Postgraduate Courses

Our higher education institutions are also structured in the stricto and lato sensu postgraduate areas, encompassing an important stage in people’s professional growth and contributing even more significantly to the creation of opportunities through education, research and scientific disclosure.

Scientific research and stricto sensu postgraduate studies come under a specific department. Cogna master’s and doctoral programs are part of the Unopar, Unic, Uniderp portfolios, as well as Anhanguera’s. The latter will host all the courses as a result of the brand unification process (further information on [page 73](#)).

In this area, we develop a series of initiatives for students, researchers and teachers, such as scientific events, an institutional repository for the publication of the intellectual production of participants in our programs and graduate courses, as well as a space for scientific journals. All the content may be accessed through a specific portal, the [Stricto Sensu Portal](#).

In the *lato sensu* market, we work with distance and campus formats, offering partnering institutions an extensive course portfolio of postgraduate programs, with a virtual learning environment, educational support

materials, a student support system, payment back office, student performance monitoring, marketing management and customized e-commerce.



In the **lato sensu** market, we work with the distance and campus formats

SCIENTIFIC PRODUCTION - STRICTO SENSU

	2020	2021	2022
nº of Master’s courses	16	16	16
nº of Doctoral courses	9	9	9
nº of books and chapters	329	45	73
nº of Brazilian patents	28	26	22
nº of international patents	6	6	4
nº of scientific journals	8	8	6
nº of research projects	178	166	140
nº of scientific initiation projects	315	350	300
nº of scientific initiation graduate students - on-site	661	915	1,000
nº of scientific initiation graduate students - remote	698	1,210	1,371
nº of scientific articles published	874	371	447

Publishers

Our educational ecosystem encompasses the publishers [Ática](#), [Saraiva](#), SaraivaJur, SaraivaUni, Erica, [Scipione](#), [Atual](#), [Caramelo](#), [Formato](#) and [Benvirá](#). These are brands that are part of the history of the book publishing market in Brazil, present for over a century. Together, these position Cognia as the largest publishing house in the country. The vast catalog comprises more than 5,000 works, including 102 recipients of the Jabuti Award, the most important in Brazilian literature. We publish authors such as Ana Maria Machado and Moacyr Scliar, members of the Brazilian Academy of Literature, and have collections that feature in the country's collective consciousness, like Vagalume, Bom Livro and Para Gostar de Ler.

In K-9 private education, the Atual, Ática, Saraiva and Scipione publishers offer the Plataforma Educacional (PAR or Educational Platform), an educational book distribution solution for the SOMOS product portfolio. This platform enables total fulfillment of schools' educational proposals, with au-

tonomy to choose their teaching materials, combining content, full support from an educational advisor, and technology.

Accordingly, SOMOS provides K-13 schools with the educational resources that best suit their profile and activities. PAR produces and distributes educational books. And, on another front, the company develops and distributes teaching systems tailor-made for each customer's needs (further information on [page 61](#)).

In the Law area, the SaraivaJur brand with its renowned authors, has been a benchmark for over 100 years. The best selling title in the entire Brazilian publishing market belongs to Saraiva, Vade Mecum Saraiva.



We have a total of 102 works, including 102 recipients of the Jabuti Award, the most important in Brazilian literature



Leadership in public agendas

Saber extends beyond its borders in the debate on structural ESG questions in the Brazilian publishing market. With active participation in bodies such as Abrelivros, the Brazilian Educational Books and Contents Association, of which the company's head is vice president, and SNEL, the National Federation of Book Publishers, in which the company is a member in the institutional technical area, The International Federation of Reproduction Rights Organisations (IFRRO), an international body in which the company is the global representative of the publishers, and, PublisHer, a movement to promote female leadership in the publishing market, in which it is the representative of Brazil and Latin America on the board. Cogna has led public agendas such as the insertion of women in production and in representative roles in the segment.

In 2022, we organized two unprecedented national events in São Paulo (SP), in partnership with the International Publishers Association (IPA), aimed at incentivizing and promoting careers in publishing for women, fostering self-assurance and professional self-esteem

([further information](#)); and with the Forum of Educational Publishers in Latin America.

Another area for public debate considered fundamental by Saber is combating piracy. Our position is that it is fundamental to value the work done by authors in order to foster the production of quality contents. This is why we participate in sector associations to advocate this cause. We chaired the Brazilian reproduction rights association Associação Brasileira de Direitos Reprográficos (ABDR) twice and occupy a seat on the body's executive board.

We are also active in sector discussions related to legislation and regulation, supporting public authorities in the identification of solutions for the publishing trade.

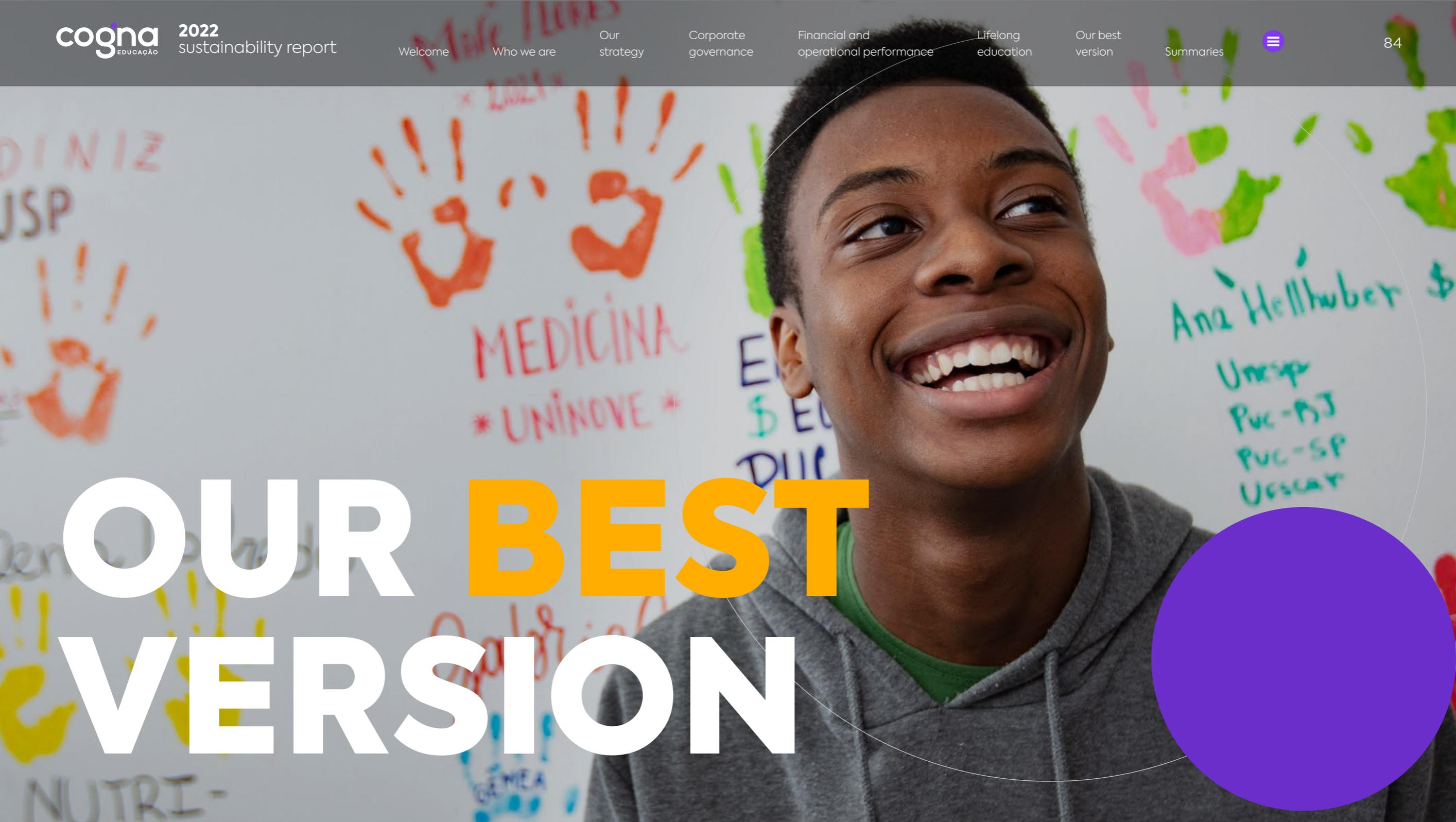


GLOBAL 50: THE RANKING OF THE BIGGEST PUBLISHERS IN THE WORLD

In 2022, we became the only Brazilian company in the ranking of the 50 biggest publishers in the world. The ranking, produced by the main media outlets in the sector, refers to the results in 2021 and encompasses companies with annual revenues of more than 150 million euros. The four Cogna Educação publishing companies come in 44th place.

**GLOBAL 50
THE RANKING
OF THE
PUBLISHING
INDUSTRY
2022**

OUR BEST VERSION



CULTURAL TRANSFORMATION

Cogna is a company in constant transformation. In 2022, we started working under a new CEO, driven by the challenge of executing our business strategy in strict alignment with our organizational culture and the *Cogna Way*. Throughout the year, we sought to transform processes and practices in alignment with this new reality.

We redesigned areas and implemented a new organizational chart, boosting synergies and eliminating redundancies between the *Cogna* institutions. Previously decentralized corporate activities were incorporated into a more robust and suitable structure aligned with the group spirit we are pursuing with the *#JeitoCogna*. We created an Executive Committee, comprising the CEO, vice presidents, directors and business leaders, who meet periodically to jointly discuss all the *Cogna* Group strategies and results.

The company also created an area dedicated to Governance and Corporate Strategy, reporting directly to the CEO. The People & Culture area, which was previously responsible for innovation, adopted a more focused stance serving all the company's areas and businesses.

We redesigned areas and the organizational chart, boosting synergies and eliminating redundancies



In this transformation effort, we have sought to involve each area actively in achieving the Cognia Commitments for a Better World. Accordingly, our ESG strategy is a key part of the results we are pursuing, with the inclusion of impact in the variable remuneration of company executives.

To offer society the educational tools, platforms and contents that transform lives by means of knowledge and the generation of opportunities, we need to be organized and prepared internally to be our best version of ourselves, both professionally and personally. Accordingly, 2022 saw an intense effort by all of our institutions to connect the #Jeito-Cogna with each one of our projects, actions,

initiatives and the way we relate to each other in the company and to our stakeholders.

All this work is coordinated with a people management process oriented to the well-being, health and safety, quality of life, training and recognition, diversity and inclusion of our employees.



Recognitions

As a result of these actions, in 2022 we received Great Place to Work (GPTW) certification as one of the best companies to work for in the country, with a positive response from 81% of our work force, higher than the average of 70% for companies in Latin America. This result enabled us to be listed on the B3 GPTW Index, for the publicly traded companies with the most modern HR practices.

Also worthy of note was the recognition of our People and Culture vice president with the 2022 in the education segment.

IGPTWB3



OUR PEOPLE GRI 2-7

At the end of 2022, the Cogna team numbered 23,044 people distributed throughout the regions of Brazil, with all of them working full-time. This number is slightly lower than the 2021 figure (23,354). The reduction was a consequence of the corporate restruc-

turing which identified areas in which potentially duplicated activities were reorganized with more efficient organizational processes and flows and the acceleration of the digitalization of the employee experience.



Employees by type of employment and region GRI 2-7

REGION	2020*			2021			2022		
	Full-time	Reduced workload	Total	Full-time	Reduced workload	Total	Full-time	Reduced workload	Total
North	439	616	1,055	431	631	1,062	128	419	547
Northeast	1,158	2,269	3,427	1,187	2,505	3,692	804	2,427	3,231
Midwest	1,347	2,257	3,604	1,114	2,154	3,268	883	2,482	3,365
Southeast	6,329	5,556	11,885	5,992	6,024	12,016	5,435	6,383	11,818
South	761	2,077	2,838	840	2,476	3,316	700	3,383	4,083
TOTAL	10,034	12,775	22,809	9,564	13,790	23,354	7,950	15,094	23,044

We consider full-time to be a workload of more than 150 hours a month and reduced workload to be equal to or less than 150 hours.

Cogna does not have any temporary employees.

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously.



Diversity and **inclusion** GRI 3-3



Diversity and inclusion are at the core of our strategy. They are part of our material topics. They are one of the key components of the company's Compliance program and the Cogna Commitments for a Better World. This topic is the focus of a specific policy which guides the company's actions, in conjunction with our human rights policy. The company is also a signatory to the UN commitment on the Guiding Principles on Business and Human Rights.

In 2020, we conducted an internal census and initiated specific affirmative actions to drive continuous evolution in the racial, LGBTQIAP+, gender and PWD areas. Additionally, we collect diverse indicators in employee experience surveys, some of which related to diversity. In 2023, a new even more extensive survey will be held to map the diversity of our employees.

In 2022, to ensure more effective management in this area, we created a Diversity, Equality

and Inclusion management area, responsible for formatting, implementing and controlling the strategic plan in this dimension.

The area has a pre-established annual budget. The idea is to accelerate the achievement of the targets established, as well as to monitor and ensure the visibility of progress towards each one, inside and outside the company. The main purpose is to promote a more inclusive and equal corporate environment for underrepresented groups in which everyone feels that they belong, free to be who they truly are and to develop their talents in an equal and fair manner.

During the year we also promoted talks with vice presidents in the organization to address this subject on a 360° basis in all areas and brands. With the same purpose, we organized a Diversity and Inclusion Week, with four exclusive meetings for company leaders. We provide all Cogna employees with an effective training course on this sub-

ject through the Cogna University, as well as having organized nine live transmissions and 176 meetings on the topic.

Other noteworthy initiatives were the launch of the Cogna Internal Highlights Program (PRIDE), aimed at recognizing talents that are important for our culture, such as diversity and inclusion, and the launch of the first trainee program, as well as SOMOS Afro, our first intern program for black people (more information on [page 90](#)).

Moreover, throughout the year we maintained four affinity groups, covering gender (Divers@), ethnic origin (CognAfro), LGBTQIA+ (Cogna in Color) and PWD (Include). The groups participate actively in developing awareness and literacy actions for the company.

We currently have the 2023 Strategic Diversity Plan, which consolidates the entire Cogna Diversity journey with actions and projects based on four pillars: attraction and selection, awareness, development and employer brand. The area is also committed to establishing processes to ensure better

governance of its actions. Other important initiatives are participation in internal and external events and in the main diversity-related pledges in the market.

We have the Cogna Confidential Channel to receive any kind of report on discrimination (further information on [page 39](#)). In 2022, we received 37 complaints related to questions of gender, race, religious intolerance, ableism, LGBTphobia, social and xenophobia. Action plans were developed and implemented for 33 of them. Remediation plans are being implemented for the other four. In 2021, there were 12 reports. Two of these were substantiated and the students involved were penalized.

It is our understanding that the increase in the number of cases is directly related to the company's communication and awareness actions, such as the Compliance Newsletter and the dissemination of our Code of Conduct. These initiatives enabled the company to increase employee engagement in identifying cases and reporting them to the Confidential Channel. **GRI 406-1**



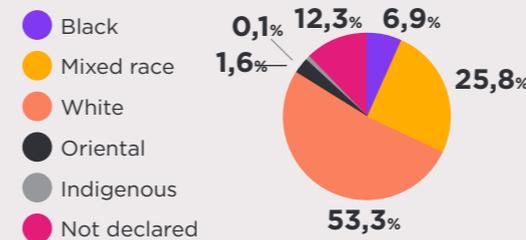
SELO IGUALDADE RACIAL

As a result of our journey, in 2022 we received the city of São Paulo Racial Equality Seal, and we were listed on the Bloomberg Gender Equality Index (GEI).

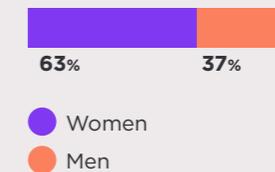


Moreover, we have Women on Board (WOB) certification, and we are signatories to the 10 Corporate Commitments to Promote LGBTI+ Rights, an initiative of the Brazilian body Fórum de Empresas e Direitos LGBTI+. We are also signatories to the UN Women's Empowerment Principles.

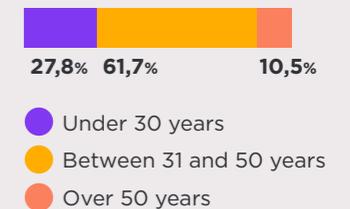
Color, race and ethnic origin (%)
GRI 405-1



Composition by gender (%)
GRI 405-1



Age group (%)
GRI 405-1



SOMOS AFRO

In 2022, we created SOMOS Afro, an unprecedented and exclusive intern program for black and mixed race people to work in SOMOS Educação, an initiative with a direct impact on the company’s diversity and inclusion measures. 13 places were offered in strategic business areas such as IT, human resources, data engineering, editorial, finance, production planning, agile governance and CX (customer experience).

The interns started in October 2022 and will remain for up to 24 months, working in hybrid or remote format. In addition to a financial allowance, the interns receive transportation vouchers, food or meal vouchers, life insurance, study grants, psychological counseling and a day off in the month of their birthday.



Emilly Rocha e Anderson dos Santos - estagiários do Programa SOMOS Afro

TRAINEE PROGRAM

In October 2022, we launched our first trainee program exclusively for black women, in partnership with the consultancy Indique Uma Preta. The unprecedented initiative was open to women who had graduated from any higher education institution between 2016 and the first half of 2022.

We received a total of 2,510 applications, of which 1,695 were approved in the initial triage, with 144 candidates advancing to the group dynamics and interview stage. At the end of the process, 13 candidates were selected. The trainees started working in different Cogna areas for a period of 18 months with the possibility of job rotations to different sectors to learn about the company and contribute to its results.

Employees by gender GRI 2-7

	2020*			2021			2022		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TOTAL	9,148	13,661	22,809	8,835	14,519	23,354	8,509	14,535	23,044

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

Attraction, retention and development of talents GRI 3-3

One of the objectives of the #JeitoCogna strategic pillar People and Culture is to attract and train talents capable of delivering the organization's future vision. The importance of this topic is even greater because we have defined "Employee and teacher training" as a material topic for the company.

As such, we are organized to make Cogna an attractive place for the best talents, seeking to develop a healthy, inclusive environment that promotes the personal and professional development of our employees.

Training at Cogna is based on three pillars: the Training policy linked with the #JeitoCogna; performance management which underpins the creation of development programs; and the Corporate University as a mechanism for large-scale training. The objective is ensure people build the best version of themselves, take their next career step and, consequently, make a positive impact on the business.

The main mechanism for assessing the effectiveness of our training platform is the results of the performance review we apply to employees. The evolution in the employee performance indicator or in the recognition process shows that development measures have a positive impact on people and on the business. Route corrections may occur in accordance with the indicators, by means of specific policies or actions.

Our corporate university, Cogna University (UNICO) offers 533 courses in the most varied areas of knowledge for the development



We work on making Cogna attractive for the best talents





Our corporate university, UNICO, offers 533 courses

of soft and hard skills. We provide training linked with our business strategy, worthy of note being skills for the future, innovation for results, lean thinking, reskilling, agile mindset, open innovation, diversity and inclusion, mental health and financial education.

The Leadership Academy is responsible for training managers in strategic areas for the business and in people management skills. **GRI 404-2**



Exclusive day for training

In 2022, we launched the UNICO Day project, in which one day a month is reserved for employees to take a course from the corporate university to reinforce their knowledge and skills. Some of the courses promoted in this action were: The Importance of Diversity; Occupational Health and Safety; Ambidexterity; Code of Conduct; and Information Security.



Average hours of employee training by gender GRI 404-1

	2020	2021	2022
Men	17.7	10.1	5.7
Women	18.7	11.6	5.7
TOTAL	18.3	11.0	5.7

Average hours of employee training by functional category GRI 404-1

	2020	2021	2022
C-Level	0.3	1.4	3.1
Vice presidents	-	1.8	4.0
Director level	21.2	19.6	9.8
Management	6.8	9.7	5.2
Coordination	29.6	18.2	8.0
Course coordination	60.4	25.5	18.2
Teachers	14.1	6.8	3.8
Tutors	58.3	25.3	15.6
Administrative/operational	15.3	12.2	5.7
TOTAL	18.3	11.0	5.7

* The sum of training hours for each functional category group is different from the overall total for employees because the same person may belong to more than one functional category (double link). e.g: A teacher who is also a course coordinator.

** We may infer that the oscillation in the number of hours training per employee, in particular the decrease in 2022, was due to the change in platform during the year (April 22) and the change in the team/product governance (October 22).

*** Up until 2021, all the employees in the company were considered. From 2022, the number of employees at the end of the year was considered. **GRI 2-4**



PERFORMANCE MANAGEMENT AND REMUNERATION GRI 404-2

In 2022, we redesigned our employee performance management process. The work was oriented to adapting the process to the #JeitoCogna values and the company's ambidextrous strategy. As a result, there was a significant increase in the percentage of employees who received performance reviews in the year (see the data on [page 127](#)). **GRI 404-3**

We believe that the review process is fundamental for driving employee development. It enables us to identify competencies and skills that need to be developed so that the individual may take their next career step.

In the new process, employees take part in 360° reviews, receive feedback and individual development plans that take into account the skills and competencies necessary for their function and for the employee profile. In this way, we seek to

value our talents, placing them in more suitable positions for their development in which they can develop and generate positive results. We ended 2022 with 96% of company leaders reviewed, slightly below the target which is to review all of them on an annual basis. From 2023, there will be two annual review cycles.

The redesign will produce inputs for us to define new forms of recognition and reward for our employees. In this respect, we are building an innovative remuneration strategy, focused on generating long-term value.

In 2022, we also conducted a mapping process to identify successors for senior management positions. For the coming years, the initiative will be detailed to sustain talent development actions for this purpose.

Health, safety and **well-being** GRI 3-3, 403-1

For Cogna, health, safety and well-being constitute a material topic and a fundamental value in all of our operations, be it with the company's employees or with any other stakeholder group. There is a specific company policy in this area which sets forth the way in which it should be managed, making safety a non-negotiable value.

The Occupational Health and Safety (OHS) policy sets forth the practices necessary for our employees with a view to promoting a safe and healthy environment for everyone and preventing work-related injuries and illnesses. The policy establishes an OHS management system and describes the roles and responsibilities of each team and individual, as well potential penalties for non-compliance. It also promotes continuous improvement measures.

The critical analysis of all the processes involved in occupational health and safety is the responsibility of the Specialized Service in Safety Engineering and Occupational Medicine (SESMT). The team monitors all the

relevant data using a dashboard developed specifically for this purpose. This information is used to drive continuous improvement in company activities through active listening of the areas involved and through market research. The area updates practices, legal adjustments and promotes innovations.

The SESMT service also has the attribution of promoting integral health and support programs, notably in the mental health and social assistance areas, as well as initiatives for mothers-to-be. Moreover, the team promotes OHS training programs and awareness campaigns, as well as supporting and managing agents of the internal Accident Prevention Committee (CIPA) and the Fire Brigade.

Our OHS management system is based on the PDCA concept for constant monitoring. It employs a Power BI dashboard that is updated regularly, with monthly analysis of results and the promotion of continuous improvement measures. The system is compliant with Brazilian Ministry of Labor regulatory standards, as well as the feder-

al governments eSocial requirements. The management and control of occupational risks is based on the assessment done in the Risk Management Program, which serves as the basis for all the employee health and safety preventive measures in the company.

The OHS management system covers all the Group units and all the employees in the company's businesses, including distribution center, offices and educational institutions. For third-party employees and service providers health and safety management is the responsibility of the contracting party and involves validation of documentation and pre-qualification by the internal third-party management and SESMT teams before the beginning of activities.



We seek to promote a safe and healthy environment for our employees

RISK MANAGEMENT AND TRAINING
GRI 403-2, 403-5, 403-7

Risks in the work place are set forth in the Risk Management Program. Based on this program, plans are established to monitor, neutralize, reduce or eliminate risks. The company also employs Preliminary Risk Analyses and Safe Work Permits, elaborated on demand to prevent accidents in activities presenting risks.

We undertake regular inspections in the workplace. These are the responsibility of the internal accident prevention committees (CIPAS) and the SESMT team. Moreover, we provide maps with a graphical representation of the risks in the sectors in which they are posted.

To neutralize and reduce risks, Collective Protective Equipment (CPS) and Personal Protective Equipment (PPE) is mandatory for employees exposed to risks of work-related injuries and illnesses. Units at risk are provided with a first aid kit and an automated external defibrillator (AED). Other administrative and control measures are the organization of training courses, dissemination of communications, knowledge pills, publi-

cation of specific procedures in risk areas, campaigns to boost engagement in recognizing potential incidents, that we call Stop, Think, Prevent, an approach to controlling “Near Misses”.

All employees can report situations where there is a risk of accidents via an internal company system. Whenever such a report is received all the CIPA members and the SESMT team responsible for the workplace receive an email alert and take immediate measures to avoid accidents. All reports of near misses result in the generation of a corrective plan, with monthly tracking of results by means of indicators.

Based on the identification of risks in the Risk Management Program, general or specific training priorities and needs are defined in accordance with the function. We have on-site training in line with legislation that requires exclusive practical activities, distance and hybrid courses, in which the theoretical part occurs in the Corporate University and the rest in the unit.

The company offers the following courses: Health and Safety Policy; CIPA Members training course; Fire Brigade training; PPE



training; Quality of life; NR-01 standards and application of service orders; Good practices in clinics and hospitals; Good practices in engineering and healthcare laboratories; High risk work; Reading and interpreting risk maps; Safe driving; SESMT manual for unit managers; Work at Height (NR-35), Safety with Electricity (NR-10); Handling the AED (Automated External Defibrillator).

OCCUPATIONAL HEALTH SERVICES

GRI 403-3, 403-4

The Occupational Health Medical Control program (PCMSO) is implemented in all units, as determined by the Brazilian NR-07 standard. We undertake occupational examinations in accordance with this program and our Risk Management Policy. There are company units that have their own medical team and others that receive OHS services from a third-party provider.

We also have Internal Accident Prevention Committees (CIPAs) installed in the units regulated by the NR-05 standard. The accident prevention committees are engaged in combating work-related injuries and illnesses jointly with the SESMT team. Cogna also has a health, safety, quality of life and well-being squad, with the participation of members of SESMT and the People & Culture area to track the OHS measures established in company planning.

We conduct an extensive annual employee consultation to measure the quality of corporate services, including the health area.

Additionally, we undertake a satisfaction survey with the calls attended by SESMT in ServiceNow - the corporate services portal.

We do not have a formal committee of diverse workers to address occupational health and safety system strategies. However, there are weekly agendas that address this matter involving the vice president of Finance and the area directors. There is also a health committee consisting of Cogna representatives, healthcare plan operators and health analytics service providers (Semantix).

PROMOTING HEALTH GRI 403-6

Cogna has a medical corps for all for all its employees, providing social assistance, nursing and medical services. There are units that have their own teams, in which employees may consult the team as needed. The company also provides telemedicine services for the entire work force, via email, telephone, Microsoft Teams, Chatbot and ServiceNow. Employees eligible for the company health care plan can choose their own operator.

In addition to the clinical corps and the services available, we also run the following health promotion programs, which may be accessed via the same teleservice channels:

- Specialized Nutritional Guidance Program;
- Medical Accompaniment for Mothers-to-be;
- Mental Health Program with psychological support by telephone;
- Augmented Telemedicine Program via HAI Cabin;
- Social Service Program;
- Support Program for Employees on Leave; and
- First Aid Program in the corporate units.



SOCIAL IMPACT GRI 203-2



We believe in education as an instrument of social transformation

We believe in education as an instrument of social transformation, enabling people to achieve greater quality of life and to generate income in the places where they live. This is why it is our understanding that our presence in all the Brazilian states is a driver for boosting the positive impacts our activity has on society.

Cogna social measures are undertaken by means of community actions, projects and services offered by its higher education institutions and its three social arms: the Instituto SOMOS, the Fundação Pitágoras and the Aliança Brasileira pela Educação.

We have a Donations and Private Social Investment Policy that governs Cogna direct sponsorship and donation processes, formalizing the flows based on transparency and compliance requirements.

In 2022, we launched the Impact Tips program internally. This involves monthly conversations in the format of live transmissions, to discuss socio-environmental topics and projects undertaken in alignment with the 17 SDGs.

Our programs are aligned with at least one of the three pillars in our Social Impact Platform:

PUBLIC EDUCATION

Contribute to public education in the country.

4 QUALITY EDUCATION



ECONOMIC OPPORTUNITIES

Change people's lives through access to employment, helping them in their professional journey and in building their career.

8 DECENT WORK AND ECONOMIC GROWTH



LOCAL DEVELOPMENT

Promote economic and social development in the areas surrounding the teaching units.

3 GOOD HEALTH AND WELL-BEING



10 REDUCED INEQUALITIES



These are **transversal activity** fronts that go beyond the pillars:

INNOVATION AND TECHNOLOGY: to use new technologies to minimize negative impact and to leverage the positive impact of the businesses.

DIVERSITY AND INCLUSION: to respect and value disabled persons; and promote equality in gender, ethnic origin, religion, sexual orientation and gender identity.

SOCIAL RETURN **GRI 413-1**

We strive to continuously improve tracking indicators to deepen understanding of the positive impacts our social activities generate and to continue to evolve in our investments in this area. Two of the most complete instruments we use for this assessment are the social return on investment (SROI) and measurement of social impact that provides budget relief for public authorities.

We have applied SROI methodology since 2019. This is an internationally recognized indicator that makes a comparative analysis between the funds invested and the return in social benefits for the community and/or the group of beneficiaries of the initiative. In this calculation, which we formatted with support from EY, we consider initiatives to promote access to education, contributions to public education, promoting employability for young people and adults, principally Cogna students and graduates, and the actions undertaken by the company's social arms.

We identified that for each BRL 1 invested by Cogna in 2022 BRL 6.40 was returned to society, benefiting 2.9 million people and generating BRL 10 billion in socio-economic assets. Of these, BRL 9 billion was in economic assets (equivalent to the income generated by students, employees and suppliers) and BRL 1 billion in social assets (monetizing the value of the actions undertaken for society, if they were paid for). We also measure the number of municipalities with a low Human Development Index (HDI) in which we are present. We do not currently assess environmental impact on communities, but we monitor and report our main environmental indicators continuously. Our ESG targets indirectly contain topics related to these matters.

In our internal surveys, we assess employee perception of the company's social and sustainability impact.



For each BRL 1 invested by Cogna in 2022, BRL 6.40 was returned to society

ASSETS INCLUDED IN THE SROI CALCULATION

The following intangible assets are considered in the calculation of the social return on investment:

- Access to education**
 Promoting and/or facilitating community access to education (e.g.: study scholarships, free university entrance courses, donation of educational materials).
- Public education administration**
 Enhancing Brazilian public education (e.g.: Fundação Pitágoras and Aliança Brasileira education projects).
- Community**
 Promoting social transformation in areas around the units (e.g.: professional services offered by the higher education institutions).
- Insertion in labor market**
 Benefiting society by promoting access to the labor market (e.g.: Conecta and employability fairs).
- Curricular**
 Promoting social transformation through the dissemination of information (training students in social projects).

In 2022, average favorability for this indicator was 80, corresponding to a ten point increase over 2021. This advance is due to the strategy to engage employees in topics and actions associated with the Cogna Commitments for a Better World.

Stakeholder relations are governed by our Stakeholder Relations and Sustainability policies and by correlated documents, such as the Supplier Code of Conduct.

Formal complaints from the communities and from other stakeholders are made through the Confidential Channel (further information on [page 39](#)).

INVESTMENTS THROUGH INCENTIVE LAWS

We make investments through tax incentive laws to support projects linked with the three pillars of our Social Impact Platform. The investments are made by means of Brazil's Rouanet Law, Elderly Law, Sport Incentive Law and the Children's and Adolescents' Municipal Funds (Fumcad). In 2022, investments were made in four projects that will be executed in 2023:

- **Rouanet Law** - Associação Vagalume - 2023 Annual Plan
- **Elderly Law** - CeMAIS- Rede 3i
- **Fumcad** - Fundação Dorina Nowill - Complementary disciplines - Skills and Rehabilitation
- **Sport Incentive Law** - Instituto Esporte Educação - Network of centers



Corporate volunteer work action with the Instituto Esporte Educação

Service learning GRI 203-2

We believe in the actions of the teachers and students in our higher education institutions as an important element in transforming realities. This is why we have adopted service learning, experiential education to involve students in activities that fulfill human and community needs, together with structured opportunities for reflection to achieve the desired learning results.

We encourage the promotion of structured actions that serve the communities surrounding our campi. This involves the teachers and students dedicating hours of voluntary work to offer assistance to those who need it most. These services include healthcare, legal consulting, psycho-social support, and diverse other interventions. This is a two-way street: in addition to helping the community, the actions provide the students with experience, that is, they align the generation of social impact with vocational practice.

Within this context, there are two modes of activity:

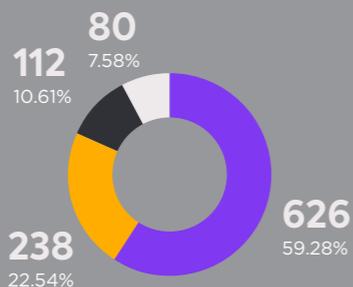
- **Social projects**, which are initiatives undertaken for communities, aligned with the UN Sustainable Development Goals. They may be ongoing or discrete and may also be part of academic extension projects;
- **Community services**, which occur on an ongoing and systematic basis in community service areas in our higher education institutions. In this case, students on Cogna graduate courses provide specialized services in their area of professional activity. Examples are the legal advice centers, medical school clinics, psychological support and model offices.

These initiatives are backed by the company's Sustainability and University Extension Policy, part of the curriculum of the undergraduate courses, based on four programs: Community Service; Innovation and Enterprise; Cultural Action and Diffusion; and Sustainability.



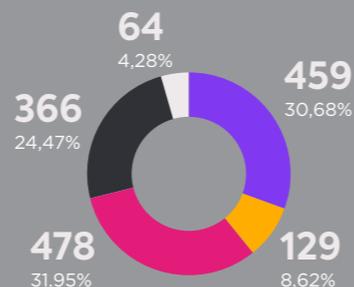


PROJECT/ACTION CATEGORY:



- SOCIAL ACTIONS
- SPECIALIZED ATTENDANCE
- OTHERS
- DONATIONS

CENTRAL TOPIC:



- PUBLIC EDUCATION
- EMPLOYABILITY AND ENTERPRISE
- LOCAL DEVELOPMENT
- INCLUSION AND DIVERSITY
- INNOVATION AND DIGITALIZATION

TYPE OF PROJECT



- ISOLATED PROJECT
- ONGOING PROJECT

SOCIAL PROJECTS BY SDG



24 social projects
2.27%



32 social projects
3.03%



656 social projects
62.12%



148 social projects
14.02%



16 social projects
1.52%



2 social projects
0.19%



36 social projects
3.41%



10 social projects
0.95%



63 social projects
5.97%



8 social projects
0.76%



10 social projects
0.95%



1 social project
0.09%



10 social projects
0.95%



28 social projects
2.65%



12 social projects
1.14%

SOCIAL IMPACT OF OUR HIGHER EDUCATION INSTITUTIONS IN 2022

1,056 projects executed

113 units and hubs involved

95% of the projects executed by our own units (5% by units owned by others or partners)

more than 5,200 employees

more than 31,000 students

111,375 hours of student volunteer work in the social projects for communities – equivalent to 12 years and nine months

more than 233,000 people benefited by social projects

1.29 million people served

531,000 people benefited, by community services

BRL 439.4 million in budget relief for public authorities (calculated based on the zero cost of our services x official price lists of professional associations and the SUS public health service for each case)

Impact by region

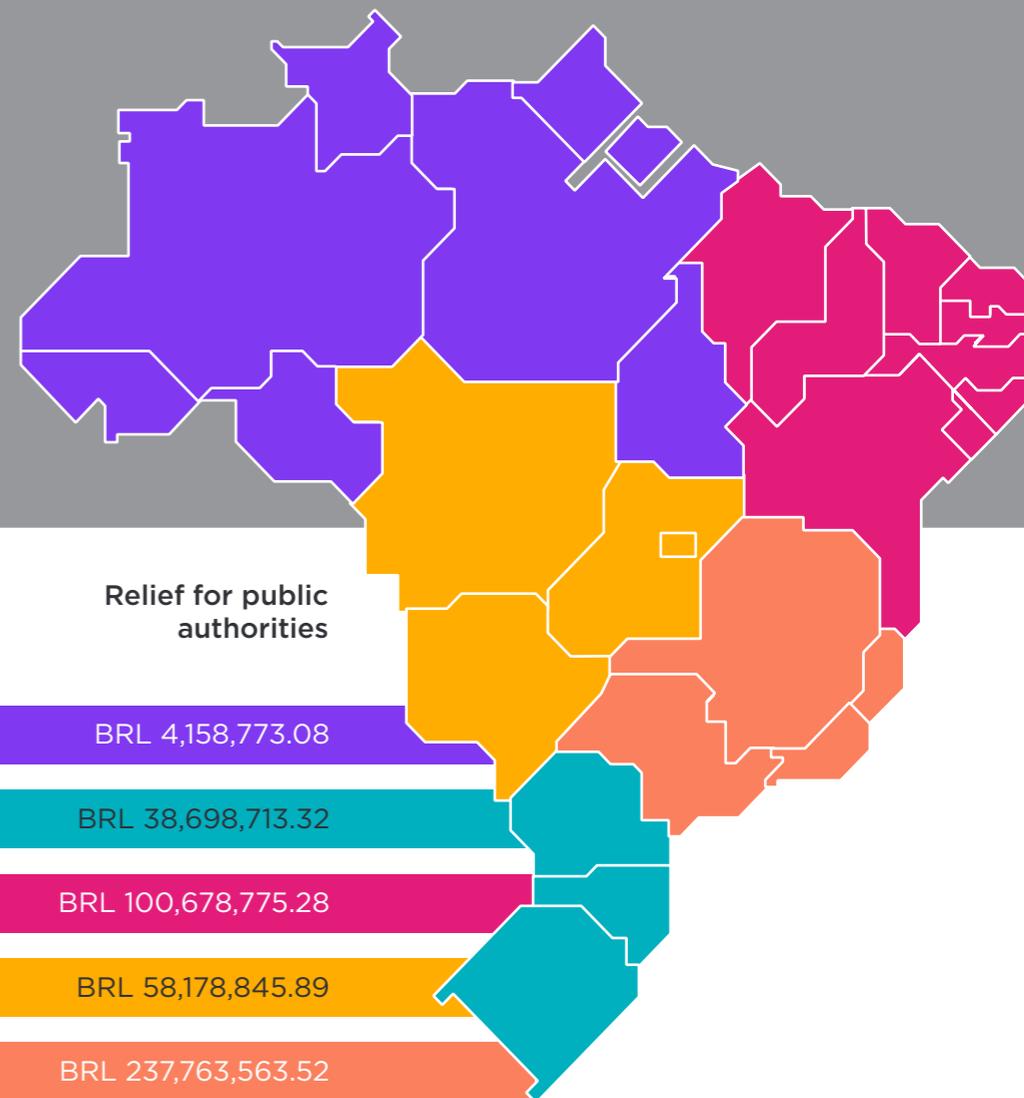
SOCIAL PROJECT INDICATORS	2020	2021	2022
n° of social projects	544	485	1056
n° of beneficiaries	173,425	135,383	233,096
n° of teacher and student participations	53,333	22,813	36,765
hours of volunteer work	32,000	24,000	111,000

2,000 municipalities reached by higher education units

84,9% are small

82% have an HDI below the Brazilian average

In 781 we are the only teaching institution



LINE LABELS	N° of social projects	N° of people served	N° of beneficiaries	N° of participations of teachers and students	Hours of volunteer work	Equivalent work time	Relief for public authorities
North	22	3,357	5,135	2,290	2,507	More than three months	BRL 4,158,773.08
South	84	41,355	22,616	9,131	28,520	More than three years and three months	BRL 38,698,713.32
Northeast	240	87,915	30,618	19,931	8,886	More than one year	BRL 100,678,775.28
Midwest	259	116,535	53,831	20,122	18,534	More than two years and one month	BRL 58,178,845.89
Southeast	451	282,318	120,896	53,584	52,928	More than six years and one month	BRL 237,763,563.52
TOTAL	1,056	531,480	233,096	105,058	111,375	More than 12 years and nine months	BRL 439,478,671.09

Project: Brasil sem Frestas (Brazil without gaps) - Sustainable solidarity measure



People impacted: 400
Location: Passo Fundo (RS)
Courses: Administration, Law and Psychology

Students, teachers and coordinators collected 8,000 milk cartons to make and apply thermal panels to homes in vulnerable areas and on the outskirts of the city. The students were engaged from the research into the solution, the collection of the raw materials, the production of the panels to the installation in the homes.

The measure was undertaken in partnership with a social organization. In addition to the voluntary impact action, it involved innovation and the reutilization of materials. With the thermal panels made from reusable ma-



terials, the homes received coverage and protection against rain, sun, wind and the entry of animals. The families had gains in health and quality of life.

"I have lived in this settlement for eight years. I hope that the holes in my house have been closed and that I no longer have to keep on taking my two daughters to the hospital. Today I am happy, I am thankful that my home no longer has holes and we will be able to stay warm. Thank you."

Taiuane (beneficiary of the project)



Project: Ciclo do Bem (Cycle of Good)



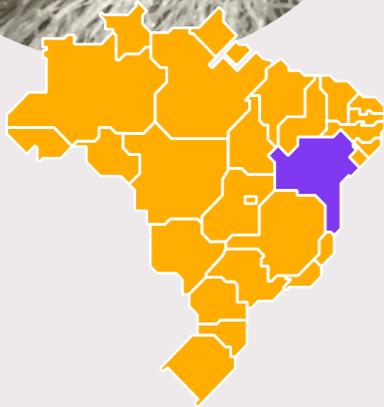
People impacted: 260
Location: Sorriso (MT)
Courses: Nursing

In partnership with local social organizations, the students developed a campaign to warn people about the importance of the availability of sanitary pads for low-income populations. The demand came about after the students perceived that school dropout and absentee rates were directly related to menstrual poverty at a social assistance center where they were interns. The measure involved promoting public awareness of the issue.

"When we see menstrual poverty among young low-income Brazilian girls we realize that sanitary pads cannot be seen as superfluous." **Ana da Silva Nonato, Student in 10th semester of Nursing course**



Project: Fio a Fio (Floss to Floss) - Making low-cost dental floss accessible to the community



The project involved making dental floss for oral hygiene available by producing it from raffia bags disinfected with sodium hypochlorite, another accessible product. The students were involved in the whole process, which included researching materials and ensuring accessibility and costs. The kits were distributed to different communities in the municipality of Lauro de Freitas (BA) as an internship activity for the students.

“From the first time the teachers presented the proposal to us I know it would be a success. It was incredible the number of times people said they did not have this at home when we asked them about using dental floss. Making dental floss available to the community promotes the self-care and autonomy that they need.”

Isabelle Alexandre Armentano – Student in the 7th Semester of the Dentistry course

3

SAÚDE E BEM-ESTAR

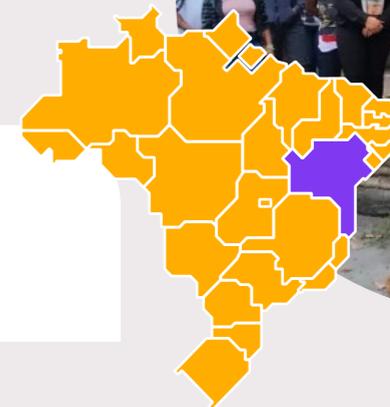


People impacted: 143

Location: Lauro de Freitas (BA)

Courses: Dentistry

Project: Visita to the Coroa Vermelha Pataxó Indigenous Village



People impacted: 40

Location: Eunápolis (BA)

Courses: Law

The students presented a mini-course on the “Time Framework and Bill of Law 490/2007” in an extension activity of the Debating Fundamental Rights Research Group, held in the Txãgrú Mirawê cultural center in the village of Coroa Vermelha. The students detailed the proposal of the bill of law, which establishes guidelines for demarcating lands. The initiative promotes cultural diversity with an experience that requires technical skill and sensitivity on the part of the students to present the topic in a clear and transparent way, as well as to answer any ques-

tions arising from the audience. It also addresses the responsibilities of future lawyers when cultural questions and minority groups are concerned.

“The mini-course was timely for our community, especially for those who came. These were mostly young people from the Pataxó Youth group, which has been involved in the demonstrations against the Framework and has organized internally in the villages to propose initiatives.”

Leader of the Pataxó Village.

Projeto Empreender Sustentável e Pedagógico (Sustainable and Educational Enterprise Project)



People impacted: 52
Location: Cascavel (PR)
Courses: Teacher Training

The students were encouraged to create educational toys from recyclable materials so that they could be replicated in socially and economically vulnerable communities. In addition to the question of sustainability, the project was aimed at extending the participants' vision to enterprise. The initiative involved access to education and play with low-cost toys, which has a bearing on early childhood policies to promote social development.

"It is incredible what can be done with materials that apparently no longer have any value. We made toys that attracted the children's attention and that could be made by anyone, including their parents to help with their education at home."

NathIELly dos Santos - Student in the Teacher Training course



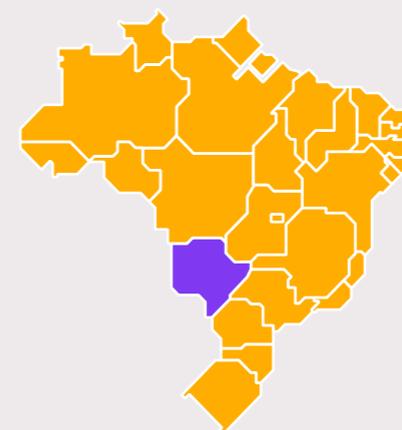
People impacted: 70
Location: Campo Grande (MS)
Courses: Law

Projeto NPJ vai à escola! (NPJ goes to school project!)

The "NPJ Goes to School" project, in place since 2012, involves students from the 9th and 10th semesters of the 3rd and 4th supervised internships of the Law course at Anhanguera UNAES. The interns provided legal advice for a socially and economically vulnerable community, with talks and simulated juries in partnering public state schools, involving interactions between the academics and secondary and technical school students.

In 2022, two talks were presented at the Arlindo de Andrade Gomes state school, on the following subjects: Femicide and Domestic Violence; and Consumer Rights.

"The subject we raised was domestic violence, Brazil's Maria da Penha Law and femicide. This generated an exchange of knowledge and experiences, because in addition to being of current interest, it relates closely to the reality of many families." **Vanessa Godoy, Student in the 10th semester of the Law course**



Instituto **SOMOS**

Founded in 2017, the [Instituto SOMOS](#) consolidates the social impact actions of SOMOS Educação, with a focus on democratizing access to education, to literacy, and to technology and innovation for socially vulnerable youngsters all over Brazil. The chair of the body is the SOMOS CEO and the institute is managed by the Cogna Sustainability and Social Impact area.

The institute's main program is Somos Futuro, which gives young public school students the opportunity to study at SOMOS partnering schools (further information on [page 108](#)).

Additionally, the institute donates educational and para-educational materials and educational solutions to community university entrance courses. It also trains people who work in the communities preparing them for this activity. The institute has the following non-governmental organization partners in the states of São Paulo, Rio de Janeiro and Santa Catarina:



PARTNERING NON-GOVERNMENTAL ORGANIZATIONS

- Resgate Project (Joinville/SC)
- Fundação Roberto Marinho - Redes da Maré (Rio de Janeiro/RJ)
- FEA-USP University entrance course (São Paulo/SP)
- EACH-USP University entrance course (São Paulo/SP)
- Mafalda University entrance course (São Paulo/SP)
- Desafio University entrance course (São Paulo/SP)
- Fera Anglo Social (São Paulo/SP)
- Instituto Verdescola (São Sebastião/SP)
- Instituto Embraer (Botucatu/SP and São José dos Campos/SP)

VOLUME OF DONATIONS:

3,690
people benefited



SOMOS FUTURO

One of the institute's main initiatives, the Somos Futuro Program is aimed at accelerating students from public schools, who are given the opportunity to do their secondary education at one of the SOMOS partnering institutions. Created in 2018, the program is in place in 120 cities in Brazil and has so far benefited 689 students.

Through Somos Futuro, the schools offer full study grants for the three years of secondary education. The participants receive educational and para-educational materials, mentoring for the first and third years, as well as access to the entire program support network, which includes psychological counseling offered by the Anhanguera faculties. In 2022, two meetings about socio-emotional competencies were organized for the students on the second year of the program addressing commitment and self-concept.



Alunos do Somos Futuro - Vinícius Venâncio (2ºEM), Mariana Silva (1ºEM), Ewerton Nascimento (3ºEM) e Vinícius do Espírito Santo (3ºEM)



• Programa •
Somos Futuro

The program offers young people from public schools the opportunity to do their secondary education at one of the SOMOS partnering institutions

GROUP PROFILE:

- **64%** female
- **36%** male
- Per capita income: **up to 2 minimum salaries**
- **13%** are beneficiaries of social programs, such as the Bolsa Família
- From those approved in university entrance, **67%** are the first generation of the family to study in higher education

689 students since its beginning, in 2017

120 municipalities, in 18 states and the Distrito Federal

173 school partners

63% pass rate in public and private universities

54% approval in public universities

CORPORATE VOLUNTEER WORK PROGRAM

Somos Futuro underpins our Corporate Volunteer Work Program. Working voluntarily, our employees participate as interviewers at the candidate selection stage. They are charged with finding out the life history of each candidate and, at a later stage, accompany the students' education as mentors.

The mentors work with the youngsters in the first and third years of secondary education. Initially, they provide the youngsters with support in adapting to the new reality, to their colleagues and to the school routines, as well as in the development of socio-emotional competencies, which are essential for this challenge. In the final year, it is the mentors' mission to provide support in planning the youngsters' future and career.

These volunteers receive training for the work with the youngsters, with special attention paid to the emotional health of the scholarship holders. To encourage employees to participate in the program, in 2022 we updated our Corporate Volunteering Policy to provide orientation and encourage people to participate.

“Being able to contribute to the future of these youngsters is priceless. The free provision of support without any ulterior motive or interest makes the mentoring genuine, making the most of each one of the sessions. The end result could be no different. The youngster is full of dreams, goals and expectations, understanding the power and the importance that studying has in their life”

Cleiton Aparecido Coelho da Hora de Jesus, volunteer mentor of 1st year scholarship holder, and operational supervisor at SOMOS Educação.



IN 2022:

121 volunteer interviewers **246** volunteer mentors

3,216 hours of work dedicated to the program, equivalent to **Four months and 14 days.**



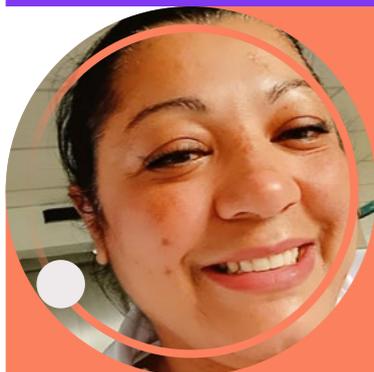
João Pedro Estrela Rufino, scholarship holder at Anglo Itapira (Itapira/SP), approved in the 2023 Somos Futuro selection process.

“I really have to thank Instituto SOMOS for all its help and for the commitment of its team, I never imagined being able to study in a school like this! Thanks to you I will learn a lot over the coming years.”



Mauro Monteiro Araujo, volunteer mentor to 3rd year scholarship holder, director of Anhanguera unit.

“This is the second year I have participated and I insist on doing it every year. An incredible experience for the mentor and the mentoree. In an unusual way the project translates our purpose of ensuring people build the best version of themselves.”



Elaine Herculano da Silva, responsible for Davi Michel Flausino da Silva, scholarship holder from the Associação Educacional Brasília de São Paulo, approved in the 2023 selection cycle.

“This opportunity will make a big difference in our son’s life, through learning he may have the chance to enter university.”



Rafael Santiago Álvares Aprígio, former scholarship holder who graduated from the Botafogo unit of the Colégio pH at the end of 2022, approved in the UERJ Economics course.

“Without Somos Futuro, I would never have got this place. I was monitored and received emotional support in a light-hearted way, I got study tips. The teachers made every effort for us, and I made wonderful friends there. I think every detail of my secondary education was fundamental in my getting this place.”



Ellen Grace Santos Felix, volunteer mentor of 1st and 3rd year scholarship holders. Cogna financial operations coordinator.

“In 2022 I mentored two students, one in the first year and the other in the third, It was marvelous. It is a very special exchange, rather like a trip back in time. After all, we have already experienced that phase of life full of dreams, doubts, but also many discoveries.”



Fundação Pitágoras

With a proprietary model developed for the public school networks, the Fundação Pitágoras seeks to drive improvements in learning by working with the entire school community.

For around two years the Integrated Management System (IMS) accompanies the agents involved in schools, such as the education departments, principals, educational coordinators, supervisors and teachers, who undergo training while incorporating the elements of school administration into their daily routines. This provides them with hands-on learning, ensuring their autonomy at the end of the program. At the end of the process, the participants receive a postgraduate certification in Educational Management from Anhanguera.

Created 20 years ago, social technology underwent a digital transformation in 2021 with the adoption of a hybrid format: a major part of the program will be offered via distance learning while maintaining a number of strategic on-site meetings. The new

model will enable the extension of this benefit to more schools in less time.

The initiative was introduced in the city of Breves, on Ilha do Marajó (PA), in 2021. The region selected to participate in the project, which works jointly with the entire school community, has one of the highest child sexual abuse rates in the country. The integrated management system (IMS) implementation process is seen as preparing the way for building the transformative environment that the school should be.



“It was fundamental to realize how we can share targets and actions, without going in different directions. A lot has changed. The high point of this entire process is the alignment: from the secretary in the school and the teachers and other employees right down to the student.”

Maria Odimere Andrade da Silva, educational coordinator of the Centro Educacional da Ilha do Marajó (CEDIM)

The official teaching quality indicators demonstrate the positive results of the program in the participating schools, as shown by the evolution in the IDEB primary and secondary education development index (Índice de Desenvolvimento da Educação Básica) both in the initial and final years of primary and secondary education. Considering all the editions of the indicator, the IDEB result is, on average, 0.4 point higher for the schools participating in the IMS compared with those that do not have the system for the beginning years and 0.3 point higher for the final years. It is key to note that an 0.2 point increase in the IDEB in each assessment cycle is considered satisfactory in accordance with the progression estimated in Brazil's national education plan (Plano Nacional de Educação).

Therefore, the Fundação Pitágoras management methodology promotes double the desired growth rate, enabling schools to achieve higher levels of student learning more rapidly.

Over the last two decades, the organization has impacted almost one thousand schools and two million people, counting students and educators nationwide.

OTHER INITIATIVES

The Fundação Pitágoras also offers education to prisoners and ex-prisoners through study scholarships. The foundation has a partnership with the female prisoners' association Apac Feminina (Associação de Proteção e Assistência aos Condenados) in Belo Horizonte (MG), in which 110 prisoners take distance learning courses ranging from literacy to entrepreneurship and preparation for higher education. The pass rate for these women was 87%. The foundation also invests in projects related to early childhood, vulnerable youth, and planting trees.

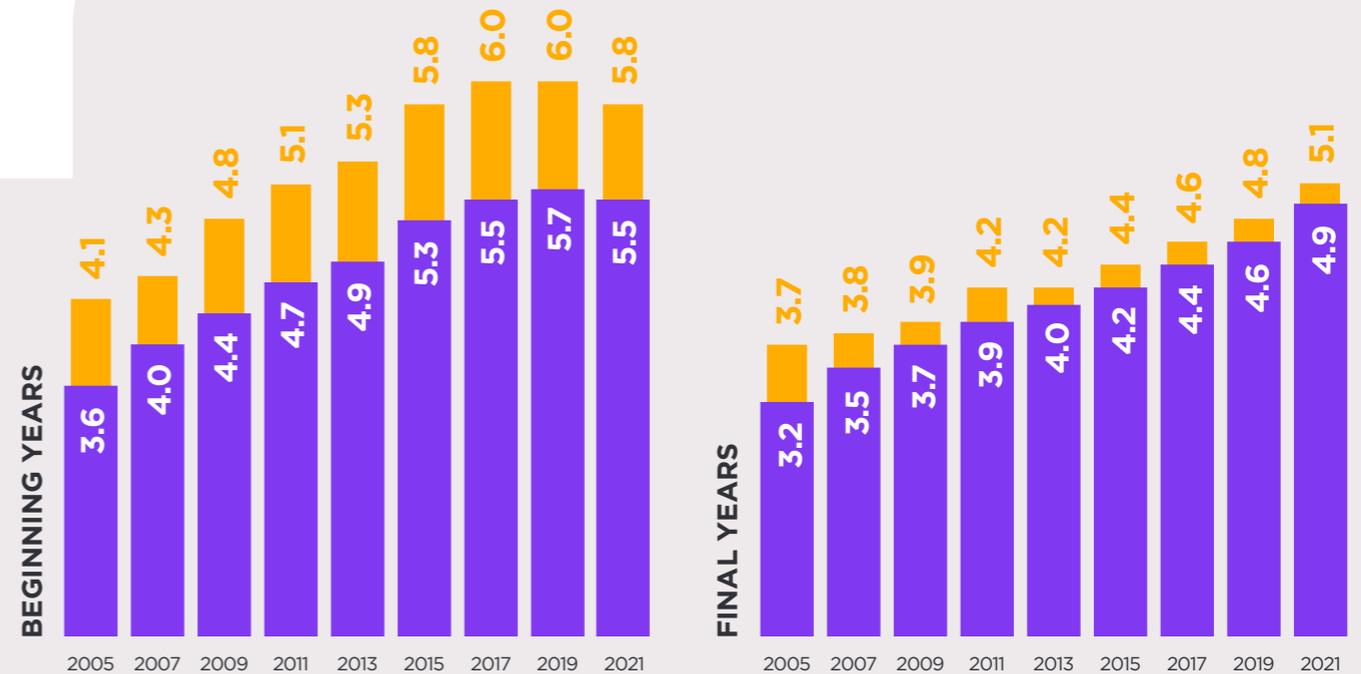


The Fundação Pitágoras also offers education to prisoners and ex-prisoners through study scholarships

Evolution in IDEB

K-9 Education

- Schools with IMS (859)
- Total number of schools (139,544)





Aliança Brasileira pela Educação (Brazilian Alliance for Education)



This alliance is a joint movement involving company, together with the Fundação Pitágoras, aimed at building a cross-sector union to develop actions to promote public education, employability, entrepreneurship and local development. With this focus, we undertake initiatives in partnership with public authorities, companies, third sector institutions and private institutions.

In public education, the alliance offers a virtual learning environment with free courses and contents for training managers and teachers and provides study scholarships. To boost employability we provide training courses aimed at com oriented to developing entrepreneurial skills and organize the Global Enterprise Week.

In the local development area, the alliance consolidates the organization's social projects, community actions and the best practices of the higher education units (further information on [page 100](#)).



STAKEHOLDER ENGAGEMENT GRI 2-29



Our business strategies are always oriented to generating positive results and engaging our stakeholders. This way of working is represented in one of the #JeitoCogna pillars, “Incredible experience”, and explicitly in one of our material topics, “Student and customer satisfaction”. To achieve these, we develop different tactics to create appropriate dialogue channels with each of our stakeholder groups.



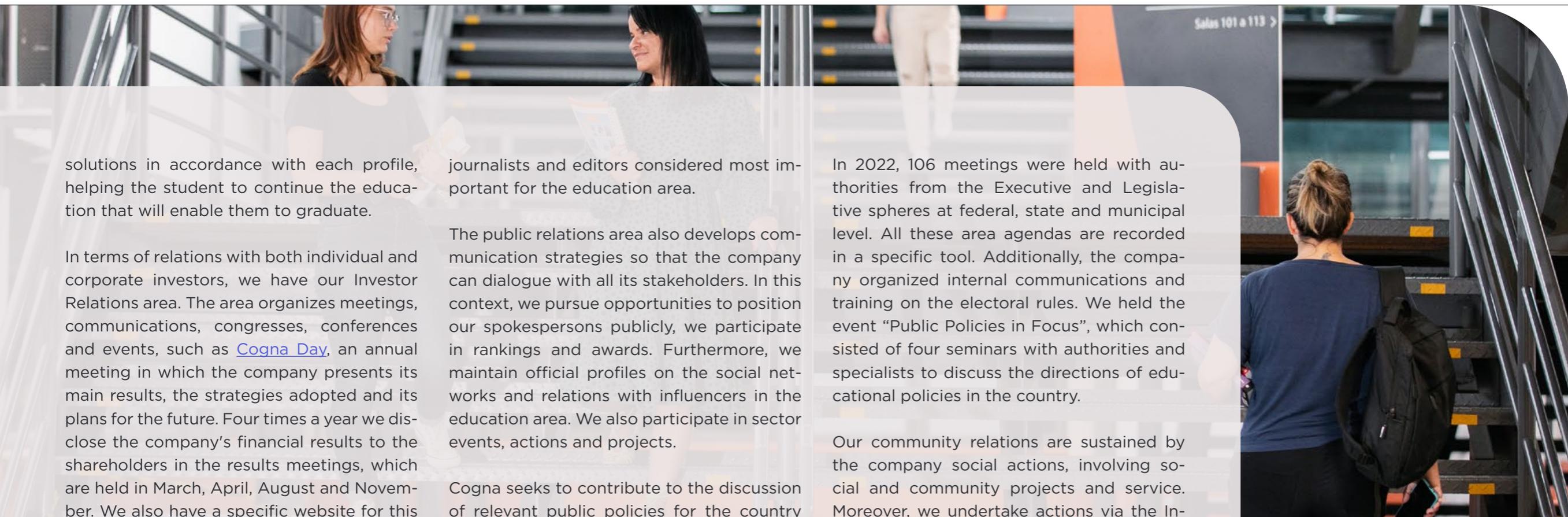
Our business strategies are always oriented to generating positive results and engaging our stakeholders

Listening to and understanding our stakeholders’ wishes and demands also underpins the construction of our materiality matrix, which defines the topics considered most important for managing the company and for developing projects and programs (further information on [page 08](#)).

Besides the materiality matrix, we have a number of tools for listening to and under-

standing the effectiveness of our actions and projects and the different groups’ satisfaction with each one of the company’s initiatives. For actions in the higher education area, we apply Net Promoter Score (NPS) surveys with students and teachers, in addition to the Avaliar (Assess) system, a self-assessment comprising the company’s own indicators obtained from an annual survey with students, teachers, course coordinators and technical/administrative employees (further information on [page 74](#)).

Measuring student engagement also involves monitoring participation in class, grades obtained, activities and payment behavior. This assessment is conducted at moments considered critical in the semester, after the courses, tests or at the beginning of the teaching period. The students are rated as: high, average, low and critical. Based on this information, proactive measures to generate engagement are undertaken, such as guidance actions or more emotional communications. The goal is to offer specific



solutions in accordance with each profile, helping the student to continue the education that will enable them to graduate.

In terms of relations with both individual and corporate investors, we have our Investor Relations area. The area organizes meetings, communications, congresses, conferences and events, such as [Cogna Day](#), an annual meeting in which the company presents its main results, the strategies adopted and its plans for the future. Four times a year we disclose the company's financial results to the shareholders in the results meetings, which are held in March, April, August and November. We also have a specific website for this stakeholder, in which relevant information about the company is made available with full transparency: ri.cogna.com.br.

Cogna also has a public relations team responsible for press relations. This work is oriented to increasing exposure of the company in communication media, boosting public recognition in general. This involves frequent disclosures and contacts with the

journalists and editors considered most important for the education area.

The public relations area also develops communication strategies so that the company can dialogue with all its stakeholders. In this context, we pursue opportunities to position our spokespersons publicly, we participate in rankings and awards. Furthermore, we maintain official profiles on the social networks and relations with influencers in the education area. We also participate in sector events, actions and projects.

Cogna seeks to contribute to the discussion of relevant public policies for the country and for the education sector, be it by participation in sector associations (further information on page 132) or directly. The Institutional Relations and Sustainability area is responsible for representing and advocating the company's interests, interacting with authorities and managing political and regulatory risks, while monitoring all the regulations promulgated and legislative proposals discussed in parliament.

In 2022, 106 meetings were held with authorities from the Executive and Legislative spheres at federal, state and municipal level. All these area agendas are recorded in a specific tool. Additionally, the company organized internal communications and training on the electoral rules. We held the event "Public Policies in Focus", which consisted of four seminars with authorities and specialists to discuss the directions of educational policies in the country.

Our community relations are sustained by the company social actions, involving social and community projects and service. Moreover, we undertake actions via the Instituto SOMOS, Fundação Pitágoras and the Aliança Brasileira pela Educação.



We participate in sector associations and movements, in which we work with our peers in defense of quality education in Brazil

ENVIRONMENTAL MANAGEMENT

We have assumed a public commitment to eco-efficiency, mainly taking into account energy and greenhouse gas (GHG) emissions. It is our understanding that it is only possible to generate value for the company, for our stakeholders, for society and for the planet if we are proactive in preserving the environment and combating climate change, assuming our responsibilities and engaging the public to act jointly in this field.

In the Cogna Commitments for a Better World (further information on [page 29](#)), we present our targets in all the environmental aspects relevant to the company. To achieve these, we have internal measures and proj-

ects for the conscious consumption of natural resources. Additionally, we develop environmental education measures linked with the UN SDGs, generating knowledge in this area for our stakeholders (further information on [page 58](#)).

Externally, these socio-environmental aspects are incorporated into contracts with suppliers. This work, which began in 2022, involved 100% of our new partners and will be enhanced in 2023. [GRI 308-1, 414-1](#)



We have assumed a public commitment to eco-efficiency



Energy efficiency GRI 302-1

Energy efficiency is part of the Cogna Commitments for a Better World. Our target is to have up to 90% electricity from renewable sources by 2025. We ended 2022 with 87% of electricity acquired from the free energy market, which represents clean energy with low carbon emissions.

In the year, we consumed 168,700 GJ (46.861 million KWh) of electricity, 21.66% up on 2021. The increase is due to the resumption of face-to-face activities after the pandemic. In 2021, the on-site operation was restricted to practical activities in laboratories and clinics. In 2022, classroom activities were resumed for the theoretical component, which corresponded to an increase of 36,554 GJ for the entire company.

In 2022, we implemented a pilot project to install solar panels in the higher education units in Jaú (SP) and Eunápolis (BA). In the first year of operation, generation exceeded 71,770 KWh, which was incorporated into the total of renewable energy for the year.

Another efficient consumption initiative was the replacement of light bulbs for more efficient models in our units. These are less powerful and consume less, but provide better illumination and last longer. In our corporate office in Londrina (PR), we replaced the mercury vapor bulbs on 27 external lamp-posts with LED models, promoting an economy of 8,278.20 KWh in the year. **GRI 302-4**



Photovoltaic panels at the Jaú (SP) Anhanguera unit

Total energy consumed (GJ)

	2020	2021	2022
Fuels from non-renewable sources (diesel)	-	-	10.37
Electricity purchased from concessionaires (captive market) - non-renewable	23,244.72	19,954.70	21,330.22
Electricity purchased from concessionaires (captive market) - renewable	73,608.28	112,196.70	136,563.96
TOTAL	96,853.00	132,151.40	157,904.54

* The volume of energy from concessionaires (captive) without discrimination of source, since the concessionaire does not provide this information. We only have the general information on the composition of the national energy grid, which is 82.9% (source: Ministry of Mines and Energy, 2020).



Our target is to have up to 90% electricity from renewable sources by 2025



Emissions GRI 305-1, 305-2, 305-3

Corporate strategy to make the company low carbon is part of the Cogna Commitments for a Better World.

In 2022, we published our first Greenhouse Gas (GHG) Emissions Inventory, transparently accounting for the company's performance in this area. The document identified and mapped the company's scope 1 (direct emissions) and scope 2 (electricity consumption) sources, providing important inputs for the planning of emissions mitigation and reduction measures. The report covered the period from January 1 to December 31, 2021.

In 2023, we expanded the scope of our survey, including scope 3 in the 2022 inventory, taking the opportunity to carry out retroactive construction of the inventories for the years 2019 and 2020 already considering the three scopes, in addition to redoing

the 2022 inventory, implementing improvements, making adjustments and including scope 3. The aim was to have an appropriate history so that, in the future, we will have reliable data to set emission reduction targets..

For the inventories, the period from January to December of the years 2019, 2020, 2021 and 2022 was considered, following the guidelines of the GHG Protocol methodology.

The survey took into account the emissions from four corporate units, one distribution center, two high schools, eight language units, and the emissions from 114 higher education units, including classrooms, laboratories, teaching hospitals, veterinary medicine clinics, and school farms with agricultural and livestock activities. Agricultural inputs, livestock emissions and mechanized operations were also included.



In 2022, we published our first Greenhouse Gas (GHG) Emissions Inventory

The emissions sources present in scopes 1, scope 2 (location-based approach), and scope 3 (considering the categories of franchises, employee commuting, business travel, purchased goods and services, waste, and upstream transportation and distribution) were identified and quantified in tons of carbon equivalent.

The inventory set was audited by an Assurance Body (VB), which assigned a reasonable level of confidence - the highest standard of assurance - attesting that the inventories are materially correct and are fairly represent our greenhouse gas data.



ESCOPOS	2019	2020	2021	2022
Scope 1 GRI 305-1	4,351.96	2,134.80	3,977.19	2,075.98
Scope 2 (Location) GRI 305-2	3,156.61	2,232.46	4,658.77	1,799.69
Scope 3 GRI 305-3	12,297.61	23,590.20	29,650.60	23,698.49
Biogenic CO ² emissions - Scope 1	913.13	401.37	672.88	623.95
Biogenic CO ² emissions - Scope 3	1,947.39	1,134.15	1,731.11	1,485.98

The CO₂ emissions from renewable fuels are reported separately as 'biogenic CO₂ emissions'. It should be noted that the COVID-19 pandemic impacted Cogna's activities in 2020 and 2021, which is an important factor to consider when comparing the results of these years. The analysis of the inventory emissions was based on the GWP (Global Warming Potential) indices of the Fifth Assessment Report (AR5) of the Intergovernmental Panel on Climate Change (IPCC). It is important to note that, for the publication in the Public Emissions Registry of the Brazilian GHG Protocol Program, it was necessary to use the metrics of the Fourth Report (AR4) of the IPCC for the years 2019 and 2020. Due to this methodological change, the data in the Public Registry contains the following variations: In 2020, scope 1 totals 2,232.451 tCO₂e, and Scope 3 23,607.30 tCO₂e; in 2019, Scope 1 totals 4,579.223 tCO₂e.

Water GRI 303-1

On our premises, we strive to ensure conscious and efficient use of the water withdrawn for company operations. This involves the development of educational and awareness measures in our units.

Water consumption is managed locally by our units, who oversee any Artesian wells and are direct customers of water supply companies. Water is discharged into the sewage networks of local sanitation operators.

To drive conscious consumption, we have developed pilot water reutilization projects at our units. In the educational institutions in Jundiaí (SP), Taubaté (SP) and Arapongas (PR), we have created rainwater harvesting systems, using the water for toilet flushes, washing public areas and irrigating the gardens.

To monitor consumption we report monthly withdrawal indicators on automatic dash-

boards, that issue alerts about any deviations in consumption. Previously, leaks were only discovered by comparing monthly bills.

In 2022, a total of 516,629.39 m³ of water was withdrawn, a 17.07%, or 75,330.99 m³ increase compared with 2021. The increase is explained by the resumption of on-site activities after the pandemic, as is the case with electricity.



We strive to ensure conscious and efficient use of the water withdrawn for company operations

Total volume of water withdrawn in all areas and areas with water stress, by source (m³) GRI 303-3

SOURCE	2020		2021		2022	
	Areas with water stress	Other areas	Areas with water stress	Other areas	Areas with water stress	Other areas
Ground water	NA	198,157.00	NA	135,169.70	132,551.78	104,771.21
Third-party water	NA	215,726.00	NA	306,128.70	174,241.26	105,065.14
TOTAL	NA	413,883.00	NA¹	441,298.40	306,793.04	209,836.35

NA: methodology altered, no historic data available.

* The Cogna units are located in metropolitan regions (urban centers). The dry season considered uses the rainfall pattern utilized in the generation of electricity by hydroelectric power plants. Cogna obtains water by purchase from utility companies or contracts with Artesian well management companies.

** In the 2021 report, the consumption reported was 181,121.3 m³. However, given the alteration in the calculation methodology the history is indicated as "Not available" compared with the current reference. GRI 2-4

Waste GRI 306-1, 306-2

We work on reducing waste generation on the company's diverse activity fronts in compliance with Brazilian regulations.

In 2022, our main waste generation reduction measures involved online training for the units responsible for the generation. The contents were aimed at minimizing the use of chemical reagents and sharps and at promoting the adequate sorting of infectious materials.

This training is in function of the generation of hazardous infectious (group A), chemical (group B) and sharps (group E) waste in our university laboratories and clinics. These materials can generate actual and potential impacts on the environment and the health and safety of the people handling them. All this waste has significant impacts on our operations which is why we control 100% of what is generated.

All the units that generate this type of waste have contracts with third-party companies

that have the documentation necessary for this operation, such as Brazil's Cadri waste transportation certification, environmental licenses, local government licenses and operating permits.

We do not yet have a process to calculate the weight of this waste. In 2022, the units started to officially fill out the waste transportation manifests (MTR) and the collection companies started to issue the final destination certificates (CDF) in the online MTR systems.

For 2023, the plan is to create an online form for the units to inform the quantity of waste generated, transported and processed per month. For the waste generated they will fill out the form with the amount weighed on the scales. For the waste transported and disposed of, they will use the amounts indicated on the CDFs, which should be issued on a monthly basis. In January 2024, the units will send in the compiled data for 2023, with which we will generate the quantitative indicators.



We work on reducing waste generation on the company's diverse activity fronts





COMPLEMENTARY INFORMATION

Employees by gender and region GRI 2-7

REGION	2020*			2021			2022		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
North	344	711	1,055	344	718	1,062	218	329	547
Northeast	1,346	2,081	3,427	1,378	2,314	3,692	1,168	2,063	3,231
Midwest	1,399	2,205	3,604	1,193	2,075	3,268	1,216	2,149	3,365
Southeast	5,104	6,781	11,885	4,898	7,118	12,016	4,711	7,107	11,818
South	955	1,883	2,838	1,022	2,294	3,316	1,196	2,887	4,083
TOTAL	9,148	13,661	22,809	8,835	14,519	23,354	8,509	14,535	23,044

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

Employees by type of employment and gender GRI 2-7

TYPE OF EMPLOYMENT	2020*			2021			2022		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Full-time	4,054	5,988	10,033	3,719	5,845	9,564	3,267	4,683	7,950
Reduced workload	5,103	7,673	12,776	5,116	8,674	13,790	5,242	9,852	15,094
TOTAL	9,148	13,661	22,809	8,835	14,519	23,354	8,509	14,535	23,044

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously.

Employee diversity (ethnic origin and color), by functional category (%) GRI 405-1

	2020						2021*						2022					
	Black	Mixed race	White	Oriental	Indigenous	Not declared	Black	Mixed race	White	Oriental	Indigenous	Not declared	Black	Mixed race	White	Oriental	Indigenous	Not declared
C-Level	0.0%	0.0%	60.0%	0.0%	0.0%	40.0%	0.0%	0.0%	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Vice presidents	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Director level	0.4%	24.6%	61.9%	2.5%	0.4%	10.2%	0.9%	22.6%	60.4%	3.3%	0.5%	12.3%	1.8%	19.0%	73.2%	4.8%	0.0%	1.2%
Management	1.2%	12.3%	69.4%	1.2%	0.2%	15.6%	2.4%	10.9%	72.1%	1.6%	0.2%	12.9%	3.2%	15.8%	77.3%	2.3%	0.0%	1.4%
Coordination	2.7%	17.6%	53.0%	0.8%	0.1%	25.8%	3.5%	20.1%	53.1%	1.2%	0.2%	22.0%	7.2%	27.5%	61.8%	2.0%	0.0%	1.6%
Course coordination	1.2%	13.2%	54.4%	0.6%	0.6%	30.0%	2.0%	16.9%	59.7%	0.8%	0.5%	20.0%	4.7%	21.3%	70.3%	1.2%	0.0%	2.5%
Teachers	1.3%	18.5%	42.0%	0.6%	0.6%	37.1%	1.7%	18.2%	44.5%	0.7%	0.4%	34.5%	4.1%	22.1%	60.8%	1.3%	0.1%	11.7%
Tutors	1.0%	5.2%	40.2%	0.3%	0.1%	53.1%	3.0%	10.4%	30.3%	0.6%	0.1%	55.5%	8.5%	29.2%	54.4%	1.4%	0.1%	6.4%
Administrative/operational	3.2%	15.2%	32.7%	0.8%	0.2%	47.8%	7.9%	30.8%	59.7%	1.3%	0.2%	0.0%	8.4%	27.9%	46.7%	1.8%	0.1%	15.0%
TOTAL	2.2%	15.7%	39.1%	0.7%	0.3%	42.0%	3.6%	18.5%	42.2%	0.8%	0.3%	34.6%	6.9%	25.8%	53.3%	1.6%	0.1%	12.3%

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

Employees, by functional category and gender (%) [GRI 405-1](#)

	2020		2021*		2022	
	Men	Women	Men	Women	Men	Women
C-Level	100.0%	0.0%	83.3%	16.7%	85.7%	14.3%
Vice presidents	100.0%	0.0%	80.0%	20.0%	50.0%	50.0%
Director level	58.1%	41.9%	59.0%	41.0%	63.7%	36.3%
Management	55.0%	45.0%	51.2%	48.8%	50.1%	49.9%
Coordination	39.2%	60.8%	39.6%	60.4%	40.8%	59.2%
Course coordination	36.6%	63.4%	35.8%	64.2%	38.3%	61.7%
Teachers	45.4%	54.6%	45.1%	54.9%	47.4%	52.6%
Tutors	34.0%	66.0%	36.3%	63.7%	37.7%	62.3%
Administrative/operational	35.8%	64.2%	32.2%	67.8%	30.0%	70.0%
TOTAL	39.9%	60.1%	37.8%	62.2%	36.9%	63.1%

* The figures for 2021 published in the 2021 sustainability report are different, due to a change in the way the employees are accounted for. With the current criteria, we account for board members, apprentices, and interns separately, which was not the case previously. [GRI 2-4](#)

Employees by functional category and gender [GRI 2-8](#)

	2020			2021			2022		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Apprentices	57	84	141	48	75	123	44	84	128
Interns	101	260	361	131	370	501	49	88	137
Third-parties	-	-	-	-	-	-	-	-	-
TOTAL	158	344	502	179	445	624	93	172	265

New employees hired, by age group GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
Under 30 years	3,168	48.23%	4,352	69.34%	3,733	68.26%
Between 30 and 50 years	3,656	26.04%	4,526	31.24%	5,671	37.42%
Over 50 years	359	13.21%	431	16.63%	614	25.35%
TOTAL	7,183	30.80%	9,309	39.86%	10,018	43.47%

New employees hired, by gender GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
Men	2,614	28.07%	3,348	37.89%	6,363	74.78%
Women	4,569	32.61%	5,961	41.06%	3,655	25.15%
TOTAL	7,183	30.80%	9,309	39.86%	10,018	43.47%

New employees hired, by region GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
North	415	36.92%	522	49.15%	363	66.36%
Northeast	1,348	37.44%	1,621	43.91%	1,373	42.49%
Midwest	1,078	29.23%	1,437	43.97%	1,399	41.58%
Southeast	3,545	29.40%	4,310	35.87%	4,854	41.07%
South	797	27.93%	1,419	42.79%	2,029	49.69%
TOTAL	7,183	30.80%	9,309	39.86%	10,018	43.47%

Employees who left the company, by age group GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
Under 30 years	3,770	52.81%	3,074	59.16%	2,158	53.86%
Between 30 and 50 years	6,740	37.03%	4,709	31.87%	4,794	34.53%
Over 50 years	1,283	30.22%	864	24.99%	685	26.82%
TOTAL	11,793	40.68%	8,647	38.44%	7,637	38.31%

Employees who left the company, by gender GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
Men	5,162	41.74%	3,676	39.75%	3,128	55.77%
Women	6,631	39.97%	4,971	37.65%	4,509	28.08%
TOTAL	11,793	40.68%	8,647	38.44%	7,637	38.31%

Empregados que deixaram a empresa, por região GRI 401-1

	2020*		2021		2022	
	Nº	Rate	Nº	Rate	Nº	Rate
North	737	51.25%	472	46.80%	249	55.94%
Northeast	1,764	43.22%	1,399	40.90%	932	35.67%
Midwest	1,949	41.04%	1,297	41.83%	1,170	38.17%
Southeast	5,805	38.77%	4,462	36.50%	4,131	38.01%
South	1,538	40.91%	1,017	36.73%	1,155	38.99%
TOTAL	11,793	40.68%	8,647	38.44%	7,637	38.31%

Rate: Refers to ratio of new hires to the total number of company employees, in each category.

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

Ratio of lowest salary to the minimum salary, by gender (BRL) GRI 202-1

OPERATING UNIT ¹	2020		2021		2022	
	Men	Women	Men	Women	Men	Women
Lowest salary paid by the organization	1,045.00	1,045.00	1,100.00	1,100.00	1,212.00	1,212.00
Minimum salary determined by legislation or union	1,045.00	1,045.00	1,100.00	1,100.00	1,212.00	1,212.00
Percentage ratio	100%	100%	100%	100%	100%	100%

¹ Minimum salary of all Cogna companies considering active salaried employees with a workload equal to or higher than 200 hours a month (not considering employees on vacation, on leave, on furlough to union, retired because of invalidity, on sick leave and others).

Proporção da remuneração total anual* GRI 2-21

2022

Proporção entre a remuneração total anual do indivíduo mais bem pago da organização e a remuneração total anual média de todos os empregados	88,65*
--	--------

* The calculations take into account employees who remained in the company for twelve months.

Description of employee remuneration policy*

2022

10.3d - Reference Form 2022

Ratio of (i) the highest individual remuneration recognized in the company's result of the last fiscal year; and (ii) the average individual remuneration of the company's employees in Brazil, excluding the highest individual remuneration.

143,17

* Our Salary Policy is aimed at guaranteeing all salary alterations, both for purposes of budget and for promotions and retention of talent. We have Salary, Variable Remuneration and Benefits policies duly compatible with the market. Variable remuneration is granted for positions considered strategic for the company, except for cases provided for in collective agreements. Our Variable Remuneration Plan is calculated on an annual basis and follows guidelines established in a specific policy, with individual contracts undertaken with the eligible employees informing the rules of the plan and the annual targets for the program (based on financial, ESG, commercial, operational, quality and area performance targets). Financial targets are based on Ebitda, cash generation and operating results; commercial targets are based on student enrollments and retention; operational and quality targets are associated with work plans (projects), institutional assessment, student satisfaction (NPS), and performance in the ENADE; whereas, individual employee and company performance assessment as a whole is based on diverse indicators. Since 2016, we have used the BSC (Balanced Score Card) indicator management system as a component of the targets in the variable remuneration program.

In accordance with our remuneration strategy and policy, complemented by questions of privacy and security, the company reserves the right to only disclose the ratio of the highest individual remuneration to the average and median individual remuneration, excluding the highest individual remuneration. The calculations are based on employees who have been in the company for 12 months.

Numbers and percentages of workers GRI 403-8

		2020	2021	2022
Total number of individuals	Nº	23,324	23,354	23,044
Workers covered by an occupational health and safety management system based on legal requirements and/or recognized standards/guidelines	Nº	23,324	23,354	23,044
	%	100.00%	100.00%	100.00%
Workers covered by an occupational health and safety management system based on legal requirements and/or recognized standards/guidelines, audited internally..	Nº	0	0	0
	%	0.00%	0.00%	0.00%
Workers covered by an occupational health and safety management system based on legal requirements and/or recognized standards/guidelines, audited or certified by an external party.	Nº	530	490	350
	%	2.27%	2.10%	1.52%

* We do not have control over the number of workers who are not employees, but whose work and/or work place is controlled by the organization.

** The audits informed are related to SOMOS and the PNLD national education book program and are conducted by the federal government. The number of people participating varied over the years in accordance with the number of employees on each site. The number of employees covered by the occupational health and safety system was maintained at all company units.

Employees receiving performance reviews by functional category (%)* GRI 404-3

	2020			2021			2022		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
C-Level	10.00%	-	10.00%	14.29%	-	12.50%	100.00%	100.00%	100.00%
Vice presidents	25.00%	-	25.00%	33.33%	100.00%	50.00%	100.00%	100.00%	100.00%
Director level	33.58%	30.30%	32.20%	70.16%	64.37%	67.77%	86.84%	89.86%	88.35%
Management	32.76%	36.32%	34.36%	66.23%	73.18%	69.62%	87.07%	86.16%	86.62%
Coordination	15.42%	12.52%	13.66%	38.36%	31.94%	34.49%	79.79%	84.66%	82.23%
Course coordination	3.28%	2.84%	3.00%	4.23%	2.88%	3.36%	82.76%	84.23%	83.50%
Teachers	0.05%	0.04%	0.05%	1.35%	0.16%	0.70%	74.01%	75.51%	74.76%
Tutors	2.43%	2.75%	2.64%	3.48%	4.36%	4.04%	76.26%	77.21%	76.74%
Administrative/operational	6.49%	7.56%	7.17%	20.87%	14.84%	16.78%	46.51%	33.79%	40.15%
TOTAL	4.94%	5.29%	5.15%	14.14%	11.30%	12.37%	64.31%	51.74%	56.38%

* All the employees active in December 2022 are considered in the indicator. Considering the total number of employees eligible for the review process (those who concluded onboarding), 96% of the headcount received performance reviews. Internship monitors are not eligible for the review process due to their contract model. The increase in the number of reviews from 2021 to 2022 is due to the establishment of a robust Performance Management process.



Individuals in the organization's governance bodies, by gender (%)* GRI 405-1

	Members of governance bodies		
	2020	2021	2022
Men	86%	67%	60%
Women	14%	33%	40%

* Members of the Fiscal Council were not considered

Individuals in the organization's governance bodies, by age group (%)* GRI 405-1

	Member of governance bodies		
	2020*	2021	2022
Under 30 years	0%	0%	0%
Between 30 and 50 years	50%	67%	40%
Over 50 years	50%	33%	60%

* Members of the Fiscal Council were not considered

Employees with disability, by functional category (%)* GRI 405-1

	2020	2021**	2022
C-Level	0.0%	0.0%	0.0%
Vice presidents	0.0%	0.0%	0.0%
Director level	2.1%	1.9%	2.4%
Management	0.0%	0.0%	0.5%
Coordination	1.0%	0.9%	0.7%
Course coordination	1.6%	1.0%	1.2%
Teachers	0.6%	0.6%	0.8%
Tutors	0.7%	0.4%	0.6%
Administrative/operational	2.2%	2.6%	1.1%
TOTAL	1.4%	1.1%	1.0%

* There is a conduct adjustment agreement (TAC) in place that establishes successive advances to fulfill the quota by 2024. We continued to map the profile of disabled employees in the company and the infrastructure in the units to accelerate the hiring of people with disabilities and ensure adequate conditions in the workplace. In 2023, 50% of the job openings in the company will be affirmative vacancies (considering all minority groups).

** The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. **GRI 2-4**



Employees, by functional category and age group (%) GRI 405-1

	2020			2021*			2022		
	Under 30 years	Between 30 and 50 years	Over 50 years	Under 30 years	Between 30 and 50 years	Over 50 years	Under 30 years	Between 30 and 50 years	Over 50 years
C-Level	0.0%	80.0%	20.0%	0.0%	87.5%	12.5%	0.0%	85.7%	14.3%
Vice presidents	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Director level	0.8%	80.6%	18.6%	0.9%	78.2%	20.9%	0.6%	77.4%	22.0%
Management	7.8%	84.8%	7.3%	7.3%	85.1%	7.5%	7.1%	86.0%	6.9%
Coordination	19.2%	72.5%	8.3%	17.8%	73.5%	8.7%	20.6%	72.2%	7.2%
Course coordination	9.8%	77.8%	12.4%	9.4%	77.8%	12.8%	9.6%	75.7%	14.7%
Teachers	13.4%	69.4%	17.2%	13.3%	69.6%	17.0%	12.6%	69.3%	18.1%
Tutors	22.5%	69.3%	8.2%	25.3%	65.7%	9.0%	26.4%	63.8%	9.8%
Administrative/operational	44.0%	47.9%	8.2%	39.1%	53.4%	7.5%	38.4%	55.1%	6.5%
TOTAL	28.2%	60.2%	11.7%	26.9%	62.0%	11.1%	27.8%	61.7%	10.5%

* The information for 2020 published in the 2021 sustainability report presents different numbers, due to the change in the way employees are accounted for. With the current criteria, we account for board members, apprentices and interns separately, which was not the case previously. [GRI 2-4](#)

Ratio of women's salary to men's - by functional category GRI 405-2

	2020	2021	2022
C-Level*	-	46%	72%
Vice presidents	-	111%	127%
Director level	77%	75%	77%
Management	97%	91%	91%
Coordination	77%	66%	63%
Course coordination	106%	105%	96%
Teachers	125%	113%	124%
Tutors	137%	104%	105%
Administrative/operational	90%	94%	96%

Fórmula de cálculo: Mediana de valores recebidos por mulheres / Mediana de valores recebidos por homens X 100.

Salário-base = Salario Mês

* The C-Level comprehends the CEO and everyone reporting directly to him, with different functional and remuneration categories, such as directors, vice presidents and managing directors.

Ratio of women's compensation to men's - by functional category GRI 405-2

	2020	2021	2022
C-Level*	-	34%	63%
Vice presidents	-	103%	113%
Director level	69%	75%	92%
Management	100%	91%	88%
Coordination	75%	67%	61%
Course coordination	105%	106%	95%
Teachers	125%	113%	124%
Tutors	137%	104%	105%
Administrative/operational	92%	94%	94%

Calculation formula: Median amounts received by women / Median amounts received by men X 100.

Calculation formula: Base salary = Monthly salary, Remuneration = Monthly salary x 13.33 + Long-Term Incentive (LTI) + Short-Term Incentive (STI) + corresponding charges.

STI - calculated based on an estimated amount of the last multiple informed for each employee in the year in question.

LTI - calculated based on the number of shares due for payment on the year in question, where the price of the company share used in the calculation is BRL 3.00.

* The C-Level comprehends the CEO and everyone reporting directly to him, with different functional and remuneration categories, such as directors, vice presidents and managing directors.

Parental leave - GRI 401-3

		2020	2021	2022
Employees entitled to take leave	men	13,736	12,274	22,265
	women	19,699	19,472	13,065
Employees who took leave	men	57	95	93
	women	633	507	381
Employees who returned to work at the end of leave within the reporting cycle	men	57	94	93
	women	695	418	448
Employees who returned to work after the leave and remained employed 12 months after their return	men	28	34	65
	women	247	239	279
Return rate	men	100.00%	97.92%	100.00%
	women	96.26%	90.87%	97.18%
Retention rate	men	82.35%	59.65%	69.15%
	women	59.38%	34.39%	66.75%*

* We consider all the employees have been in the company in the respective years. Our leave program is also extended to interns and apprentices. When necessary, contracts are extended to ensure full exercise of the right to leave.



Work-related injuries GRI 403-9, 403-10

	2020		2021		2022	
	Total	Rate	Total	Rate	Total	Rate
EMPLOYEES						
Total number of hours worked	43,973,431		40,419,809	-	39,012,300	
Fatalities due to work-related incidents	1	0.023	0	0.00	0	0
Accidents with and without leave ¹	37	0.84	39	0.96	47	1.20
Accidents with severe consequences ²	0	0	0	0.00	0	0.00
Accidents requiring mandatory communication ³	25	0.57	30	0.74	22	0.56
Days lost ⁴	6,191	140.79	281	6.95	336	8.61
Work-related ill-health requiring mandatory communication ⁵	0	-	0	-	0	-
Fatalities resulting from work-related illnesses	0	-	0	-	0	-
Work-related near misses ⁹	0	-	81	-	1,055	-
THIRD-PARTIES AND SERVICE PROVIDERS WORKING ON COMPANY PREMISES ⁶						
Fatalities due to work-related incidents	0	-	0	-	0	-
Accidents with and without leave ⁷	17	-	11	-	45	-
Accidents requiring mandatory communication ³	2	-	9	-	18	-
Days lost	17	-	166	-	132	-

Obs.: The rates employ the formula total incidents x 1,000,000/man hours worked.

1 Falls from the same level constitute the main work-related accidents; vehicle collisions constitute the most common commuting accidents.

2 Accidents resulting in injury or limitation of worker's capacity for more than six months. Does not include fatalities.

3 Accidents resulting in leave and fatalities require mandatory communication. There were no fatalities. Among the employees, the accidents with leave involved friction (2), contact (1), sprains (7), impacts against (9), impacts suffered (5), crushing (2), involuntary reaction (1), fall from different level (10), fall from same level (8), and others (2). The incidents involving third-parties and service providers were: fall from same level, crushing and impact suffered and fall from different level and friction.

4 The count starts on the day after the incident and ends upon return to work.

5 Severe work-related injury or ill-health that results in leave, loss of consciousness, medical treatment besides first aid or loss or reduction in capacity to work.

6 The information is limited to absolute numbers, without the rates because Cogna does not monitor the total number of hours worked in this segment, which includes cleaning and security personnel, consultants, temporary and freelance workers.

7 Predominance of work-related accidents involving machinery and equipment.

8 The numbers published in the 2021 Sustainability Report were restated due to a change in methodology because they included commuting accidents when transportation had not been supplied by the organization

10 We do not use the nomenclature "incidents" in the company. "Near Misses" are situations with the potential for damage, while "accidents" are situations resulting in an injury or any type of loss. We do not have data for 2020. The Report Near Misses program was initiated in August 2021 with the implantation of the procedure and a campaign for employees. In the implantation period, the 2021 numbers were small compared with 2022 - where the numbers were reported over 12 months.

Proportion of spending on local suppliers **GRI 204-1**

	2022**
Spending on suppliers (BRL)	BRL1,304,000,000.00
Amount spent on local suppliers (BRL)	BRL60,000,000.00
% of budget spent on local suppliers	4.60%

*Criteria used to define local suppliers: purchases from suppliers in the same states as our business units.

**Calculation of these amounts began in 2022.

In 2023, it is the company's goal to improve management of information related to our suppliers' ESG aspects.

Communication and training about anti-corruption policies and procedures, by region **GRI 205-2**

	2020		2021		2022	
	Communicated	Trained	Communicated	Trained	Communicated	Trained
number	23,324	1,474	23,354	1,492	23,044	9,564
%	100%	6.32%	100%	6.39%	100%	41.50%

We do not have information segmented by region of the country.

Members of governance bodies communicated and trained in anti-corruption policies and procedures **GRI 205-2**

	2020		2021		2022	
	Communicated	Trained	Communicated	Trained	Communicated	Trained
number	6	-	6	-	5	-
%	100%	-	100%	-	100%	-

Business partners communicated and trained in anti-corruption policies and procedures GRI 205-2

	2020		2021		2022	
	Communicated	Trained	Communicated	Trained	Communicated	Trained
number	161	-	1,487	-	3,078	-
%	99.38%	-	99.60%	-	99.35%	-

We do not have information segmented by region of the country.

Membership of associations GRI 2-28

BODY	COGNA PARTICIPATION
National Private Universities Association - ANUP	Vice president - Juliano Griebeler (Head of Institutional Relations and Sustainability)
National Association of Educational Books and Contents - Abrelivros	1 st Vice president - Flávia Bravin (Head of Saber)
São Paulo Association of Higher Education Establishments - SEMESP	Director of Faculties Segment - Roberto Valério (Cogna CEO)
Brazilian Reproduction Rights Association - ABDR	President - Flavia Bravin (Head of Saber)
ABED - Brazilian Distance Education Association	Associate - Member of Innovation Council: Rangel Garcia Barbosa (Product VP)
ABRASPE - Brazilian Teaching Systems and Platforms Association	President - Mario Ghio (CEO of SOMOS Educação)
ABRAES - Brazilian Higher Education Development Association	Member
CRUB - Brazilian University Rectors Council	Member
FUNDAESP - National Private Higher Education Development Foundation	Member - Chair of Curator Council: Hélio Suguimoto (Director of Stricto Sensu)
ABF - Brazilian Franchising Association	Member
FOPROP - National Research and Postgraduate Rectors' Forum	Member
ABEM (Uniderp/ Eunápolis) - Brazilian Medical Education Association	Member*

* The company representative in ABRASPE left the position of CEO of SOMOS Educação in March 2023, but completed his term of office as chair of the body during 2022.

GRI/SASB CONTENT INDEX AND **OWN INDICATORS**

Statement of use	Cogna has reported in accordance with the GRI
GRI 1 used	Standards for the period January 1 to December 31, 2022. GRI 1: Foundation 2021

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GENERAL DISCLOSURES							
GRI 2: General Disclosures 2021	2-1 Organizational details	11					
	2-2 Entities included in the organization's sustainability reporting	The entities included in this report are the same as the ones listed in the Financial Statements. The complete list is available at https://ri.cogna.com.br/ .					
	2-3 Reporting period, frequency and contact point	7					
	2-4 Restatements of information	7, 90, 93, 119, 121, 122, 123, 124, 127, 128, 130					
	2-5 External assurance	There was no external assurance.					
	2-6 Activities, value chain and other business relationships	11					
	2-7 Employees	11, 87, 90, 121					8 10
	2-8 Workers who are not employees	123					8

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 2: General Disclosures 2021	2-9 Governance structure and composition	32, 35				5 16	
	2-10 Nomination and selection of the highest governance body	32				5 16	
	2-11 Chair of the highest governance body	32				16	
	2-12 Role of the highest governance body in overseeing the management of impacts	32				16	
	2-13 Delegation of responsibility for managing impacts	28					
	2-14 Role of the highest governance body in sustainability reporting	7, 8, 28					
	2-15 Conflicts of interest	This topic is addressed in item 12 of the company's Reference Form .				16	
	2-16 Communication of critical concerns	39					
	2-17 Collective knowledge of the highest governance body	33					
	2-18 Evaluation of the performance of the highest governance body	31					
2-19 Remuneration policies	36						
2-20 Process to determine remuneration	36						

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.



GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 2: General Disclosures 2021	2-21 Annual total compensation ratio	125	Item "b"	Information not available	The data on total remuneration have only been disclosed since 2022.		
	2-22 Statement on sustainable development strategy	4					
	2-23 Policy commitments	37				16	
	2-24 Embedding policy commitments	27, 38					
	2-25 Processes to remediate negative impacts	39					
	2-26 Mechanisms for seeking advice and raising concerns	39				16	
	2-27 Compliance with laws and regulations	39					
	2-28 Membership associations	132					
	2-29 Approach to stakeholder engagement	113					
	2-30 Collective bargaining agreements	All employees are covered by collective work agreements or conventions.				8	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
Material topics							
GRI 3: Material Topics 2021	3-1 Process to determine material topics	8					
	3-2 List of material topics	9					
ACCESS TO EDUCATION							
GRI 3: Material Topics 2021	3-3 Management of material topic	52					
SASB: Activity Metric	SV-ED 000.A Number of students enrolled	69					4
	SV-ED 000.B Number of applications received for enrollment	26					4
Own indicators	Social project indicators	102					
	Social Return on Investment (SROI)	98					4 10
STUDENT AND CUSTOMER SATISFACTION							
GRI 3: Material Topics 2021	3-3 Management of material topic	67, 80					
Own indicators	Net Promoter Score (NPS)	23					4
	Plurall assessment (Likert scale)	68					4
	Customer service (CSAT scale)	68, 80					4

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
TEACHING AND SERVICE QUALITY							
GRI 3: Material Topics 2021	3-3 Management of material topic	66, 74					
Own indicators	Course Rating (CC)	79				4	
	Institutional Rating (CI)	79				4	
	National Student Performance Exam (Enade)	79				4	
	National Secondary Education Exam (Enem)	65				4	
	Avaliar tool	77				4	
	Indicator of Difference between Observed and Expected Performance (IDD)	80				4	
	General Rating of Courses (IGC)	79				4	
	Scientific production - stricto sensu	81				4	
ETHICS, TRANSPARENCY AND COMPLIANCE							
GRI 3: Material Topics 2021	3-3 Management of material topic	37					
GRI 201: Economic Performance 2016	201-1 Direct economic value generated and distributed	47					X
GRI 205: Anti-corruption 2016	205-1 Operations assessed for risks related to corruption	38				16	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.



GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 205: Anti-corruption 2016	205-2 Communication and training about anti-corruption policies and procedures	38, 39, 131, 132	Items “b” and “e” (region and functional category)	Information not available	We do not classify information by region or by functional category. This classification will be established so that the information will be reported starting with the next report.	16	X
	205-3 Confirmed incidents of corruption and actions taken	38				16	X
GRI 206: Anti-competitive Behavior 2016	206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices	38				16	
GRI 415: Public Policy 2016	415-1 Political contributions	Cogna Educação does not make financial contributions to political parties, politicians, or candidates, in accordance with the prohibition established in law nº 13.165, dated September 29, 2015, on company donations to electoral campaigns.				16	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
HEALTH, SAFETY AND WELL-BEING (INTERNAL AND EXTERNAL)							
GRI 3: Material Topics 2021	3-3 Management of material topic	94					
	403-1 -Occupational health and safety management system	94				8	
	403-2 - Hazard identification, risk assessment, and incident investigation	95				8	
	403-3 - Occupational health services	96				8	X
	403-4 - Worker participation, consultation, and communication on occupational health and safety	96				8	
	403-5 - Worker training on occupational health and safety	95				8	
GRI 403: Occupational Health and Safety 2018	403-6 - Promotion of worker health	96				3	X
	403-7 - Prevention and mitigation of occupational health and safety impacts directly linked by business relationships	95				8	
	403-8 - Workers covered by an occupational health and safety management system	126				8	
	403-9 - Work-related injuries	130				3 16	X
	403-10 - Work-related ill health	In 2022, there were no reports of Work-Related Ill Health.				3 16	X

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.



GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
Own indicators	eNPS (employee NPS)	In an internal survey, the Cogna Employee eNPS (Employee Net Promoter Score) score was 64 points, indicating quality. The result was 10% higher than in 2021.					
DATA SECURITY AND INFRASTRUCTURE							
GRI 3: Material Topics 2021	3-3 Management of material topic	42					
GRI 418: Customer Privacy 2016	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	43				16	
SASB: Data Security	SV-ED-230a.1 Description of approach to identifying and addressing data security risks	43				16	
	SV-ED-230a.2 Description of policies and practices relating to collection, usage, and retention of student information	43				16	
	SV-ED-230a.3 (1) Number of data security breaches, (2) percentage involving personally identifiable information (PII), (3) number of students affected	43				16	
INNOVATION AND TECHNOLOGY							
GRI 3: Material Topics 2021	3-3 Management of material topic	24					

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
EMPLOYEE AND FACULTY TRAINING AND EDUCATION							
GRI 3: Material Topics 2021	3-3 Management of material topic	91					
	404-1 Average hours of training per year per employee	93				4 8	5 10
GRI 404: Training and Education 2016	404-2 Programs for upgrading employee skills and transition assistance programs	The measures taken to support ongoing employment in the event of the rescission of work contracts are specific to the need, position, or reason for rescission. Currently there are no transition assistance programs in the event of retirement or rescission of work contract.				8	
	404-3 Percentage of employees receiving regular performance and career development reviews	93, 126				8 10	5
Indicadores próprios	Percepção interna de impacto social e sustentabilidade	99					
DIVERSITY AND INCLUSION							
GRI 3: Material Topics 2021	3-3 Management of material topic	88					
GRI 401: Employment 2016	401-3 Parental leave	129				5	8
GRI 405: Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and employees	34, 89, 122, 123, 127, 128				5	8 X

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 405: Diversity and Equal Opportunity 2016	405-2 Ratio of basic salary and remuneration of women to men	129				5 8 10	X
GRI 406: Non-discrimination 2016	406-1 Incidents of discrimination and corrective actions taken	89				5 8	X
Own indicators	Diversity survey	89				5 10	
EMPLOYABILITY AND ENTERPRISE							
GRI 3: Material Topics 2021	3-3 Management of material topic	56					
NO MATERIAL TOPIC							
GRI 201: Economic Performance 2016	201-4 Financial assistance received from government	BRL 217,292,000.00 - corresponding to tax exemption related to the concession of scholarships under the PROUNI program					
GRI 202: Market Presence 2016	202-1 Ratios of standard entry level wage by gender compared to local minimum wage	125				1 5 8	
GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	52, 54, 65, 97, 100				1 3 8	X
GRI 204: Procurement Practices 2016	204-1 Proportion of spending on local suppliers	131					
GRI 302: Energy 2016	302-1 Energy consumption within the organization	116				7 8 12 13	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 302: Energy 2016	302-4 Reduction of energy consumption	116				7 8 12 13	
GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared resource	119				6	
GRI 303: Water and Effluents 2018	303-3 - Water withdrawal	119				6	
GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions	117, 118				3 12 13 14 15	X
	305-2 Energy indirect (Scope 2) GHG emissions	117, 118				3 12 13 14 15	
	305-3 Other indirect (Scope 3) GHG emissions	117, 118				3 12 13 14 15	
GRI 306: Waste 2020	306-1 Waste generation and significant waste-related impacts	120				3 6 11 12	
GRI 306: Waste 2020	306-2 Management of significant waste-related impacts	120				3 6 8 11 12	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 308: Supplier Environmental Assessment 201	308-1 New suppliers that were screened using environmental criteria	115					
GRI 401: Employment 2016	401-1 New employee hires and employee turnover	124, 125				5 8 10	
GRI 401: Employment 2016	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	<p>All company employees who work full-time or part-time are entitled to the following benefits:</p> <ul style="list-style-type: none"> • life insurance • health plan • dental plan • study scholarship • parental leave extended to all employees: six months for maternity leave and 20 days for paternity leave. <p>For temporary workers, the benefits offered are in accordance with the collective work convention and are: food voucher (or basic hamper, depending on the company), meal voucher and life insurance.</p>				3 5 8	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 402: Labor/ Management Relations 2016	402-1 Minimum notice periods regarding operational changes	<p>Communications related to significant operational changes in the company (such as alterations in the health plan and union classifications) are made with an average notice of one week, although there is no fixed term.</p> <p>Matters related to the scope of the unions relations and labor area, such as the approval of collective work conventions or agreements and the application of salary adjustments are communicated with an average notice of one week, although there is no fixed term.</p>				8	
GRI 407: Freedom of Association and Collective Bargaining 2016	407-1 Operations and suppliers in which the right to freedom of association and collective bargaining may be at risk	<p>We have a union relations area that addresses all subjects involving unions and collective bargaining.</p> <p>The company is committed to freedom of union association.</p> <p>There have been no reports of violations of workers' rights to exercise freedom of union association or collective bargaining in our operations or in those of our suppliers.</p>				8	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

GRI STANDARD/ OTHER SOURCE	DISCLOSURE	LOCATION	OMISSION			ODS	WEF*
			REQUIREMENT(S) OMITTED	REASON	EXPLANATION		
GRI 411: Rights of Indigenous Peoples 2016	411-1 Incidents of violations involving rights of indigenous peoples	In the last three years there have been no cases of the violations of indigenous people's rights, neither of the need for the elaboration of associated remediation plans.				2	
GRI 413: Local communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	98					X
GRI 414: Supplier Social Assessment 2016	414-1 New suppliers that were screened using social criteria	115				5 16	8
GRI 417: Marketing and Labeling 2016	417-3 Incidents of non-compliance concerning marketing communications	In the last three years there have been no cases of non-compliance with regulations and voluntary pledges relative to marketing communications, including advertising, promotion, and sponsorship, that have resulted in fines or warnings.				16	
SASB: Activity Metric	SV-ED 000.D Number of: (1) teaching staff and (2) all other staff	69				4	

*Indicators that are part of the World Economic Forum (WEF) Stakeholder Capitalism Metrics.

Corporate information

COGNA

Investor Relations area

Avenida Paulista, 901, 2º andar -
São Paulo - SP CEP: 01310-100

<https://ri.cogna.com.br/>
Email: dri@cogna.com.br

Press relations

Institutional communication:
comunicacaoinstitucional@cogna.com.br

OVERALL REPORT COORDINATION

Juliano Miguel Braga Griebeler
Director of Institutional Relations and Sustainability

Marina Pequenezza de Moraes
Sustainability and Social Impact Manager

Gabriela Salles
Sustainability Coordinator

Mariana Silva Medeiros
Social Impact Coordinator

Priscila Gonçalves Silva
Analista de Sustentabilidade Pleno

Débora Cristina da Silva Pinto
Sustainability Assistant

Danilo Machado de Souza
Social Impact Assistant

Luís Ricardo de Almeida
Multimedia Specialist

CONTENT, GRI CONSULTING, GRAPHIC DESIGN AND DESIGN

grupo report

TRANSLATION TO ENGLISH

Raymond Maddock

PHOTOS AND VIDEOS

Camila Pico

PC Pereira

Raoni Maddalena

Image Bank - Cogna

Doubts and suggestions about the report:

esg@cogna.com.br