

2025 INTEGRATED REPORT

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Welcome



IN THIS CHAPTER:

- A Message from the Management
- Introduction to the Report
- Materiality



A Message from the Management GRI 2-22

For Cognia, 2025 was notable as a period of consistent and structural achievements, in which discipline in the execution of our strategy was transformed into quality and value creation for our stakeholders. We could say that we “hit the mark”, recording definite progress in all areas of the business.

We achieved solid financial results, with a significant increase in the value of our shares and a sharp reduction in debt; we increased customer and student satisfaction levels; our employees’ engagement reached an historic level; we extended our contribution to public education with significant participation in the National Textbook Program (PNLD) and by inserting our complementary solutions into 243 municipal education departments and two state education departments; and we were recognized in the form of more than 60 awards in different areas of activity.

These achievements reflect the maturity of a company that prioritizes discipline in execution, ambidextrous innovation based on what we already do very well, and an intelligent use of technology, all whilst remaining fully focused on the experience of the different publics, thus allowing Cognia to respond with agility and responsibility to the dynamics of the education sector and the needs of our country.

Over the course of the year, we consolidated the operational model designed on connected and aligned business partnerships to provide a complete educational journey for students aged between 2 and 100, a format that places them and their different needs (whatever stage of their lives they may be at) at the center of our decision-making. This broad view of training needs has allowed us to advance on different fronts, whether in the expansion of bilingual education through Start Anglo or in the provision of free vocational courses.

We continue to use innovation to support schools, students, and teachers in their daily challenges. We provide a tool for teachers to build individual development plans for neurodivergent students, and our digital tutor ‘Edu’, one of our personalized teaching solutions, has taken undergraduate students’ standard of learning to a new level of performance and individualized monitoring.

Another point that remains a strategic pillar is sustainability. We have concluded the five-year cycle of Cognia Commitments for a Better World with the satisfaction of having achieved most of our goals, and we are now preparing to further our commitments with goals that are even more relevant to the challenges facing society.

However, none of all that was built in 2025 would have been possible without the more than 27,000 employees who truly believe in Cognia’s objective. Our strategy, however clear it may have been, depended entirely on the members of the resilient and committed team who devoted themselves to bringing us to this level of performance and solidity. What really touches our heartstrings is seeing the genuine excitement of our team when they hear stories about their impact on the lives of students and teachers; it is this passion that allows us not only to dream big, but also to work consistently and have such an impact.

We look forward to 2026 with the optimism of those who have laid the groundwork to continue transforming Brazilian education at every stage and encouraging people and organizations to build a better version of themselves.

Roberto Valério
CEO of Cognia

**In 2025, we
“hit the mark”,
recording definite
progress in all
areas of the
business**

**We have consolidated
our operational model,
which is designed to
provide a comprehensive
educational experience
for everyone aged 2 to 100**

Introduction to the Report

GRI 2-2, 2-3

As part of our commitment to being fully transparent with our stakeholders and pursuing good accountability practices, we are proud to present Cognia Educação's Integrated Report for the year 2025. Published annually since 2014, along with the Company's financial statements, which cover the same reporting period, this report is based on our materiality matrix (presented on [page 6](#)).

In the report, we detail how we generate value for our employees, customers, students, teachers, suppliers, investors, communities, and other stakeholders. The information covers the period between January 1 and December 31, 2025, and refers to the Cognia holding company, including its subsidiaries Kroton, Saber, and Vasta Platform (also known as SOMOS Educação, the name by which it presents itself to its customers), all of which are included in the financial statements.

Developed in collaboration with professionals from numerous different areas of the Company who manage and monitor indicators and information, the document has been reviewed and approved by Cognia's senior management and the People and ESG Committee, who assume responsibility for the data presented.

Engagement of the independent audit was authorized and approved by the Board of Directors, with advice provided by the Audit Committee, and the content of the report has been subject to a limited review by independent auditors from KPMG. See the Limited Assurance Report on [page 147](#). [GRI 2-5](#)

Conventions adopted

The report is in compliance with: the Standards set forth by the Global Reporting Initiative (GRI), version 2021; the Sustainability Accounting Standards Board's (SASB) guidelines for the education sector; the guidelines of the World Economic Forum's (WEF) IBC Stakeholder Capitalism Metrics; CPC Technical Guidance 09 contained in CVM Resolution 14/2020, which is aligned with the Framework developed by the International Integrated Reporting Council (IIRC); and the guidelines applicable to financial statements under the responsibility of the IFRS Foundation. We also follow the climate change reporting guidelines of the Task Force on Climate-related Financial Disclosures (TCFD), while also correlating material topics and sustainability indicators with the United Nations' (UN) Sustainable Development Goals (SDGs) and the company's strategic objectives. With regard to the Integrated Report, we comply with all the directive requirements, with no omissions.

This report includes a Standards Document (see [page 127](#)), which brings together complementary qualitative and quantitative data. The index at the

end of the report provides a complete list of the GRI, SASB, and proprietary indicators reported. The TCFD content has its own index.

Strategic pillars

Throughout the report, we present the correlation of the content with our strategic pillars:

- RAPID GROWTH 
- AMAZING PEOPLE AND AN AMAZING CULTURE 
- EFFICIENCY 
- IMPACT (ESG) 
- AN AMAZING EXPERIENCE 
- INNOVATION 

Images

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



Questions, suggestions, or comments
regarding the report can be sent to
esg@cogna.com.br



Materiality GRI 2-14, 3-1

In order to identify and prioritize the most relevant aspects that can significantly impact our long-term sustainability in our strategy and actions, we rely on a materiality matrix. The construction methodology uses the concept of double materiality, considering both Cognia's impacts on the economy, environment, and society, and the influence of external factors on our business.

We have identified the main impacts resulting from our activities, taking into account both positive and negative aspects—current and potential—across economic, environmental, and social dimensions. We supplemented this analysis with benchmarking and a desk review, incorporating external references and best market practices. Based on this process, we compiled an initial list of relevant topics, which served as the basis for the subsequent stages of evaluation and prioritization.

We review our material topics every three years, a timeframe that allows us to recognize changes in the business context and society's expectations. The current matrix is the result of a review process carried out in 2023, which involved the participation of 17,286 people, an increase of 80% against the 2020 survey. Of the respondents, 13% were internal stakeholders and 87% external stakeholders. The analysis resulted in the prioritization of 11 material topics, validated by the CEO, the People and ESG Committee, and the Board of Directors. The most important update was the inclusion of the 'Economic and Financial Sustainability' topic.



**Our materiality matrix
is reviewed every
three years**

Steps in the process

1. Understanding the context of the organization

The analysis considered internal and external documents, such as the Dow Jones Sustainability Index (DJSI), and guidelines published by entities such as the Sustainability Accounting Standards Board (SASB), the World Business Council for Sustainable Development (WBCSD), and the World Economic Forum's (WEF) IBC Stakeholder Capitalism Metrics. Studies of global and sectoral trends were also conducted to support the assessment.

2. Identification of actual and potential impacts

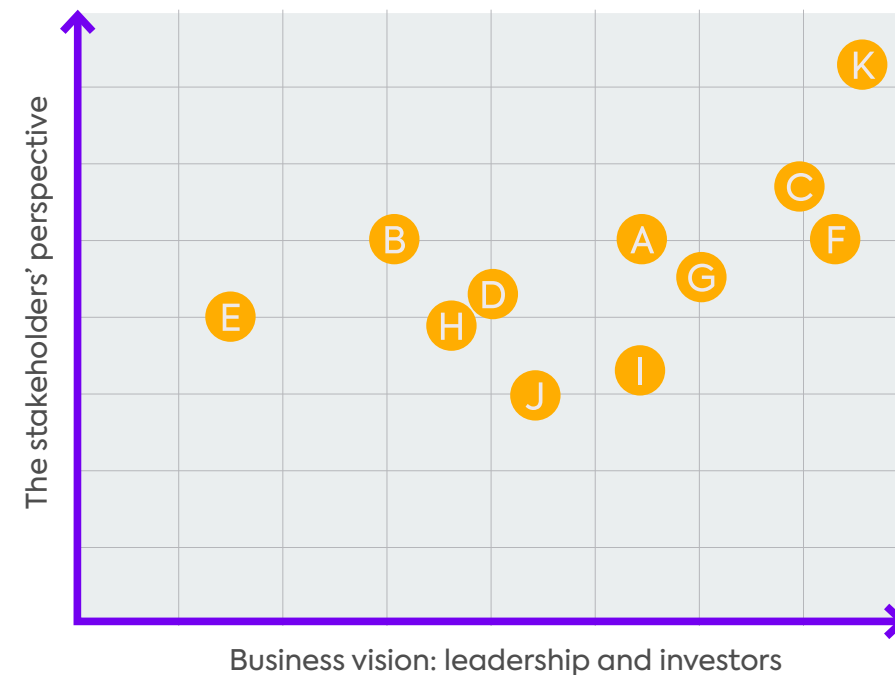
Initial mapping of 16 topics.

3. Assessment of the relevance of impacts and prioritization of the most significant

Consultation with stakeholders through an on-line survey targeting internal and external publics, including senior leadership (C-Level and the Board of Directors), students, faculty members, employees, suppliers, business partners, market analysts, investors, as well as representatives of civil society and non-governmental organizations. During the assessment phase, all groups were given equal weight in the analysis of the results.

4. Consolidation of the list of material topics

Cogna 2025 materiality matrix



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

11
prioritized
material
topics

List of material topics [GRI 3-2](#)

Material topic*	Capitals	Impact on stakeholders	Related indicators	SDGs	Correlation with strategic pillars
TEACHING QUALITY AND SERVICES OFFERED	Intellectual	All publics	GRI 3-3; CC, CI, Enade, Avaliar, IDD, IGC, Stricto Sensu, Sisu	4	
ACCESS TO EDUCATION	Intellectual, social, and interpersonal	Students and society	GRI 3-3; SROI, Social project indicators	4	
STUDENT AND CUSTOMER SATISFACTION	Social and relationship	Students and society	GRI 3-3; NPS, CSAT	4	
ETHICS, TRANSPARENCY, AND COMPLIANCE	Human, social, and relationship skills	All publics	GRI 3-3, 205-1, 205-2, 205-3, 206-1	16	
INNOVATION AND TECHNOLOGY	Intellectual	All publics	GRI 3-3	9	
ECONOMIC AND FINANCIAL SUSTAINABILITY	Finance	Company, employees, investors, and shareholders	GRI 3-3, 201-1, 201-2, 201-4; TCFD	8	
EMPLOYEE TRAINING AND EDUCATION	Intellectual and humane	Employees	GRI 3-3, 404-1, 404-2, 404-3	4 8	
DIVERSITY AND INCLUSION	Human	Employees	GRI 3-3 401-3, 405-1, 405-2, 406-1, 3; Engagement Survey	8 10	
EMPLOYABILITY AND ENTREPRENEURSHIP	Intellectual, human, and relationship-oriented	Students and society	GRI 3-3; SASB SV-ED 260a.3	8	
DATA SECURITY AND INFRASTRUCTURE	Intellectual, social, and interpersonal	All publics	GRI 3-3, 418-1; SASB SV-ED-230a.1, SV-ED-230a.2, SV-ED-230a.3	9	
HEALTH, SAFETY, AND WELL-BEING	Human	Employees	GRI 3-3, 403-1, 403-2, 403-3, 403-4, 403-5, 403-6, 403-7, 403-8, 403-9, 403-10; eNPS, CSAT	3 8	

*There were no changes in relation to the material topics covered in the previous report.

UN's Sustainable Development Goals

Health and well-being Quality education Decent work and economic growth
 Industry, innovation, and infrastructure Reduced inequalities Peace, justice, and strong institutions

The Company's Strategic Pillars

RAPID GROWTH

AMAZING PEOPLE AND AN AMAZING CULTURE

EFFICIENCY

IMPACT (ESG)

AN AMAZING EXPERIENCE

INNOVATION



Cogna



IN THIS CHAPTER:

- About us
- Our brands
- Cogna in numbers
- The Cogna Way
- Our history
- Business model
- Stakeholders
- Awards and recognition

About us GRI 2-1, 2-6

We are Cogna (Cogna Educação S.A), one of the largest and most comprehensive education companies in Brazil. Driven by our purpose of empowering people and organizations to build a better version of themselves, we are active in all stages of the education journey, providing learning opportunities for people aged 2 to 100.

We provide educational services, products, and technologies for students (B2C segment), schools, franchisees, and business partners (B2B), as well as state and municipal education departments (B2G), serving everything from K-12 education to higher education, in addition to continuing education. Committed to the democratization of education and the academic excellence, we work constantly to offer innovative solutions that expand access to education and enable students to reach their full potential.

Our organizational structure consists of specialized business units: Kroton, focused on undergraduate and graduate programs; SOMOS, which operates in the area of K-12 education; and Saber, which offers educational solutions and strategic partnerships, especially for the public sector. We offer teaching systems, complementary and bilingual solutions, digital platforms, diagnostic assessment tools, teacher training programs, and other products and services. Our portfolio is very extensive and includes well-known brands such as the Anglo, Pitágoras, pH, and Maxi education systems, Anhanguera and Unopar universities, Ática, Saraiva, and Scipione publishing houses, Red Balloon, a brand dedicated to language teaching for

children and teenagers, and Start Anglo, a network of bilingual schools.

The operating model combines our own physical units (university campuses, high schools, and pre-university prep courses, as well as flagship units of our franchises) and an extensive network of partner schools and centers, in addition to franchisees. We are present throughout the country.

In order to contribute to Brazil's social development, we maintain two fronts of social impact: the Pitágoras Foundation and the Somos Institute, which develop projects focused on improving education.

Our operations are focused exclusively on Brazil, where our administrative head offices are also located, in São Paulo (SP). We have corporate offices in Brasília (DF), Londrina (PR), and Valinhos (SP), and a distribution center in São José dos Campos (SP). Our value chain includes infrastructure, paper and printing suppliers, facilities and marketing; business partners, responsible for implementing educational materials and solutions into the market; public schools and school districts, which use Cogna's products and services in their educational processes; and students and teachers, the end users who consume the content and apply the knowledge they have acquired. In 2025, there were no significant changes in our value chain compared to the 2024 cycle.

*A benchmark for standards and excellence in franchise systems, serving as a showcase for innovation and experimentation with concepts before they are rolled out across the network.

As a publicly-traded company, our shares are traded on the *Novo Mercado* segment of the São Paulo Stock Exchange (SP), B3 (listed as COGN3), and on the over-the-counter market (OTCQX) in New York, under the ticker COGNY.

Between 2020 and 2025, Vasta Platform (VSTA), under the trade name SOMOS Educação, one of the companies that make up the group, continued to have its shares listed and traded on the Nasdaq stock exchange in the United States, a move that was finalized in January 2026, with a tender offer (OPA), delisting of shares, and cancellation of its registration as a publicly-traded company with the U.S. Securities and Exchange Commission.

Cogna Educação has a widely-distributed shareholding structure, with approximately 96% of its shares in free float and no defined controlling shareholder.

AMAZING PEOPLE AND
AN AMAZING CULTURE



Click here to view details on our
shareholder composition, which
are available on our Investor
Relations website

Our brands



Cogna in numbers



OUR TEAM

Find out more on [page 94](#).

47%

of leadership positions at Management level and above are held by women (cisgender or transgender).

33%

of the leadership team, from coordinators up, is comprised of **Black individuals**

**+
27,000
employees**



BASIC EDUCATION

Find out more on [page 71](#).

5,000+
partner
schools

1.5 million+
students served by
our educational
solutions

121 owned,
partnered, or
franchised **Red
Balloon** schools

39,200+
students in the
Red Balloon
school network

PRIVATE ELEMENTARY EDUCATION:



1 in every 4 students in the private K-12 education network uses our **teaching solutions**



1 in every 5 private elementary schools is our partner

PUBLIC ELEMENTARY EDUCATION:

84.8% of public school students (21 million students) are impacted by at least **one of our educational solutions**

10.4% of public schools in the country (more than 14,000 schools) use **Cogna solutions**



HIGHER EDUCATION

Find out more on [page 80](#).

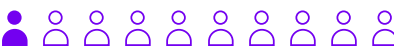
1 million+ students enrolled in on-campus and online undergraduate programs (distance learning)

113 proprietary IES institutions

76,000+ graduate students

3,000

partner in-person support centers distributed throughout Brazil, offering distance learning and blended learning courses



1 in every 10 students in higher education is a **Cogna student**



2 in every 10 students in distance learning higher education is a **Cogna student**

PRESENCE IN MUNICIPALITIES (HIGHER EDUCATION):

79% are small in size (fewer than 100,000 inhabitants over the age of 17)

Over 90% have an HDI below the Brazilian average

Number of municipalities where we are the only private higher education institution¹ offering higher education courses in:

Mechanical Engineering: **231**

Pedagogy: **224**

Civil Engineering: **216**

Nursing: **117**

Agronomy: **54**

Nutrition: **32**

Physiotherapy: **29**

Law: **19**

Dentistry: **10**

Medicine: **3**

In more than **220** municipalities, **Cogna** is the only higher education institution present.

¹Source: INEP—Higher Education Census.

The Cogna Way



Purpose

We encourage people to build a better version of themselves.



Values

- Our relationship is straightforward and respectful;
- We are entrepreneurs and we deliver results;
- Our differences form the basis of our coexistence;
- The success of our students/customers is our success;
- We are a team, not heroes.

Strategic pillars

RAPID GROWTH



AMAZING PEOPLE AND AN AMAZING CULTURE



EFFICIENCY



IMPACT (ESG)



AN AMAZING EXPERIENCE



INNOVATION



Rewarded behavior

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

Regulations & rules

- Take a vacation, respect this moment, and switch off;
- We value leadership, not hierarchy;
- Change is the only constant, with openness, flexibility, and no commitment;
- There is someone responsible for every topic;
- Communication matters: we focus on clarity and context;
- To be promoted, one needs to train a successor, with internal talent being first in line.

Decision making

- We seek agile decisions based on data, impacts, and side effects;
- Once a decision has been made, we move forward together in the same direction;
- We communicate our decisions clearly and promptly;
- Failure to make a decision is a decision. Show who you are;
- The decision is made by the leader, but constructing the path towards it is collective;
- Not every decision requires a meeting. Less PPT and more solutions.

Rituals

- We rely on management and celebration rituals;
- We manage performance;
- We celebrate results;
- We celebrate the arrival of new employees.

Feedback

- We encourage simple, respectful, face-to-face, and tangible feedback;
- Feedback is aligned with the company's objectives.

Psychological safety

- We encourage people to speak up, regardless of hierarchy and opposing opinions;
- We are transparent about the direction of our business and our people;
- We listen, because innovation comes from diversity of thinking;
- We bring any problems to the table, along with suggested solutions.
- We learn from our mistakes, correct them quickly, and do not repeat them.
- We let people finish their reasoning. We do not interrupt them.



Our history



Learn more about Cogna's history in our Press Room

INPUTS

	Financial capital • Revenue • Investments • Financing
	Manufactured capital • Administrative head offices and corporate offices • Distribution centers and distribution branches • Elementary and higher education institutions • Community healthcare facilities (clinics, teaching hospitals, etc.) • Bilingual school system • College entrance exam prep course • Publishers
	Intellectual capital • Recognized, high-performance education systems and solutions for different profiles • Portfolio of initiatives utilizing artificial intelligence • Research and studies on market trends • Investment in new knowledge • Patents on scientific research • Copyright • Management software and digital platforms • Investment and scientific partnerships • Corporate University
	Human capital • Employees • Education professionals
	Social and relationship capital • Strategic partnerships, such as AWS (Tech Alliance) and the British Council • Students and faculty • Suppliers and franchisees • Partner schools • Business partners • Market analysts • Investors • Government agencies and non-governmental organizations • Board and professional association • Research funding agencies (CNPq, Capes, Finep, FASPs) • Partnerships with startups, institutions, and leading professionals in their respective fields
	Natural capital • Electricity • Water resources

PURPOSE

We encourage people and organizations to become the best version of themselves

VISION

To be the leading educational platform for children, young people, and adults in Brazil

Business model

COMMITMENT TO THE ESG AGENDA

- We have established organization-wide goals to guide our internal processes in addressing local and global challenges;
- Our social impact platform focuses on improving public education, fostering entrepreneurship, and contributing to local development.

BUSINESS ACTIVITIES

- Educational services
- Teaching, research, and community engagement
- Community events and services
- Education management software
- Publication and distribution of books and education materials

PRODUCTS AND SERVICES

Basic education:

- Bilingual schools
- Leading education systems in pass rates and supplementary education within the one-stop partner model
- Bilingual program—Start Anglo franchises
- PNLD (National Textbook Program)
- English program for children
- Remedial learning solutions and SAEB prep courses, such as Acerta Brazil and Prepara
- A variety of educational solutions, including socio-emotional learning, financial literacy, encouragement for reading, reading fluency, and language learning
- Adult education (EJA) offered through distance learning
- Innovative technologies
- Continuing education for teachers
- Textbooks and supplementary materials for elementary and secondary education

Higher education and continuing education:

- Higher-level vocational technical courses in the B2G sector
- Undergraduate and graduate programs—both traditional and non-traditional
- Outreach and scientific research projects
- Scientific output
- Widespread availability and a range of courses that expand access to higher education throughout the country
- Courses geared toward the job market
- Test preparation courses
- Continuing education courses and language classes
- Master's and doctorate degrees

IMPACTS

	Financial capital • Remuneration for shareholders, employees, and partners • Investment in research and innovative technologies
	Manufactured capital • Presence in more than 5,000 municipalities
	Intellectual capital • Development of AI assets • Lifelong learning • Project lab focused on hands-on classes • Development of advanced educational methodologies • Digital transformation • Teaching strategies and educational practices • Research across various fields of knowledge
	Human capital • Vocational training and access to quality education • Development of research and innovation • Job and income creation
	Social and relationship capital • Social and environmental impact projects, Somos Institute and Pitágoras Foundation • Scholarship opportunities • Community-based professional services • Access to quality education • Development of skills in learning and scientific research • Investments in educational events • Improved employability and income (for students) • Contribution to public policy discussions
	Natural capital • Production and purchase of renewable energy for self-consumption • Initiatives for water efficiency • GHG emissions • Waste generation

Comprehensive solutions for the educational journey from age 2 to 100



BASIC EDUCATION

Private schools

- Educational systems with different pedagogical and digitalization approaches
- Digital learning platform
- Textbooks and supplementary materials
- Supplementary teaching solutions
- Adaptive learning solutions
- Comprehensive school management system
- Funding partnership
- E-commerce for books and educational materials
- Consulting services for the development and implementation of marketing plans
- Teacher training program



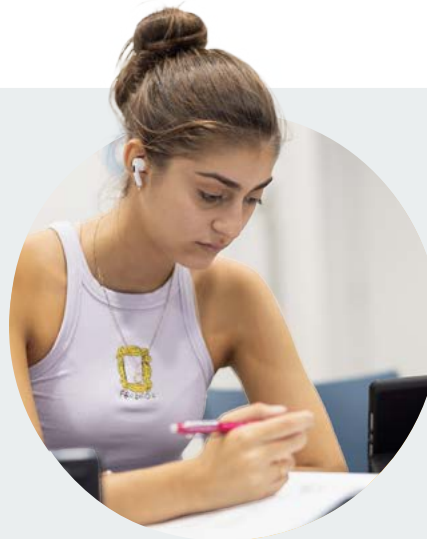
Public schools

- Studies, analyses, and mapping to improve teaching
- Textbooks and supplementary materials (National Program for Books and Teaching Materials—PNLD)
- Assessments, diagnostic tests, and practice exams
- Educational systems, educational consulting, and teaching materials for states and municipalities
- Content platform to help teachers create lessons
- Training for educators



LANGUAGES

- Language instruction using proprietary methodologies and content (Red Balloon)
- Partnerships with private schools in both curricular and extracurricular programs
- Partnership with public schools
- Solutions for English proficiency throughout K-12 education
- Bilingual and trilingual education (Start Anglo)



ACCESS TO HIGHER EDUCATION

- Cooperation program with states and municipalities to ensure local residents have access to higher education
- Prep Course for the National High School Exam (Enem)
- College entrance exam prep course



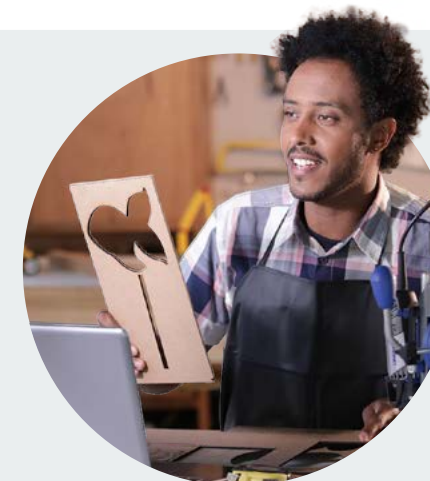
HIGHER EDUCATION

Undergraduate program

- In-person and hybrid learning
- Medical education
- Digital Distance Learning Solutions
- Adaptive learning
- Undergraduate research

Post-graduate studies

- Higher education (master's and doctoral programs)
- Lato sensu education — in-person, hybrid, and distance learning (MBA and specialization programs)
- B2B2C educational service platforms (OPM)



VOCATIONAL EDUCATION

- Vocational training courses
- Digital Products
- Nano Certifications

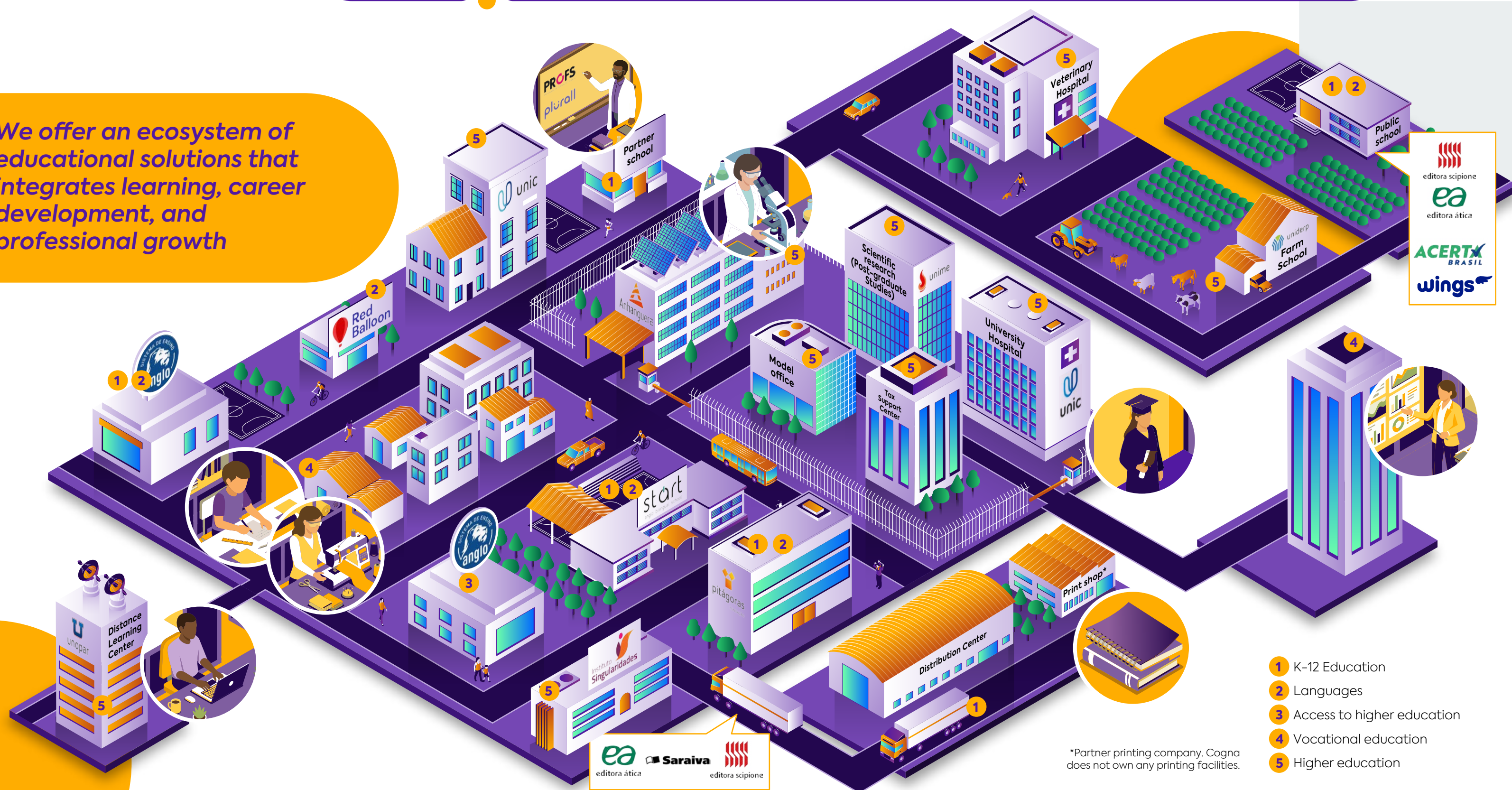


LIFELONG LEARNING

- Open enrollment courses and digital products

We strive to build lasting relationships and are constantly expanding our range of courses, products, and services to cover the entire educational journey

We offer an ecosystem of educational solutions that integrates learning, career development, and professional growth



- 1 K-12 Education
- 2 Languages
- 3 Access to higher education
- 4 Vocational education
- 5 Higher education

*Partner printing company. Cogna does not own any printing facilities.





We
prioritize
active
listening and
ongoing
dialogue

IMPACT (ESG)



Stakeholders

GRI 2-6, 29; Net Promoter Score (NPS)

Guided by our Stakeholder Engagement Policy, we seek to conduct our stakeholder relations with a focus on trust, transparency, and an alignment of expectations. Through a proactive and structured approach, we prioritize active listening and ongoing dialogue, which allows us to manage material issues clearly and ethically, always respecting the principles established in our Code of Conduct.

For our **higher education students**, we have created a structure for continuous, daily interaction. The structure employs modern digital channels, such as portals and applications, complemented by robust human support in the form of Student Service Centers (CAA), call centers, and ombudsmen. We also periodically monitor the quality of our services through the systematic application of satisfaction surveys and the Net Promoter Score (NPS)*, allowing students' opinions to guide our improvements (*read more on [page 98](#)*).

Internally, we value our **employees** as fundamental parts of our objective, establishing daily communication via intranet and corporate channels. Our People and Culture department promotes professional development through UniCO (Corporate University) and ensures an environment of integrity through the use of the Whistleblower Channel for the filing of complaints regarding ethical conduct. We evaluate our organizational climate through the use of internal census diagnostics (quarterly checks and annual engagement surveys), which enable us to measure progress year on year. We also rely on external research that allows us to make comparisons with the market (*read more on [page 98](#)*).



Our relationships with our stakeholders are focused on trust, transparency, and an alignment of expectations.

*NPS (Net Promoter Score): a satisfaction and loyalty metric that measures how likely users are to recommend the initiative being assessed. It is calculated by subtracting the percentage of detractors (scores 0-6) from the percentage of promoters (scores 9-10), whilst overlooking neutral percentages (7-8).

We maintain a close commitment to our **investors and shareholders**, providing complete and up-to-date information on our Investor Relations website. This relationship is guided by transparency in the disclosure of quarterly results and active participation in market roadshows and conferences, as well as annual accountability reports at General Meetings and the publication of our integrated reports with regulatory bodies such as CVM and B3.

We extend this excellence in relationships to our **B2B and B2G customers**, offering ongoing educational support to private schools and public networks, with a focus on implementing methodologies and training teachers. In the public sector, we have strengthened our governance and compliance tools to ensure full traceability and integrity in our relationships, respecting management cycles and current public notices.

Our relationship with **suppliers** is guided by a Purchasing **Policy and a specific Code of Ethics**, which must be read and accepted by 100% of the workforce. The most representative suppliers in terms of contract value or criticality are fully assessed as part of the approval process. The assessment criteria include anti-corruption practices, reputational criteria, cybersecurity, and technical capacity. Among the leading contracts are the categories of paper and printing, real estate, administration, and technology (*read more on [page 131](#)*).

We also maintain an open dialogue with **society**, seeking to generate a positive social impact. We promote social and environmental projects at our Higher Education Institutions (HEIs) and encourage

our employees to volunteer, whilst among our social impact initiatives are the Somos Institute and the Pitágoras Foundation.

We actively participate in industry associations to strengthen education in the country, through which—as well as directly—we maintain contact with regulatory bodies such as the Ministry of Education, Inep, and State Boards of Education, among others (*learn more on [page 114](#)*). We complement this transparency with a close and professional relationship with the **press**, using official communications to ensure that the public receives accurate and strategic corporate information on an ongoing basis or on demand, in line with relevant industry developments.



We have a Stakeholder Engagement Policy



Awards and recognition

In 2025, Cognia and its subsidiaries were recognized in the form of 63 awards and rankings, validating the success of the Company's practices and strategy.



Check out the complete list of awards and our rankings on our website

Notable awards most closely related to our material topics:

Top 100 Open Corps

1st place in the Education category and 25th place in the overall ranking

Top Sustainable Brands

UNOPAR

Award for Companies That Most Respect Consumers

Winner in the Higher Education Institutions category

Valor 1,000

ESG Practices

S&P

Top 1%

360° Yearbook

1st place in the Education sector and 25th place in the overall ranking

GPTW

12th place among Brazil's 20 largest companies

Seals and Certifications



Public Volunteer Movements



FSC – Forest Stewardship Council [Chain of Custody]

2006



UN Global Compact

2010



Brazilian GHG Protocol Program—Gold Seal

2019



WOB – Women on Board



Justice-Friendly Company

2021



Citizen Company



Business and LGBTI+ Rights Forum



Instituto Ethos



UN Women's Empowerment Principles

2022



Racial Equality Seal from the City of São Paulo



Great Place to Work – Certified

2022



Empresa Limpa (“Clean Company”) – Business Pact for Integrity and Fighting Corruption

2022



30% Club Brazil Award



Pro-Ethics Seal

2023



Global Compact Net Zero Ambition Movement

- *Elas Lideram* Movement
- *Mente em Foco* Movement
- *Raça é Prioridade* Movement
- *Transparência 100%* Movement

2023



Brazilian GHG Protocol Program



2023

2024



Equidade Racial (“Racial Equity”) (Mover)

2024



GPTW Brasil | 12th place in the Giants category [Cogna]

- Ethnic and Racial Diversity [Cogna]
- Women's Diversity [Cogna]
- Publishing Industry [SOMOS and SABER]
- Flexible Workday [Cogna]

2025



Women 360 Movement

2025

ESG Ratings

Cogna Rating
Scale (-/+)

Highlights

S&P Global



- First place in Brazil in Education;
- 2nd place globally in Diversified Consumer Services;
- Sustainability Yearbook Member 2023, 2024, 2025, and 2026;
- Recognized as an Industry Mover in 2023 and 2025.

SUSTAINALYTICS



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

FTSE
Russell



- We exceeded the averages for the subsector (3.0) and the industry (2.7), reflecting solid performance in environmental, social, and governance practices.

ISS ESG



- Prime Status, ranked as an Industry Leader.

CDP
DISCLOSURE INSIGHT ACTION



- We maintained a B rating from the CDP, one of the best in the sector, reinforcing our ongoing commitment to the responsible management of environmental impacts and tackling climate change.

REFINITIV



- 1st place among national peers; 1st place among all School College & University companies.

MSCI



- We moved up to an A rating on the MSCI, reflecting the continuous improvement of our ESG practices, increasingly aligning ourselves with global standards of excellence.

Indexes

Corporate
Sustainability Index
(ISE B3)

- **First education company** to be included in the index, in 2022
- **Portfolio** 2022/2023, 2023/2024, 2024/2025, and 2026/2027*



Carbon Efficient Index
(ICO2 B3)

- **Portfolio** 2022/2023, 2023/2024, and 2026/2027

Corporate Governance
Index—*Novo Mercado*
(IGC-NM B3)

Special Corporate
Governance Stock Index
(IGC B3)

*A change in methodology has altered the reporting cycle. Cognia remains a permanent fixture in the portfolio.

Strategy



IN THIS CHAPTER:

- 2030 Vision
- Innovation
- ESG Strategy



2030 Vision

Motivated by our objective of empowering people and organizations to build the best versions of themselves throughout their lives, our strategic planning is guided by a broad and ambitious directive: to enable a complete educational journey, from the age of 2 to 100. The scope of this objective opens up a very positive range of possibilities for transforming Brazilian education and for the growth and consolidation of our business in the coming years.

To bring clarity and focus to our strategic decisions, we have defined the opportunities we aim to take advantage of and built tools to ensure the structured advancement of the defined strategy.

Using a management methodology designed to identify and prioritize strategic choices, we have defined 15 inspiring goals, called Must-Win Battles (MWBs). Through these goals, we define the specific areas in which we wish to excel, avoiding

dispersion in opportunities outside our scope. In a consolidated vision, our 15 MWBs are designed to enable us to deliver transformative products, solutions, services, and experiences.

After dedicating 2024 to developing this strategic plan, in 2025 we focused our efforts on its implementation, a process overseen by the Transformation Office, which was created in January 2025. We have set 2030 as the target date for consolidating our results, with an annual review process to ensure that our plans and objectives are adjusted in light of new challenges and changes in the sectors in which we operate.

On an ongoing basis, governance ensures the disciplined execution of our strategy, monitoring of results, and management of risks, thereby supporting operational consistency. At the same time, it guides the allocation of investment and adaptation to regulatory and market changes, driving the evolution of strategic agendas, including ESG. It also seamlessly guides decisions aimed at sustainable growth, innovation, and strengthening business resilience, contributing to value creation in the short, medium, and long term.



**We have set 15
inspiring goals that
will guide our strategy
through to 2030**

RAPID GROWTH



EFFICIENCY



Innovation

GRI 3-3 (Innovation and technology)

A central and essential part of how we operate, innovation is promoted throughout the Company with dedicated teams, defined processes, and monitoring tools. The initiatives aim to improve the business, seeking operational efficiency, as well as creating new businesses and seizing opportunities to expand our positive impact on Brazilian education.

This model is supported by objectives, targets, and indicators that assess the effectiveness of the measures implemented, taking into account both the quality of execution and the ultimate impact of the initiatives on new business ventures, established partnerships, and solutions scaled up to other areas. We monitor performance using input and output metrics, which include execution time, delivery speed, and the number of partnerships with startups for open innovation, as well as institutional recognition through awards. We also track the number of projects in the pipeline, perceived quality as measured by NPS, and efficiency metrics such as ROI and cost avoidance. These results are communicated internally during meetings with the senior management, and externally, on an annual basis through this Integrated Report, ensuring transparency regarding the efficiency and impact of our actions on the market.

We have a corporate innovation laboratory, 'Cogna Labs', focused on identifying, developing, experimenting with, and approving new solutions and business models, whilst also keeping Cogna close to the innovation ecosystem, formed by startups and scale-ups. The methodology applied involves stages of mapping opportunities, designing theses and testing for learning, MVP (minimum viable product), growth, and scale. This approach means that investments are expanded as hypotheses are tested and validated.

The lessons learned from each experiment are used in structured rituals, such as periodic project retrospectives, multidisciplinary meetings, and the management of a repository of best practices. One highlight is *Café com Inovação* (Coffee with Innovation), an internal, bi-monthly event for sharing experiences and exchanging learning.

In 2025, 50% of the pilot projects conducted by Cogna Labs progressed to the launch stage. Among the highlights were the offering of blended and distance learning courses for professional qualification (learn more on [page 88](#)) and the *+Cuidados* initiative, which supports the employability of recent psychology graduates.



Cogna Labs in 2025

22
dedicated
professionals

30
innovation
projects

270
challenges
mapped

5
experiments
conducted

4
proof-of-concept
tests conducted

649
solutions mapped
for pitching

4.5
months for pilot
project development
(on average)

10
months for MPV
(on average)

15
venture building
(acceleration of
innovative new
businesses) theses

540
hours of speed dating
(quick introductory
meetings) with
startups

50%
of the pilot projects conducted
by Cogna Labs progressed to
the launch stage in 2025



Artificial intelligence

At Cogna, generative artificial intelligence (AI) has become the main resource for transforming processes, products, services, and interactions with stakeholders. The use of this technology is widespread, involving AI squads that run through our entire operation, with the main objective of bringing more agility and quality to processes, developing innovative solutions, and providing an incredible experience for customers and students.

We adopt solutions that optimize processes and reduce costs without compromising educational quality, thereby achieving productivity gains. We use AI for various tasks such as grammar checking, image generation, creation of interactive objects, conversion of texts into podcasts, production of audio descriptions, and construction of question banks, among others, thus optimizing results.

The use of AI has also promoted a very real revolution in the availability of resources for students, who, for example, now have access to individualized study plans and adaptive learning paths, and for teachers, who now have access to tools that help in preparing lessons and designing exercises and tests, among other functions. The implementations follow a scientific methodology, through analysis of the actual scope of real positive impacts, based on a comparison of results between experimental groups (for which solutions are made available on a trial basis) and control groups (without access to the tools). Only following the analysis are the innovations then scaled up.

Internally, we use AI to strengthen our relationship with employees, applying solutions to improve communication, disseminate our culture, and enhance processes. We also continue to invest in employee training so that they can get the most out of their application.

In parallel with technological development, we invest a great deal in security barriers and systems that ensure that our models' responses are unbiased, accurate, and aligned with the pedagogical standards that govern our operations.

We also take an active stance in discussions regarding the adoption of AI in the education sector. We participate in discussions at international conferences and forums such as the Publishers Summit, AIED (Artificial Intelligence on Education), IFE Conference, and the Education Committee to discuss the impacts of technology on content production and the protection of intellectual property. Through our participation in industry associations, we work institutionally with the Federal Congress, taking part in discussions on the regulatory framework for AI, aiming to ensure, among other issues, that regulation protects copyright as a means of preventing generic models from using our proprietary content without proper control.

Innovation with generative artificial intelligence

Plurall AI

Public: Teachers from partner elementary schools.
Contribution: Support for creating lesson plans, designing activities, and identifying gaps in student learning.
Acknowledgment: 1st place in the Educational Software category of the *Top Educação 2025* Award; 3rd place in the Education category of the *Innovativos* Award; and our Vice President of Information Technology, Igor Freitas was recognized as IT Executive of the Year by IT Forum.

[Find out more on page 73](#)

Vozes da Cogna (Cogna Voices)

Public: Cogna employees.
Contribution: Support for employees in producing content for social media platforms such as LinkedIn. In 2025, it contributed to generating more than 2,600 messages, thus strengthening our employer brand.
Acknowledgment: The program was awarded first place in the Technology category of the Companies that Best Communicate with Employees Award ('ChatBot Vozes da Cogna—Generative AI in support of engaging content production' case).

Pergunte ao livro ("Ask the book")

Public: K-12 education administrators and teachers.
Contribution: Allows teachers to better understand textbooks through interaction with the content. For administrators, it allows for an informed choice of materials to be purchased for the education system.

[Find out more on page 74](#)

Individualized Education Plan (IEP)

Public: Teachers from partner elementary schools.
Contribution: Support for the development of personalized study plans for neurodivergent students.

[Find out more on page 68](#)

Innovation with generative artificial intelligence

The use of AI has sparked a true revolution in the availability of resources for students, teachers, educational administrators, and staff



Large-scale feedback analysis

Public: Cogna employees
Contribution: This tool analyzes open comments made by our higher education students in satisfaction surveys, organizing and categorizing the main demands and helping to accelerate the implementation of improvements.
Acknowledgment: Winner of the Smart Customer 2025 Award (case: “Cogna.AI beyond automation”).

[Find out more on page 89](#)

Edu

Public: Higher education students (undergraduate and graduate)
Contribution: A virtual tutor, developed to support students throughout their learning journey.
Acknowledgment: MetaRed 2025 Award (international award recognizing the digital transformation of institutions), article submitted and accepted by the Institute for the Future of Education (IFE), part of the Tecnológico de Monterrey Education Group).

[Find out more on page 81](#)

Emprega.AI

Public: higher education students.
Contribution: Creation of personalized resumes for job applications, recommendation of opportunities aligned with the candidate’s profile, preparation for interviews, and referral to complementary training courses.

[Find out more on page 87](#)

Sab.IA

Public: Early childhood education teachers in public schools.
Contribution: Contributes to literacy by analyzing reading and diagnosing each student’s reading fluency level.

[Find out more on page 76](#)



ESG Strategy GRI 2-12, 413-1

We consider environmental, social, and governance (ESG) aspects to be fundamental to achieving our purpose of empowering people and organizations to build a better version of themselves. We conduct our business in accordance with best governance practices (*learn more in the Corporate Governance chapter*); we work to reduce the environmental impacts of our operations, while providing actions to promote awareness of sustainability issues amongst our stakeholders and encouraging socially-responsible actions (*learn more in the chapter on Socio-environmental impact*).

Our ESG performance is also guided by the voluntary public movements of which we are a part (see the list on [page 19](#)), corporate policies (such as the [Sustainability Policy](#), [Environment and Climate Change Policy](#), [Human Rights Policy](#), and

[Diversity and Inclusion Policy](#)), and the Cogna Commitments for a Better World (*learn more below*), which expand our actions in pursuit of sustainable value creation.

All of these fronts are based on an ESG strategy led by the Sustainability and Social Impact Management team, which is linked to the Institutional Relations and Sustainability Department and reports directly to the Company's CEO. The People and ESG Committee, composed of members of the Board of Directors, monitors the implementation of the ESG strategy on a quarterly basis, ensuring that these issues are incorporated into the Company's strategic decisions.

We also maintain ongoing dialogue with our stakeholders to share our progress and strengthen the impact of our actions. Over the course of 2025, we moved forward with the action plan to address those areas requiring improvement identified in the stakeholder consultation conducted in 2024 to evaluate our ESG strategy. The survey had 16,827 respondents, 11% of whom were internal and 89% external, and revealed an NPS of 86 points, indicating a generally positive perception, with the average score being 4.13 on a scale of 1 to 5, which shows that stakeholders are satisfied with the aspects evaluated.



We work hard to reduce the socio-environmental impacts of our operations.



Cogna Commitments for a Better World

In 2025, we completed the first cycle of Cognia Commitments for a Better World. Created in 2021, the manifesto established a set of goals aimed at achieving specific objectives in three areas: Balance between people and nature; Education, diversity, and human rights; and Governance and integrity. Over the course of the past five years, we have structured initiatives aimed at achieving the 14 defined ambitions, which reflect our responsibility in generating sustainable and lasting impact. As a result, we were able to achieve the objectives set for 10 targets, exceeding the initial targets for 7 of them (see table on [page 28](#)). Although closed as external commitments, all goals will continue to be monitored internally, seeking to maintain their positive impact.

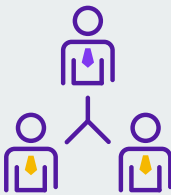
In 2025, we began the process of renewing our commitments. Leveraging the maturity gained from the experience of the first cycle and drawing heavily on feedback from stakeholders, the new commitments were designed to be more directly linked to the impact of our business on society. There are six targets to be achieved by 2030, divided into environmental, social, and governance categories.



Environmental

A balance between people and nature

- 1 To make efficient use of natural resources, prioritizing renewable sources for a greener world
- 2 To educate and raise environmental awareness, recognizing that we are all responsible for climate change
- 3 To promote a balance between the use of resources, their preservation, and environmental offsetting



Social

Education, diversity, and human rights

- 1 To contribute to education in the country
- 2 To foster the entrepreneurial ecosystem and employability by supporting individuals on their professional journey and in building their careers
- 3 To promote economic and social development in the regions surrounding the educational institutions.
- 4 To care for employees' health and well-being, contributing to their physical, mental, and emotional balance



Governance

Governance and integrity

- 1 To strive for gender equity at all organizational levels and in the Company's governance
- 2 To promote best practices in governance and transparency in disclosures and results
- 3 To promote the principles of integrity and anti-corruption



Click here to watch the video summarizing the 2021–2025 period and outlining our commitments for 2026–2030

Cogna Commitments for a Better World

Results of the Journey – 2021/2025

SDGS	GOAL	RESULTS	STATUS	HIGHLIGHTS AND OBSERVATIONS
ENVIRONMENTAL – A BALANCE BETWEEN PEOPLE AND NATURE				
7	To have 90% of the energy consumed in the network come from renewable sources by 2025.	90.3%	TARGET EXCEEDED ✔	• We ended the year with 90.3% of our energy consumption coming from renewable sources on the open market. • Furthermore, I-RECs (International Renewable Energy Certificates) were purchased for 100% of the energy consumed by the Company. • 100% of the energy consumed by our distribution center comes from renewable sources, and we have installed photovoltaic panels at our units in Jaú, SP, Eunápolis, BA, and Ponta Porã, MS. <i>Find out more on page 60</i>
13	To measure the impact of GHG emissions on the Company’s operations, proposing targets and commitments for mitigation and offsetting by 2022.	100%	TARGET ACHIEVED ✔	• Target completed in 2023, with the disclosure of emissions inventories from 2019 to 2022 and announcement of a public target to reduce the Company’s total GHG emissions in scopes 1, 2, and 3 by 50.4% by 2032. • Our inventories since 2019 have received the Gold Seal from the Brazilian GHG Protocol Program. <i>Find out more on page 62</i>
12	To reach 1.8 million people with environmental education content by 2025.	2,300,000	TARGET EXCEEDED ✔	• Target achieved in 2024, with 2.3 million people impacted by environmental education content. • Since the end of the year, our Higher Education Institutions have been included in the Movimento Escolas pelo Clima (Schools for Climate Movement). • The Pitágoras Foundation, a nonprofit organization supported by Cogna Educação, leads the Mutirão das Árvores Program, which focuses on environmental education and the training of teachers and children, in coordination with government agencies and cross-sectoral partners. <i>Find out more on page 34</i>
SOCIAL – EDUCATION, DIVERSITY, AND HUMAN RIGHTS				
3	To benefit 5 million people through community services and social projects carried out by our educational institutions and partners by 2025.	5,749,514	TARGET EXCEEDED ✔	• We ended the year with 5.7 million people having benefited from community services and social projects since 2022. • In addition to collaborating with the communities surrounding our Higher Education Institutions, these initiatives promote practical experiences for students, aligning the generation of positive social impact with professional training. <i>Find out more on page 40</i>

SDGS	GOAL	RESULTS	STATUS	HIGHLIGHTS AND OBSERVATIONS
4	To benefit 150,000 public school teachers with educational products and services by 2025.	179,000	TARGET EXCEEDED ✓	Goal achieved in 2023, with the training of 179,000 public school teachers in the form of more than 3,500 training courses on educational topics across the country. <i>Learn more: e-docente (on page 74) and Educador Nota 10 Award (on page 50)</i>
8	To train 150,000 people in business and entrepreneurial skills, promoting entrepreneurship in the country, by 2025.	349,000	TARGET EXCEEDED ✓	Goal achieved in 2023, with the training of 349,000 people in business and entrepreneurial skills. <i>Find out more on page 84</i>
3	To train 100% of the Company's employees in health and safety by 2022.	100%	TARGET ACHIEVED ✓	In 2023, the health and safety course became part of the mandatory training program for all Company employees during the onboarding process (which lasts three months). <i>Find out more on page 101</i>
5	To achieve gender equity (50%) in leadership positions (≥ managers) by 2025.	47.1%	GOAL NOT ACHIEVED	47% of leadership positions at or above the management level are held by women (cisgender or transgender). - Over the course of the five years of the commitments, we have made significant progress in affirmative action programs such as the Trainee Program exclusively for Black women and Ascender, a career acceleration program aimed at female coordinators with great potential. <i>Find out more on page 106</i>
10	To increase the number of positions held by Black and brown people to 40% by 2025.	43.1%	TARGET EXCEEDED ✓	43% of the workforce is made up of Black employees. - The Diversity Census, conducted in 2023, was important in helping us to better understand our internal audience and prepare action plans to be addressed with our affinity groups. - Throughout this period, we had internship programs for Black and brown people. <i>Find out more on page 106</i>
10	To increase the number of leadership positions—starting with coordinators—held by Black and brown individuals to 40% by 2025.	32.1%	GOAL NOT ACHIEVED	32% of our management staff, starting at the coordination level, are Black. - Over the course of the five years of the commitments, we have made significant progress in affirmative action programs, such as an exclusive trainee program for Black women (2023–2024) and Potência Negra (Black Power), aimed at developing Black senior analysts and specialists at Cognia. - We understand that structural issues of inequality in our society have contributed to the failure to achieve these goals, which further reinforces the importance of actions to accelerate development. We continue to work consistently to increase representation in our leadership positions. <i>Find out more on page 106</i>

SDGS	GOAL	RESULTS	STATUS	HIGHLIGHTS AND OBSERVATIONS
10	To maintain favorability for the LGBTQIAPN+ public at or above 93 in the Engagement Survey.	86	GOAL NOT ACHIEVED	• We have made progress on our agenda by implementing structured initiatives and engaging the Cogna em Cores affinity group, helping to foster a more inclusive environment. • We are continuing to strengthen our initiatives, expand their reach, and improve the monitoring of indicators, with a focus on consistent progress. Find out more on page 106
10	To train 100% of the Company's leaders on the contents of the Corporate University Diversity Program by 2025.	98%	GOAL NOT ACHIEVED	• 98% of our leaders have been trained in the Company's Diversity Program. • Over the course of the five years of this Commitment, we have developed specific diversity training programs, including training on unconscious biases, diversity and inclusion literacy, and training focused on inclusive leadership. Find out more on page 106
GOVERNANCE – GOVERNANCE AND INTEGRITY				
10	For at least one-third of the individuals on the Board of Directors be represented by women, Black people, and those identifying as LGBTQIA+ by 2025.	50.0%	TARGET EXCEEDED ✔	• 60% of the seats of our Board of Directors are occupied by representatives of minority groups, including two women and one person from the LGBTQIAPN+ community. • Our Board Member Nomination Policy stipulates that, whenever possible, diversity should be considered when filling positions. Find out more on page 112
16	To integrate ESG targets into variable remuneration policies for senior leadership by 2023.	100.0%	TARGET ACHIEVED ✔	• ESG targets came to form part of the variable remuneration of senior leadership in 2022. • In 2023, as a way of reinforcing sustainability as one of the Company's strategic pillars, ESG targets came to be included in the variable remuneration of 100% of our leaders and other employees. Find out more on page 128

Renewal of the Cognia Commitments for a Better World

Our journey toward 2030

Our goal is to inspire people and organizations to become the best versions of themselves, because we know that education is the only way to build a fairer and more equal country. We do this not only by implementing best governance practices within the company, but above all by providing quality education that is accessible throughout Brazil, empowering people to become agents of change in shaping their own futures.

We believe that companies should take into account the environmental and social impacts of their activities, meaning that **sustainability is an integral part of our strategy, operations, and non-negotiable values.**

Based on this premise, **we are committed to creating sustainable value** for all our key stakeholders—our students and customers, employees and faculty, shareholders and investors, suppliers and service providers—while contributing to the balance of environmental and social resources, and meeting the needs of future generations.

Aware that we can go further, and that the future is in our hands, **we are sharing our goals and commitment to be reached by 2030.**

SDGs	COMMITMENT	MATERIAL TOPIC
ENVIRONMENTAL – A BALANCE BETWEEN PEOPLE AND NATURE		
81213	To provide ESG training courses for 100% of Cognia’s undergraduate students to help build a more resilient and regenerative economy	Quality of teaching and services offered
SOCIAL – EDUCATION, DIVERSITY, AND HUMAN RIGHTS		
4	To ensure that at least 85% of our customers using the solutions show improvement in their SAEB score	Quality of teaching and services offered
48	To achieve an 80% employment rate among graduates in their field of study and/or related fields within 12 months of graduation	Employability and entrepreneurship
5810	To increase the number of leadership positions held by Black and brown people to 35% by 2030.	Diversity and inclusion Employee training and education
5810	To achieve gender equity (50%) in management positions (≥ managers) by 2030.	Diversity and inclusion Employee training and education
GOVERNANCE – GOVERNANCE AND INTEGRITY		
916	To implement and certify the Company under ISO 27001, the Information Security Management Standard	Safety and data infrastructure



Social and environmental impact



IN THIS CHAPTER:

- Education for sustainability
- Social impact
- Environmental impact

2.3
million

people impacted
with environmental
education content

Education for sustainability

We believe we have the potential to collaborate in transforming realities and raising awareness of global challenges. The nature of our activities and our reach across the country qualify us to collaborate in tackling climate change and preserving biodiversity by disseminating quality content and promoting scientific research on these topics. In this regard, as one of the Cogna Commitments for a Better World (*learn more on [page 27](#)*), we have committed to impacting 1.8 million people through environmental education by 2025, and we have exceeded this goal, reaching 2.3 million people. This total was achieved through continuous initiatives, and the search for expansion of initiatives is ongoing.

We offer a wide range of undergraduate and graduate courses related to environmental issues, while we also develop and disseminate content, free courses, lectures, and an educational round-table discussions on topics related to socio-environmental issues for students. For employees and other stakeholders, we promote constant awareness by providing resources and materials that strengthen the culture of sustainability throughout our network.

After integrating extension activities into the curriculum—which became mandatory within the workload of undergraduate courses—we have

now also aligned the projects to be carried out with the UN Sustainable Development Goals. As such, we encourage students to engage in actions that have a positive impact, developing global awareness to act locally in their communities.

In the field of scientific research, we particularly encourage the development of studies in the areas of environmental sciences, health, the environment, and regional development. In the current context that is experiencing a weakening of the ecosystem (as well as a loss of biodiversity and climate change that threaten human life and that of thousands of other species on the planet), scientific research plays a crucial role in the search for sustainable solutions and new ways of living in society. Thus, our *stricto sensu* graduate programs seek to work in harmony with regional development, both in generating local knowledge and in seeking to improve the quality of life in the surrounding regions. Notably, the Master's Degree in Environmental



**By promoting scientific research,
we contribute to the preservation
of biodiversity and the fight
against climate change**



Sciences at Unic (University of Cuiabá) has, since 2021, been participating in the Graduate Development Program (PDPG) in the Legal Amazon region of Capes/MEC, while the programs in Environment and Regional Development and Sustainable Agribusiness offered at the Anhanguera-Uniderp University focus on the conservation and protection of the Cerrado and Pantanal. These areas of study and specialization bring together the dedicated activities of 40 PhD professors, whose academic and scientific work seeks to promote real impact through the development of more sustainable and innovative practices for the country. Learn more about the projects of the [Graduate Program in Environmental Sciences](#), [the Stricto Sensu Professional Graduate Program in Sustainable Agribusiness](#), and the [Graduate Program in Environment and Regional Development](#).

In our graduate *lato sensu* programs, we also offer courses and specializations in sustainability and related topics, such as an MBA in Environmental Management, Environmental Management, Licensing and Auditing, Environmental Sustainability, and Green Technologies, among many others.

It is worth noting that, in K-12 education, our teaching materials are developed in line with the guidelines of the National Curriculum Parameters (PCNs) and the National Common Curricular Base (BNCC). These parameters cover environmental education as a cross-sectional theme in various

subjects, placing sustainability at the center of discussions with students on the exercising of responsibility and citizenship. We also offer complementary solutions that enhance this training, such as the *Líder em Mim* ("Leader in Me") program, which develops socio-emotional and leadership skills, and the *Entre Mundos* (Between Worlds) program, which focuses on preparing students socio-emotionally to deal with contemporary challenges, such as bullying and the safe use of social media ([learn more on the page 75](#)).

Stricto sensu research activities—Environmental topics

	2023	2024	2025
Number of lines of research on environmental issues	5	5	6
Number of research projects conducted on environmental topics	32	61	36
Number of national and international patents on environmental topics*	11	13	7
Number of national and international patents related to fauna, flora, and biodiversity topics*	16	17	0

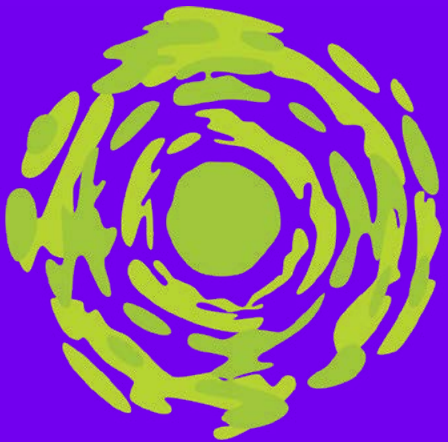
* Some patents fit into both contexts (environmental topics and topics related to fauna, flora, and biodiversity), so there may be overlaps in the reported number.



Escolas pelo Clima

Since 2023, all Cogna Higher Education Institutions have been signatories to the *Escolas pelo Clima* (EpC) Movement, the largest national community dedicated to promoting climate education. The movement brings together educators, students, and communities to develop projects focused on environmental awareness and solutions to socio-environmental challenges.

Every year, the movement holds the *Escolas pelo Clima* Congress and Awards, Brazil's largest event aimed at connecting, valuing, and promoting climate action in institutions at all levels of education, from early childhood education to higher education. In 2025, out of more than 600 entries, 68 projects were selected to participate in the congress, eight of which were from our Higher Education Institutions. The conference was held in December, and during the event, students, teachers, and coordinators presented their initiatives in interactive virtual rooms, facilitating the exchange of experiences, national visibility, and integration with other educational institutions. The initiatives implemented by our HEIs, highlighted at the congress, involved more than 40 students from various different courses—including Law, Engineering, Agronomy, Veterinary Medicine, and Healthcare—demonstrating the multidisciplinary approach to the topic. In total, the initiatives benefited more than 1,300 people in partnership with public institutions and local communities.



Escolas
pelo Clima

“I was very happy and honored by the recognition at the Schools for Climate Congress.” This motivates us even more to continue developing ideas that make a difference. We will certainly continue to share our projects and contribute to a more sustainable future. Let’s transform the world together, one project at a time!

Alessandra Machado, Coordinator of the Agronomy course at Anhanguera University, Londrina/Piza campus



Escolas pelo Clima – Selected projects

1 RANKED IN THE TOP 3

Training volunteers for Civil Defense

(Anhanguera Alvorada/RS)

2 RANKED IN THE TOP 3

Pomar da Vida

(Anhanguera Primavera do Leste, MT)

3

Mini hanging garden and the importance of healthy eating

(Anhanguera Londrina/PR)

4

Green Traits: Composition of the urban landscape with Nature-based Solutions

(Uniderp Campo Grande/MS)

5

Environmental Law in Action: Legal Education for Sustainability

(Unic Cuiabá/MT)

6

Donation of vegetable seedlings

(Anhanguera, Londrina, PR)

7

Community Garden

(Anhanguera, Londrina, PR)

8

Initiatives for Rural Women

(Anhanguera, Uberlândia, MG)



Learn more about the projects conducted by our Higher Education Institutions on page 40

V Education and ESG Forum

As part of our commitment to promoting debates on emerging sustainability topics, with actions that serve as a path to broadening dialogue and shedding light on the importance of education in this agenda, we held the fifth edition of the Education and ESG Forum in 2025.

The event featured recognized experts and strategic partners in discussions on the challenges and opportunities found at the intersection between education and sustainable development. The topics were structured into three central panels:

- **Public Policies for Sustainable Development**—Moderated by Juliano Griebeler (Director of Institutional Relations and Sustainability at Cognia), with the participation of Denise Dora (Special Envoy for Human Rights and Just Transition at COP 30), Juliano Medeiros (Director of Instituto Futuro), and Julie Messias (Executive Director of Aliança Brasil Nature Based Solutions).
- **The Future of Work: Transition to a Sustainable Economy**—The session featured keynote speaker Aguinaldo Maciente (ILO Specialist—International Labor Organization, United Nations Agency) and was moderated by Silvia Bizatto (Vice-President of Continuing Education and Learning at Cognia). The panel brought together Arthur Wong (Schneider Electric), Karla Braga (COJOVEM—Amazon Youth Cooperation for Sustainable Development), and Wanderley Emerich (WeConsultHR).
- **Just Transition: The Impact of New Technologies on the Environment**—Moderated by Igor Freitas (Vice-President of Technology at Cognia), the discussion featured the perspectives of André Simões (Professor and Lecturer at the University of São Paulo), Lula Rodrigues (OBONOBO), and Marcus Amaral (Amazon AWS).

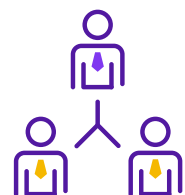
We held the forum in a hybrid format, with live streaming and interpretation in Brazilian Sign Language, which allowed us to reach a diverse and engaged audience. We welcomed 564 participants, 526 of whom took part online and 38 in person, attracting not only our students, employees, and investors, but also representatives from the government, civil society, the third sector, and other educational institutions, thus reinforcing our reputation as a benchmark in the educational and environmental sector. The overall NPS for the event was 92 points, which is excellent on the scale.

**92
points**
was the overall
NPS for the
event



“Participating in the 5th Education & ESG Forum, especially hearing about the liberating power of knowledge and the vital role played by education in Brazil, strengthened my sense of purpose. I am confident that I am on the right path, and I feel even more inspired to take action in the face of the challenges that lie ahead.”

Anonymous statement collected in the context of the satisfaction survey conducted after the panel “Just transition: the impact of new technologies on the environment.”



**The forum highlighted
the importance of
education in the
ESG agenda**



1st Education and ESG Week

Complementing the discussions of the Education and ESG Forum, we promoted the first Education & ESG Week, an initiative specifically aimed at integrating these topics into the day-to-day academic lives of our students. In total, we held four special classes aimed at the Health, Education, teaching, engineering, and technology courses, addressing fundamental topics such as the role of sustainability in healthcare; the importance of environmental education in teacher training; ethics and integrity in business risk management; and energy transition.

The class focused on energy transition, opportunities, and challenges was one of the highlights, achieving an individual NPS of 93 points, while the overall average for the week's classes reached 87 points. With a total audience of 493 viewers, the sessions were recorded to be made available on our Student Portal (PDA) as permanent learning courses, ensuring that the knowledge generated remains accessible and is constantly contributing to the comprehensive education of our students in line with the guidelines of our academic team.

“I learned a lot about sustainability and the importance of delving deeper into the issues we want to change. Because it is only through knowledge that we have the autonomy and authority to question our rights.”

Student account (anonymized) collected as part of a satisfaction survey conducted after the class “Just Transition: The Impact of New Technologies on the Environment”

An overall
NPS of
87

Social impact

At Cognia, we see education as an important tool for social transformation, capable of changing the world by promoting better living conditions for people and reducing inequalities. We embrace our role as agents of this transformation, focusing our social actions on three fundamental pillars: education, income generation, and local development—which make up our Social Impact Platform.

This strategy is implemented by the Pitágoras Foundation, the Somos Institute, and our Higher Education Institutions, which develop social and environmental projects and provide services to local communities. Our private social investment, including sponsorships via incentive laws, also addresses this issue.

To measure the impact, we use the Social Return on Investment (SROI) indicator, a methodology that calculates assets such as community strengthening and professional integration. In the most recent calculation, carried out in 2023, the results showed that for every BRL 1.00 invested* by Cognia, BRL 5.56 was returned to society, benefiting 3.2 million people and generating BRL 15 billion in socioeconomic assets and BRL 1.8 billion in economic impact.



Social impact platform

PILLARS



EDUCATION

To contribute to education in the country.

4



INCOME GENERATION

To change people's lives through access to employment, assisting them in their professional journey and career development.

8



LOCAL DEVELOPMENT

To promote economic and social development in the regions surrounding the educational institutions.

3

10

CROSS-CUTTING AREAS OF ACTION



INNOVATION AND TECHNOLOGY

To use new technologies to minimize the negative impact and maximize the positive impact of the business.



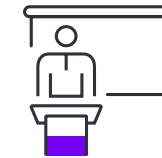
DIVERSITY AND INCLUSION

To respect and value people with disabilities; and support gender, ethnic, religious, sexual orientation, and gender identity equality.



The social impact of our HEIs GRI 203-2

In line with our Sustainability and University Extension policies, we have adopted the service learning methodology, which combines practical learning with positive social impact. By doing so, teachers and students engage in volunteer work on initiatives that benefit the communities near our campuses, allowing students to apply their academic knowledge in real-life situations, preparing for their professional future while contributing to local development.



**Communities near
the campuses
benefit from the
volunteer work
performed by faculty
and students**

**Initiatives are conducted
on two fronts:**

1 **Social and environmental projects**

Initiatives aimed at community development in line with the UN's SDGs, which may be ongoing or one-off, and may also form part of academic outreach projects.

2 **Community services**

We offer specialized services on a continuous and systematic basis through structured spaces at our institutions, such as legal practice centers, clinics, teaching hospitals, and model offices.

Impact of the 2025 initiatives

SOCIAL PROJECTS

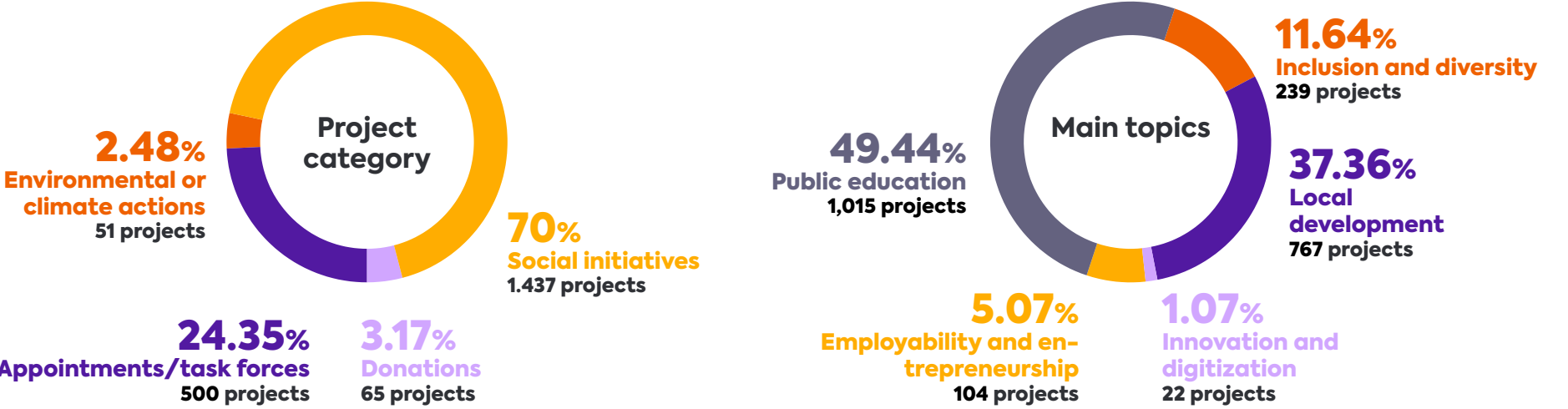
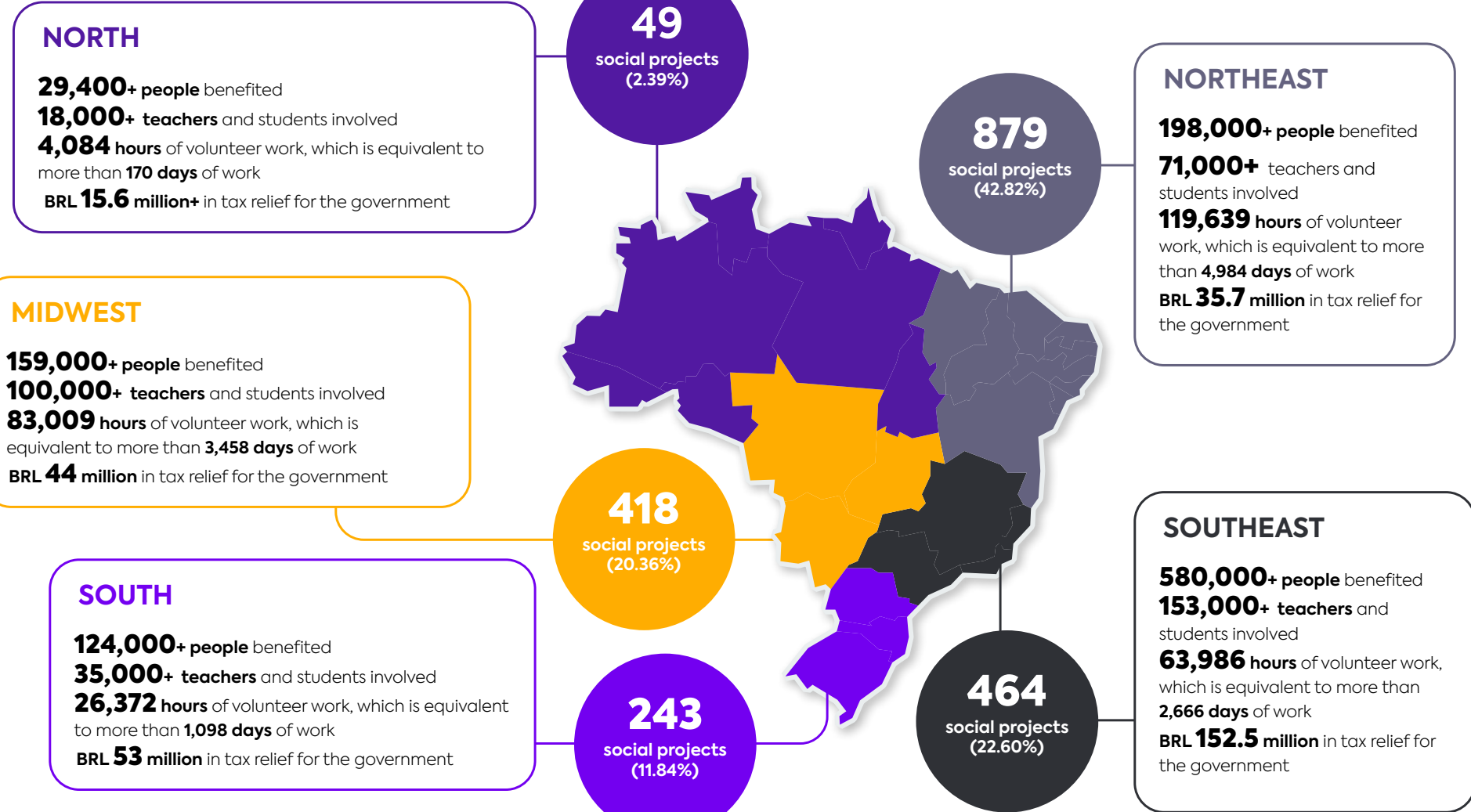


COMMUNITY SERVICES

1 million+ people benefited

BRL 300 million + in tax relief for services provided to the public sector

Alignment of projects with the SDGs



Noteworthy 2025 social and environmental projects



ANHANGUERA DO BEM—YOUTH TRANSFORMATION PROJECT

- Faculty and course involved: Anhanguera in Goiânia/GO—Civil Engineering, Electrical Engineering, and Mechanical Engineering
- Total beneficiaries: 110
- Target public: Children and families in Vila Roriz
- Held in: May 2025
- Priority SDG: SDG 4 – Quality education
- Platform pillar: Employability and entrepreneurship

Aiming to spark young people's interest in engineering and broaden their professional horizons, the initiative promoted practical and interactive experiments that demonstrated fundamental concepts in the field in a fun way and stimulated new perspectives for the future.



PREVENTION OF HAND, FOOT, AND MOUTH DISEASE IN EARLY CHILDHOOD EDUCATION

- Faculty and course involved: UNIME, BA University Center (Lauro de Freitas)—Biomedicine
- Total beneficiaries: 33
- Target public: children, teachers, and caregivers at the Infância Feliz Municipal School
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Local development

In order to prevent hand, foot, and mouth disease, educational materials and recreational activities were developed to explain symptoms and prevention methods in a simple and accessible way, complemented by discussion groups that offered technical guidance to educators and caregivers.



NUTRITIONAL INTERVENTION

- Faculty and course involved: Anhanguera in Itabuna, BA—Nutrition
- Total beneficiaries: 66
- Target public: assisted individuals and residents of the Bezerra de Menezes Shelter
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Inclusion and diversity

In order to improve food acceptance and reduce resistance to institutional meals, the initiative promoted individualized nutritional assessments and personalized guidance, respecting the specific health needs of each beneficiary and resulting in greater adherence to and satisfaction with the meals offered.



PRODUCTION MANAGEMENT FOR MARKET VENDORS

- Faculty and course involved: Anhanguera in Primavera do Leste, MT—Administration
- Total beneficiaries: 76
- Target public: market vendors who participate in the *Feira da Lua* (Moon Market) municipal project
- Held in: May 2025
- Priority SDG: SDG 8 – Decent work and economic growth
- Platform pillar: Development, employability, and entrepreneurship

Aiming to improve commercial organization and reduce food waste, the training addressed production management techniques that strengthened local entrepreneurship and encouraged more efficient and sustainable practices in the daily routine of the markets.



HEALTHY BREATHING STARTS WITH YOUR HANDS: EDUCATION AND PREVENTION IN CHILDHOOD

- Faculty and course involved: Anhanguera in Brasília, DF (Taguatinga Shopping)—Nursing
- Total beneficiaries: 154
- Target public: children and family members at the Pediatric Ward of Taguatinga Regional Hospital
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Public education

Given the high number of cases of bronchiolitis and other seasonal respiratory diseases in the region, the initiative raised awareness among family members about simple and effective preventive measures, distributing information kits and support materials that helped with care during hospital stays.



COMMUNITY WEDDING 2025

- Faculty and course involved: Anhanguera University of Imperatriz, MA—Law
- Total beneficiaries: 192
- Target public: couples in economically vulnerable situations
- Held in: June 2025
- Priority SDG: SDG 5 – Gender equality
- Platform pillar: Local development and inclusion and diversity

To enable the free legalization of civil unions, the project offered comprehensive support, from guidance on the necessary documentation and legal clarifications on property regimes, to in-person support at ceremonies, ensuring access to fundamental rights.



CARE WITH MOVEMENT

- Faculty and course involved: Anhanguera in Joinville, SC—Physical Therapy
- Total beneficiaries: 19
- Target public: residents of the *Pôr do Sol* Nursing Home
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Diversity And Inclusion

Aiming to promote physical and emotional well-being, cognitive and motor activities were developed and adapted to the different mobility and cognitive conditions of the participants, providing moments of joy and improving quality of life.



FEET ON THE GROUND: FALL PREVENTION AND PROMOTING SAFETY FOR THE ELDERLY

- Faculty and course involved: Pythagoras of Bacabal, MA—Medicine
- Total beneficiaries: 189
- Target public: Elderly people treated by NHS clinics
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Public education

Focused on reducing domestic accidents among the elderly, lectures at 13 NHS clinics addressed key risk factors and practical precautions in the home environment, using visual aids and participatory activities that created spaces for listening and sharing experiences.



WEAVING KNOWLEDGE AND PRACTICES: MULTIPROFESSIONAL ACTION IN COMMUNITY CARE

- Faculty and course involved: Anhanguera in Manaus, AM—Psychology, Nursing, Social Work, Education, Dentistry
- Total beneficiaries: 334
- Target public: Kokama indigenous community
- Held in: May 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Local development

To expand access to health services and strengthen autonomy in care, this multidisciplinary initiative brought together different areas of knowledge in integrated practices that valued the traditional knowledge of the community.



STREET OF RIGHTS

- Faculty and course involved: Anhanguera in Governador Valadares, MG—Physical Therapy
- Total beneficiaries: 55
- Target public: Homeless population
- Held in: August 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Diversity and inclusion

Aiming to promote citizenship and prevent patients from abandoning treatment for diseases such as tuberculosis and leprosy, this initiative combined guidance on symptoms and prevention with an active search for patients and integrated social, legal, and healthcare services.



CARE FOR THE ELDERLY

- Faculty and course involved: Anhanguera University, Taubaté, SP—Dentistry
- Total beneficiaries: 114
- Target public: elderly residents in nursing homes and their caregivers
- Held in: September 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Local development

With the aim of improving oral health and providing leisure activities, the initiative carried out dental assessments, provided guidance on oral hygiene, and organized recreational activities, in addition to training the care team on techniques and the importance of maintaining oral health in old age.



CELEBRATING ARBOR DAY WITH THE SCOUTS

- Faculty and course involved: Anhanguera in Primavera do Leste, MG—Agronomy
- Total beneficiaries: 73
- Target public: *Guardiões do Cerrado Scout Group*
- Held since: 2024
- Priority SDG: SDG 15 – Life on land
- Platform pillar: Public education

To raise awareness among young people about the importance of preserving the environment and biodiversity, techniques for sowing native species such as purple ipê and jacaranda were taught, culminating in the planting of nine white ipê seedlings and integrating environmental education with sustainable agricultural practices.



ACTIONS FOR RURAL WOMEN



- Faculty and course involved: Anhanguera University, Uberlândia, MG—Veterinary Medicine, Agronomy
- Total beneficiaries: 120
- Target public: rural women responsible for generating family income
- Held in: 2025 (active during the year)
- Priority SDG: SDG 2 – Zero hunger
- Platform pillar: Local Development, Diversity and Inclusion, Education, Generation of Income

Seeking to strengthen the economic and productive autonomy of women in rural areas, this project offered ongoing technical assistance and organized collective efforts to structure and expand family businesses, prioritizing agro-ecological practices and the conscious use of local resources.



COMMUNITY LEGAL PRACTICE CENTER – AN ACT OF LOVE

- Faculty and course involved: Anhanguera University in Vitória da Conquista, BA—Law, Nursing
- Total beneficiaries: 740
- Target public: vulnerable children in the community
- Held in: October 2025
- Priority SDG: SDG 10 – Reduced Inequalities
- Platform pillar: Diversity and inclusion

With the aim of bringing joy and reducing the inequalities experienced by vulnerable families, more than 350 toys were collected and distributed, accompanied by recreational activities that allowed for moments of fun and warmth.



INCLUSIVE SPORTS FESTIVAL ON THE BEACH

- Faculty and course involved: Unime Anhanguera in Salvador, BA (Parallel)—Physical Therapy
- Total beneficiaries: 63
- Target public: people with and without disabilities
- Held in: October 2025
- Priority SDG: SDG 3 – Good health and well-being
- Platform pillar: Diversity and inclusion

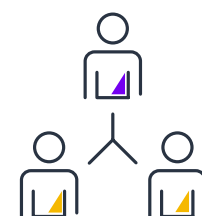
In order to promote social inclusion and guarantee the right to leisure, this festival offered adapted sports activities and assisted sea bathing in a safe environment, celebrating diversity and strengthening coexistence between people with different physical conditions.



Manoel de Barros Foundation

Created in 1998 by Anhanguera–Uniderp University—Campo Grande, MS), the Manoel de Barros Foundation* (FMB) is a non-profit organization with the mission of promoting social, scientific, and technological development, with a view to building a more just and egalitarian society.

With the support of various public and private partners, the institution develops initiatives that combine education, social assistance, health, and culture to strengthen local communities and promote human development in the state.



FMB works to strengthen local communities and promote human development

* The foundation's name pays tribute to Manoel de Barros (1916–2014), a modernist poet born in Cuiabá, Mato Grosso, and recognized as one of the most important writers in contemporary Brazil.

The main initiatives developed are:

1 Education and income generation

Third Sector in Action, focusing on the professionalization of other social organizations; Entrepreneurship for Transformation, offering support to those seeking financial autonomy through entrepreneurship.

2 Young audience

Youth in Action, preparation for the job market; Essay contest for public school students, with prizes including scholarships at Uniderp and Anhanguera Dourados.

3 Seniors

Ativa Idade (Active Aging), which offers physical and social activities to ensure a better quality of life for seniors.



**Learn more
on the Foundation's website**

Somos Institute

GRI 413-1

Since 2017, the Somos Institute has been operating as a non-profit organization committed to transforming the Brazilian educational landscape. Run by SOMOS Educação, it is dedicated to democratizing education for vulnerable children and young people, believing that access to knowledge, reading, and the development of essential skills is the way to prepare new generations for the challenges of the future. Its initiatives are conducted by means of three pillars of action: Alphabetization & literacy; Access & democratization; and Technology & innovation.

In 2025, the institute was certified by the Ministry of Culture to raise funds through the Rouanet Law (Culture Incentive Act) for the development of the *Educador Nota 10* Award. Right from the very first year, Cogna allocated BRL 1.1 million in tax-deducted funds, which will be used to organize the 2026 edition of the awards.

Instituto
somos

Somos Institute's Virtual Learning Environment



In 2025, this platform offering free, comprehensive, and certified online courses underwent a strategic institutional repositioning. The initiative formerly known as *Aliança Brasileira pela Educação* (Brazilian Alliance for Education) will now be run by Somos Institute..

During the same period, the platform significantly expanded it has to offer in the educational area. With the implementation of 26 new courses, the portfolio totaled 59 free, online, comprehensive, and certified courses, representing a 78% increase over the previous period. This expansion contributed directly to democratizing access to education and strengthening continuing education initiatives.

As a result, in 2025, 3,017 new users were registered, representing a 165% increase compared to 2024. In the same year, 497 certificates were issued, meaning a 60% increase over the previous year. The indicators reinforce the positive social impact of the initiative, demonstrating the greater reach, engagement, and effectiveness of educational actions.



[Click here to learn more
about the platform](#)

Impactful partnerships

Cogna's commitment to educational equity is also reflected in its ongoing collaboration with low-cost preparatory courses and social organizations that serve vulnerable communities. Through the SOMOS Institute, we donate high-quality teaching materials, supplementary materials, and educational solutions.

In 2025, 24 institutions received donations. Donations of educational materials made across the year directly benefited a total of 5,771 students. As examples of beneficiary organizations, we highlight the work of the Instituto Embraer, which runs two high schools for socioeconomically disadvantaged young people in São José dos Campos and Botucatu (São Paulo), and the Instituto Verdescola, located in São Sebastião (São Paulo).

5,771
people
impacted
in 2025



• P r o g r a m a •

Somos Futuro

Somos Futuro is an acceleration initiative for students from public schools. The program offers young people the opportunity to attend high school with full scholarships at private schools that are partners of the SOMOS Educação network. The program provides comprehensive support to ensure student success, including teaching materials, online tutoring, individualized mentoring, and psychological counseling when needed. The exchange of experiences has a positive impact on the entire school environment, promoting diversity and a more dynamic and humane learning experience for the student community.

To select participants, the program uses an evaluation process that focuses not only on academic performance, but also on the socioeconomic context and potential social impact of the candidates. The steps include videos introducing the young person and their family, academic evaluations, and interviews with program volunteers and representatives from partner schools.

Since its launch in 2017, the *Somos Futuro* Program has already changed the lives of more than 800 young people in different regions of the country.

“I am very grateful to Somos Futuro! Thank you so much for believing in my potential. Today, I am a Kumon instructor, I work as a manager at Instituto G&G , and I study at the best college in the country. Please continue transforming lives and changing stories, because knowing that Somos Futuro exists gives me hope for a much more empathetic and welcoming tomorrow.

Bárbara Bezerra, Social Sciences student at USP – Alumni of *Somos Futuro* class of 2024



83 partner schools
in **43** municipalities
in **14** states

229 young people
attending high school through the initiative,
with **14%** of them being beneficiaries
of social programs such as *Bolsa Família*

86 young people
approved in 2025 to begin
their studies in 2026

More than **280** students
have entered public and private universities
since the program began



Learn more about the program at
www.institutosomos.org/somos-futuro

Educador Nota 10 Award

The *Educador Nota 10* Award recognizes and values quality education provided by teachers and educational and pedagogical managers in ‘K-12 education: from early childhood education to high school’, and ‘youth and adult education’, in public, private, philanthropic, rural, or urban schools throughout Brazil.

The main objective of the initiative, which is the most extensive and important award in K-12 education in the country, is to highlight, among the entries, nine practices of excellence, aligned with one of the three thematic areas—Human Rights, Innovation and Technology, and Sustainability—that demonstrate, exemplify, and inspire other education professionals in the country. In 2025, the award reached a historic milestone with 4,033 projects submitted, representing a 45% increase compared to the previous year. In total, 92% of registrations were made by professionals from the public education system.

As a way to disseminate the best practices recognized by the initiative, the work of the nine 2025 finalists was compiled into an e-book, which serves as technical documentation and a source of inspiration for other public school educators to replicate these innovative solutions in their own contexts.

To support and recognize these talents, the award offers prizes of BRL 25,000, BRL 20,000, and BRL 15,000 for first, second, and third place, respectively, in each category, in addition to graduate scholarships at Singularidades and access to the PROFs platform, focused on continuing education.

4,000+
applications
in 2025

A **45%** increase
over the previous year

92%
of applications
come from public schools
throughout Brazil

Engagement initiatives with public managers

In 2025, the institute consolidated the view that innovation in the classroom increases when it is supported by public management. Understanding that managers are the key enablers of structural change, one of this year’s main innovations was the holding of an exclusive workshop with municipal and state leaders to promote a space for listening and dialogue on how education departments can enhance the work of teachers through more efficient public education policies.



**We enabled the most
extensive and important
award in K-12 education
in the country**

Gustavo dos Santos Bezerra,
from Carnaíba (PE), winner of
Educator of the Year with the project
“From waste to resources: a proposal
for reusing by-products from the
flour mills of Quilombo do Caroá”.



10 prêmio
educador
nota 10



Read the e-book containing
the winning practices

Winning projects



HUMAN RIGHTS

Theory as liberation: the voice of the uprising of domestic workers in adult education

- Educator: **Lidiane dos Santos**
- City/State: **São Paulo,SP**
- Curriculum component: **Languages and their technologies**
- School year: **7th grade**

I See You: The Anti-Racist Reading Club

- Educator: **Maria Cristina Castro**
- City/State: **João Dourado,BA**
- Project curriculum component: **History**
- Grade covered by the project: **7th grade**

To see if I can see myself!

- Educator: **Renata Moura dos Santos**
- City/State: **São Paulo,SP**
- Project curriculum component: **Arts**
- Grade covered by the project: **4 and 5 years old**



INNOVATION AND TECHNOLOGY

My Future in This Society

- Educator: **Claudia Amaral**
- City/State: **Bragança Paulista,SP**
- Project curriculum component: **Foreign Language**
- Grade covered by the project: **10th grade**

Athletics Circuit

- Educator: **Jeyze Martins**
- City/State: **Monte Alegre,PA**
- Project curriculum component: **Physical Education**
- Grade covered by the project: **12th Grade (high school)**

Arrivals and departures: stories that connect!

- Educator: **Priscila Terêncio**
- City/State: **Franca,SP**
- Project curriculum component: **Management/Coordination**
- Grade covered by the project: **6th grade**



SUSTAINABILITY

From waste to resources: a proposal for reusing by-products from the flour mills of Quilombo do Caroá

- Educator: **Gustavo Santos Bezerra**
- City/State: **Carnaíba,PE**
- Project curriculum component: **Natural Sciences**
- Grade covered by the project: **10th grade**

Sea of Discovery

- Educator: **Marta Maria da Silva**
- City/State: **Paulista,PE**
- Project curriculum component: **Natural Sciences**
- Grade covered by the project: **0-3 years old**

Risks in Perspective: the Matosinhos neighborhood in São João del-Rei (MG) in Models

- Educator: **Rafael César Costa Silva**
- City/State: **São João del-Rei,MG**
- Project curriculum component: **Geography**
- Grade covered by the project: **11th Grade (high school)**



Pitágoras Foundation

GRI 203-2, 413-1; Social Impact

Created in 1999 as Cogna’s social impact front, the Pitágoras Foundation’s work is based on a commitment to raising learning levels in Brazil by strengthening educational management, working closely with public authorities. The central pillar of this transformation is the Integrated Management System (IMS), a methodology that monitors and trains public school educators, including education department leaders, principals, coordinators, and teachers, for approximately two years. Focusing on the autonomy of institutions to maintain the quality achieved after the program, the initiative offers graduate certification in Educational Management from Pitágoras. As a result, according to 2021 data, schools served by the IMS show consistent improvement in IDEB (Basic Education Development Index) scores, achieving, on average, +0.5

points in the early years and +0.2 points in the final years of elementary school compared to schools not served by the IMS. For more than 20 years, this methodology has been implemented in 1,493 schools in 13 Brazilian states, benefiting approximately 2 million students, educators, and school staff throughout the country.



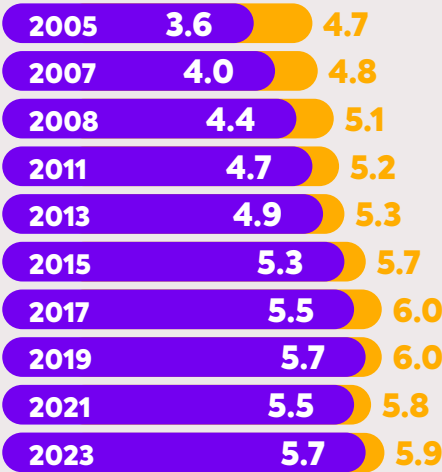
*Schools served by
IMS show consistent
improvement in
the K-12 Education
Development Index*

Integrated Management System (IMS)

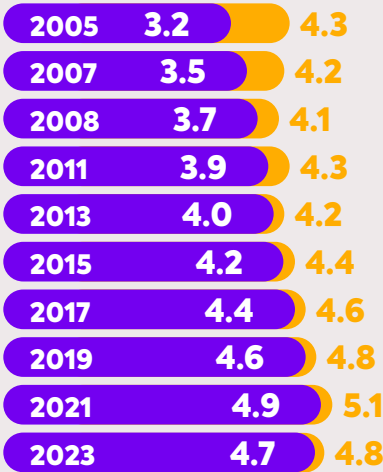
● Total number of schools
in the country (272,716)

● Schools with SGI (781)

Ideb evolution in primary school (early grades)



Ideb evolution in primary school (later grades)



Prison education

Guided by Equity and Inclusion, one of its core values, the Foundation seeks to ensure that “no one is left behind”, and believes that each individual is greater than their mistakes. In this sense, it also works to promote citizenship and dignity among former prison inmates and individuals deprived of their liberty through education. Prison education is seen as essential for social reintegration and contributes to resocialization and reducing recidivism, which are essential for breaking the cycle of violence and crime, often perpetuated by a lack of opportunities and skills after release. With a primary focus on women, in partnership with institutions such as the *Conselho Nacional de Justiça* (National Council of Justice/CNJ), the *Secretaria Nacional de Políticas Penais* (National Office for Penal Policies/SENAPPEN), and the *Associação de Proteção e Assistência aos Condenados* (Association for the Protection and Assistance of Convicts/APAC), the Foundation provides legal support and scholarships for vocational and distance learning courses.

In 2025, these initiatives benefited 8,643 women, covering 95 prisons in 77 cities in 19 states. A total of 699 scholarships were offered in four courses (Entrepreneurship, Logistics, Registry and Notary Services, and Management Processes) in partnership with 40 of our Higher Education Institution campuses. Through the Reading to Be Free project, in which

volunteers from Cogna and the foundation correct reading records for the purpose of sentence remission, 12,820 reports were reviewed. Another initiative supported annually is the Essay Contest held in partnership with the Federal Public Defender’s Office, organized to promote reflection on access to justice and the legal services provided by the Brazilian justice system. Both public schools and prison system agencies and their socio-educational units can participate. To ensure the quality and impartiality of the competition, the Pitágoras Foundation provides technical support in organizing the competition’s examination board, which is composed of undergraduate students from our Higher Education Institutions and professionals from different fields. The 8th edition, held in 2025, involved the correction of 21,196 essays.

Acknowledgment

In 2025, the initiatives were crowned with the awarding of the Friend of Early Childhood Medal by the Chamber of Deputies to the foundation’s president, Helena Neiva, in recognition of her work in guaranteeing children’s rights.

Mutirão das Árvores

The foundation also leads the *Mutirão das Árvores*, an inter-sectoral alliance that brings together public administration, companies, and the third sector. The project is present in states such as Minas Gerais, São Paulo, and Espírito Santo, among others. In Minas Gerais, one notable initiative is the protocol for planting 100 million seedlings by 2032, with the goal of involving at least 80% of state schools in the state. More than just a planting initiative, the project focuses on environmental education and training for teachers and children. While private partners contribute with inputs and seedling donations, the government coordinates between departments for pedagogical implementation and logistical support. In 2025, the Foundation qualified with the Ministry of Culture to raise funds through the Rouanet Law (Culture Incentive Act) to support the *Mutirão das Árvores* initiative.



**The foundation works
in close coordination
with government
agencies**



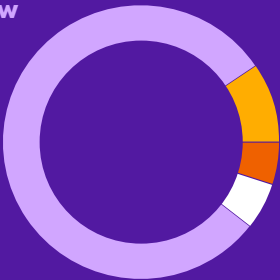
Social projects supported through incentive laws

Through tax incentive laws, we allocate part of our income tax to support initiatives that promote culture, sports, and social development in Brazil. Our investments focus on the following federal laws: sports, FUMCAD (Municipal Fund for Children and Adolescents), the elderly (Municipal Fund for the Elderly), and cultural incentives (Rouanet Law).

To ensure the quality and transparency of our donations, we have a [Donations and Private Social Investment Policy in place](#). All projects undergo detailed analysis by the Sustainability and Social Impact Management team, ensuring alignment with our Social Impact Platform and potential for transformation in the beneficiary communities.

Funds allocated

BRL 1,646,463.07
(79.8%)
Rouanet Law



BRL 200,000.00

(9.7%)
Sports Law

BRL 116,298.33

(5.6%)
Municipal Fund
for Children and
Adolescents

BRL 100,000.00

(4.8%)
Municipal Fund
for the Elderly

Projects supported in 2025

SPORTS LAW



NGO:

Instituto Esporte e Educação (IEE)

Project:

IEE Core Network + Educator Training

Alignment with pillar:

Education

Description:

Development of educational sports activities for children and adolescents in various regions of Brazil, as well as training teachers to use sport as a pedagogical tool, promoting values such as cooperation, respect, and autonomy.

Result: public school teachers were impacted, benefiting 265 children and adolescents and reaching 9,900 indirect beneficiaries. The project ran in four states and involved nine training modules.

ROUANET LAW



NGO:

SP Leituras

Project:

SP Leituras 2025 Annual Plan

Alignment with pillars:

Education and local development

Description:

Management of the São Paulo Library, Villa-Lobos Park Library, and the São Paulo State Public Library System, with activities designed to encourage reading, train mediators, and promote social inclusion programs.

Results: 41,450 books donated, three libraries managed and strengthened, and 19 training courses for educators implemented, in addition to cultural and educational activities, with a presence in 27 states in Brazil. These initiatives directly impacted 650,566 beneficiaries, in addition to 38,130 children and adolescents, 645 families, and 696 public school teachers. Indirectly, 7,015,290 beneficiaries were impacted.



NGO:

Instituto Fazendo História

Project:

2025 Fazendo História Annual Plan

Alignment with pillars:

Education and local development

Description:

Guaranteeing the right to family and community life for children and adolescents in foster care through programs such as *Fazendo Minha História* (Making My History) and *Apadrinhamento Afetivo* (Emotional Sponsorship).

Results: This program directly benefited 392 people, including children and adolescents, and indirectly impacted 570 beneficiaries. 27 reading spaces were set up in shelters in Vitória, ES, and Rio de Janeiro, RJ, and 4,200 books were donated. Furthermore, 140 educators attended training courses for childcare professionals, and 80 volunteers were trained in reading mediation.

Projects supported in 2025



PINACOTECA DE SÃO PAULO

NGO:
Associação Vagalume

Project:
2024–2025 Biennial Plan

Alignment with pillars:
Education and local development

Description:
Promoting access to books and reading in rural communities in the Brazilian Amazon, by maintaining community libraries, training local mediators, and running the *Expedição Vaga Lume* cultural exchange program.

Results: 15,855 young people and adolescents were impacted and 63,420 people indirectly benefited in ten states. Initiatives conducted: 34,897 books donated, 103 libraries strengthened, 238 public school teachers benefited. In addition, seven training courses were held, including training in reading mediation, educational lectures, and methodological training.

NGO:
**Pinacoteca de São Paulo
(São Paulo Art Gallery)**

Project:
Annual Plan

Alignment with pillars:
Education and culture

Description:
Organization of temporary and long-term exhibitions, maintenance of the collection, inclusive educational programs, and restoration and conservation initiatives for works that are important to Brazilian cultural heritage.

Results: 55,689 beneficiaries were directly impacted, in addition to 19,254 children and adolescents, and 820,000 indirect beneficiaries in the state of São Paulo, through the Educational Actions Center, Educational Backpacks, Teachers’ Club, Pina Family, and My Museum projects. The project also involved ten meetings attended by teachers from public and private schools.

FUMCAD (MUNICIPAL FUND FOR CHILDREN AND ADOLESCENTS)



NGO:
Laboratório de Educação

Project:
**Educator Training –
Improving Teaching Practices**

Alignment with pillar:
Education

Description:
Qualification of interactions between adults and children in different educational contexts, contributing to the development of students’ reading, textual comprehension, and critical thinking skills.

Results: not initiated in 2025 due to failure to achieve the percentage of funding required by law to begin implementation. It will be executed as soon as the target is reached the following year.

8 social
projects
will be
supported
in 2026

Projects to be executed in 2026

In 2026, using the funds allocated in 2025, we will support eight social and cultural projects, with a total of BRL 2,062,761 in tax-deducted funds. The selection reflects our strategy of prioritizing structural investments that are aligned with public policies, valuing the leadership of local players and strengthening civil society.

Under the Sports Law, we allocated BRL 200,000 to continue supporting the *Esporte e Educação Institute* (IEE) in its project to train educators and establish sports centers. Under the Rouanet Law, we distributed BRL 1.6 million to renew partnerships with *SP Leituras*, *Associação Vaga Lume*, and the *Pinacoteca de São Paulo* art museum and—for the first time ever—to support the *Educador Nota 10* Award organized by the SOMOS Institute (*learn more on page 50*). Through FUMCAD, BRL 116,000 was allocated to continue promoting the work of the *Fazendo História Institute* and begin investing in UNAS (Union of Neighborhood Associations of Heliópolis and Region), with a project that teaches radio and citizenship to teenagers in São Paulo. Finally, through the Municipal Fund for

the Elderly, we are allocating BRL 100,000 to support CeMAIS in Belo Horizonte, a project that has already been supported in previous years, helping to improve the reception and management of long-term care facilities for the elderly.

To ensure the efficiency of these initiatives, we work in direct partnership with public authorities and other stakeholders in the implementation of collective agendas, maintaining open and transparent channels of communication with the community. All supported initiatives have clearly defined indicators and targets for ongoing monitoring and evaluation of results. We seek to prioritize structural social investments that are aligned with public policies and value the leadership of local players and the strengthening of civil society. This discipline in management and accountability reinforces our commitment to sustainable development and social transformation.

Environmental impact

We believe that educating for the future requires responsible action in the present. That is why we closely monitor our impacts and develop strategies to generate a positive environmental legacy. Considering the impact of the sector, we prioritize efficiency in resource management across our entire infrastructure, ensuring that 100% of our units conduct periodic and systematic assessments of their environmental aspects and impacts, and adopt specific operating procedures to mitigate potential impacts, transforming our spaces into environments of sustainable operation and continuous improvement.



**We actively promote
the efficient use of
natural resources**

We actively work to ensure the efficient use of natural resources and maintain strict control over the management of environmental permits, with reports generated through monitoring dashboards and management platforms. To support this initiative, we have an internal team and the support of external consultants focused on environmental processes, who closely monitor renewals and the obtaining of new licenses at all units. Since 2023, when we set compliance targets, we have shown consistent progress: we jumped from 52% compliance amongst regular units to 66% in 2024, reaching 78% in 2025, meaning a 50% increase in two years. We have not yet reached 100% due to structural challenges in the Brazilian regulatory context, specifically different municipal and state requirements, lengthy processing times, dependence on on-site inspections by public agencies, and the operational limitations of these agencies in various locations. This scenario makes the regularization process lengthy and often beyond the direct management capacity of the Company, which continues to work diligently and continuously to advance the regularization of all the units. If we include all valid documents and cases for which case numbers are in the final stages of being assigned, we reach the 84% mark. The figures are even better if we consider all the cases that have begun: 95%. We are very confident that we will end 2026 with a completion rate of compliant documents exceeding 90%.

100%
of our units
conduct periodic
assessments of their
environmental aspects
and impacts



Biodiversity GRI 101-2, 101-4

We recognize the importance of understanding and mitigating the potential significant impacts of our activities on biodiversity. Due to the nature of our business, which focuses on providing educational services, and the absence of industrial operations or activities in environmentally sensitive areas, we believe that we do not generate any direct or significant impacts on biodiversity.

We do not engage in activities that could lead to the introduction of invasive species, pests, or pathogens, nor have we identified any actions that could result in habitat conversion or species reduction in the areas where Cogna operates. Our day-to-day activities do not interfere with ecological processes such as salinity or groundwater levels. Nor have we identified any directly affected ecosystems that require restoration, rehabilitation, environmental compensation, or transformative actions to reverse damage.

Even with this low level of impact, we have adopted preventive and environmental management measures. We continuously assess social and environmental risks in order to identify potential impacts in advance and adopt the appropriate preventive measures. We have an Environment and Climate Change Policy in place and manage waste appropriately (*learn more on [page 61](#)*), whilst also seeking to use natural resources efficiently, with actions in place designed to reduce water and energy consumption, thus contributing to reducing indirect pressures on ecosystems. We also maintain a specific Code of Conduct for suppliers, with recommendations and expected actions in the management of third-party natural resources.

We also seek to promote a positive impact on biodiversity through our actions aimed at education for sustainability and scientific research, which have the potential to favorably influence species preservation and disseminate good sustainable practices.



We seek to have a positive impact on biodiversity through educational initiatives and scientific research

Commitment to forest management



We understand that the volume of paper consumed in our activities makes the forest management carried out by our partners a strategic point for the preservation of biodiversity. This scenario in our value chain is monitored and mitigated by specific initiatives, including strict traceability criteria that ensure that the input comes from a responsible source.

Since 2006, we have maintained FSC (Forest Stewardship Council) certification, an internationally recognized system that enables paper tracking and ensures that 100% of our eligible operations are certified for the production chain. This guideline extends to all our business partners, meaning that we require that 100% of our paper chain of custody suppliers also maintain

certification. This commitment is fundamental to the production of our books and educational handouts, ensuring that the paper used comes from forests that are managed in an environmentally appropriate manner.

In addition to carefully selecting suppliers, we adopt and encourage measures to reduce paper consumption by digitizing processes and making conscientious use of materials at our facilities.



Learn more about our sustainability education initiatives on page 34

In 2025,
even with
a 7.4% increase
in the on-campus
student body, we
managed to keep
water consumption
at the same level
as in 2024

Water consumption GRI 303-1, 303-3

Our operations do not require intensive use of water resources. At our facilities, water is used for activities related to people, cleaning, and gardening. Disposal is carried out in the treatment network of local sanitation companies.

In 2025, total water consumption in our operations reached 371,161.69 m³, a volume that remained virtually unchanged compared to 2024 (371,281.56 m³) and came from groundwater withdrawal and third-party supply.

We strive to make efficient use of natural resources and, in this regard, we have established a partnership with a company specializing in water efficiency to support us in our water use monitoring and management initiatives. Through this partnership, we have implemented water consumption reduction solutions in 23 of our Higher Education Institutions, which account for 60% of Kroton's water consumption. The projects involve installing water-saving devices, fixing leaks, telemetry, awareness campaigns, and training focused on reducing consumption. In addition, all consumer units use a telemetry tool that allows for the control of consumption in real-time, including alerts for anomalies such as leaks or supply interruptions, allowing for quick identification and correction.

To encourage the responsible use of water resources, we have developed pilot projects for water reuse at our facilities. At our distribution centers and corporate offices, we have posted awareness stickers in areas where water is used, and we send

out bi-annual communications to employees on this topic. In addition, we use automatic faucets with adjustable opening time reduction, high-pressure washers, and hoses with manual spray nozzles to reduce water consumption. In 2025, a routine of daily rounds was established to check for leaks, with corrective actions taken whenever necessary.

Total water withdrawal from all areas in m³ GRI 303-3

	2023	2024 ¹	2025
Groundwater	103,141.00	123,398.62	118,779.99
Third-party water	178,567.89	247,882.94	252,381.70
TOTAL	281,708.89	371,281.56	371,161.69

¹ Part of the increase in total water consumption in 2024 is attributed to the integration of the Anglo Paulista and Liceu units, where consumption is now gauged, impacting the recorded volume of water withdrawn and supplied. The impact of heatwaves during the year, which influenced demand for air conditioning, should also be considered.

Total water withdrawal from all areas with water stress GRI 303-3

	2023	2024	2025 ¹
Groundwater	66,791.69	48,901.00	52,234.99
Third-party water	108,315.09	91,196.75	109,086.00
TOTAL	175,106.78	140,097.75	161,320.99

¹ In 2025, the variation in total water withdrawal in areas experiencing water stress is associated with a methodological update: for classification purposes, the Brazilian seasonal water stress scenario, between May and September, is now taken into account. This change extended the period analyzed, impacting the reported volume.

Energy consumption GRI 302-1; TCFD

Our efforts to combat the climate emergency include initiatives aimed at energy efficiency and the transition to energy consumption from renewable sources. In 2025, 90% of the energy consumed by Cogna came from renewable sources, sourced from the free market*, achieving one of the goals established in the Cogna Commitments for a Better World (*learn more on [page 27](#)*). In total, 90 of our 113 operating units and our distribution center located in São José dos Campos, SP, operate in the free energy market*, with 100% of the energy consumed at our distribution center coming from renewable sources.

*A commercial environment in which consumers can choose their electricity suppliers, freely negotiating prices, terms, and contracted amounts.

We have pilot photovoltaic energy projects at our higher education facilities in Jaú, SP, Eunápolis, BA, and Ponta Porã, MS. Energy generation from these projects in 2025 totaled 700.51 GJ (0.79% higher than in 2024, when 695.04 GJ was generated). Generation is monitored in real time by means of a management platform, which also monitors the energy from the free and captive markets (the latter being supplied by energy utilities) consumed by our consumer units. The technology, combined with computational modeling and geo-processing, provides a comprehensive view, ensuring full control and management.

In 2025, Cogna's energy consumption totaled 179,685.77, GJ, 5.67% lower than in 2024, reflecting both energy efficiency initiatives and a reduction in heat waves during that period. In line with our efforts to promote renewable energy, we purchased I-RECs (International Renewable Energy Certificates) for 100% of the energy consumed by the Company in 2025.

Energy consumption within the organization (GJ)¹ GRI 302-1

	2023	2024 ²	2025	Reduction
Electricity purchased from utilities (captive market) – non-renewable	28,792.71	22,422.73	16,473.87	5,948.86
Electricity purchased in the free market – renewable	143,237.68	157,263.04 ³	153,018.17	4,244.87
TOTAL	172,030.39	179,685.77	169,492.05	10,193.72

¹ Information regarding energy consumption was extracted from monthly utility bills and the management platform, where consumption is monitored. To convert kWh to GJ, kWh was multiplied by 0.0036.

² Starting in 2024, data on fuel consumption from non-renewable sources (diesel), previously considered only for the Londrina unit generator, will no longer be reported as energy consumed, but rather will now be included exclusively in the greenhouse gas emissions inventory.

³ This change is related to energy efficiency improvements at our facilities and the progress of our strategy to transition to the open market, with a focus on renewable energy sources.

⁴ We do not sell electricity, heating, cooling, or steam.



Waste management GRI 306-1, 306-2

We treat waste management as a fundamental pillar of compliance and operational safety. This commitment is reflected in our strict compliance with the applicable environmental legislation and the sustainable use of natural resources, mitigating significant risks to human health and the environment.

We place special emphasis on our higher education facilities, which house teaching laboratories, vocational training facilities, and health clinics. In these facilities, practical classes and supervised internships involve handling raw materials that are chemically and biologically hazardous, such as reagents, biochemical analysis kits, and microorganism cultures. As mapped in our Socio-Environmental Risk Matrix, failures in the handling or improper disposal of Healthcare Waste (SHW) from Groups A (infectious), B (chemicals and medicines), and E (sharp objects) represent significant risks. The possibility of biological contamination and accidents involving sharp objects, in addition to chemical risks, can cause reputational and financial damage that can compromise the safety budget and productivity of the units. As such, 100% of our units carry out periodic and systematic assessments of their environmental aspects and impacts, ensuring that significant risks are addressed by specific operating procedures.

To mitigate such risks and avoid actual or potential impacts, we take preventive action, from the acquisition of raw materials to final treatment. We have guidelines that guide objective purchasing, acquiring only the chemicals necessary for practical classes, which minimizes the accumulation of expired items that would become waste. We also continuously educate our academic community—including students, faculty, and staff—about the proper separation of waste. The focus is on correctly separating common waste (Group D) from material waste that includes materials that are infectious or sharp. Such accurate identification prevents uncontaminated materials from being disposed of as hazardous, thus reducing the volume of waste that requires special treatment. At all our higher education units, we are also discontinuing licenses for the use of controlled reagents—products that require a license from the Brazilian Army, such as certain types of acids and solvents. Controlled reagents are no longer used in practical classes, and new purchases are prohibited.

We also keep all stakeholders, including employees, service providers, and communities in risk areas, properly informed about environmental emergency response plans. We have action plans for all identified risk situations, with teams that are qualified and trained to plan and prepare for these situations.

The entire waste life cycle is strictly monitored, systematically evaluating environmental performance with objectives, targets, and indicators that consider the life cycle perspective of our services. The management of collection, transportation, treatment, and final disposal is carried out by 19 specialized partners, who serve all of our own units. All of these suppliers are approved by an environmental advisory body that validates both the operating licenses held by the treatment sites and the post-treatment landfill sites.

To ensure transparency and traceability, we systematically monitor the issuance of Waste Transportation Manifests (MTR) by the generating units and the Waste Disposal Certificate (WDC) issued by suppliers. This control is reinforced by the monitoring of invoices, which are analyzed according to the prices stipulated in the contract, thereby ensuring financial and operational efficiency. This centralized model allows us to compare performance between units of the same size, guiding specific training and ensuring that final disposal occurs in full compliance with bio-safety and sustainability standards.

We work
with partners
which specialize
in waste
management



Climate strategy TCFD

Our initiatives are aimed at actively supporting the transition to a low-carbon economy, focusing our efforts on implementing initiatives that promote energy efficiency and careful management of the greenhouse gas (GHG) emissions related to our activities. Governance of this issue is central to our strategy and is supported by the People and ESG Committee, which advises the Board of Directors on sustainability issues. This structure ensures that the identification and treatment of climate risks and opportunities are continuously monitored, with quarterly discussions that inform our strategic decisions and ensure the resilience of the business in the face of global environmental challenges.

We have strengthened our journey in emissions management by building and constantly improving our inventories, which cover direct and indirect emissions across our entire value chain. This detailed mapping process reflects our technical progress and our commitment to transparency. Throughout 2023 and 2024, we observed significant progress in management, with a reduction in emissions in specific categories. However, the increase in the total amount reported during this period was driven primarily by the expanded scope and greater methodological robustness of the inventory.

In 2025, the reduction in consolidated emissions reflects both the continuation of these initiatives and greater maturity of the management, demonstrating consistent progress over the period.

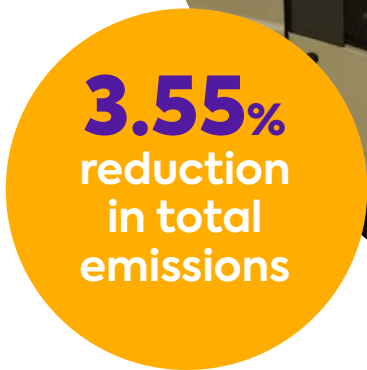
The inventory undergoes periodic independent audits to ensure the quality, compliance, and consistency of the reported information.

More than just monitoring current performance, our climate strategy is anchored in public commitments to reduce impact, aligned with global climate ambition movements. We remain focused on our long-term goals, working to ensure that the decarbonization of our operations effectively contributes to a more sustainable future and is fully in line with our institutional objectives of having a positive impact on society.

As part of this long-term strategy, at the end of 2023, Cogna made a commitment to reducing its total emissions (scopes 1, 2, and 3) by 50.4% over a ten-year period (base year 2022), a target that is aligned with the Paris Agreement and the guidelines of the Global Compact's Net Zero Movement, consistently integrating climate risks and opportunities into the Company's strategic and financial planning. In 2025, in partnership with *Localiza*

Neutraliza, through the Verra-certified REDD+ Brazilian Amazon project, we offset 100% of our fleet's emissions, which totaled 1,514 tCO₂. A project was also developed to optimize deliveries in the transportation and distribution sector.

The main drivers of this reduction were Scope 1 and Scope 2 emissions, which dropped by 20.26% and 15.40%, respectively.



Emissions (in tco2 tCO₂)^{1,2,3,4,5} GRI 305-1, 305-2, 305-3

Category	2023	2024	2025	Reduction
Scope 1	4,769.14	8,136.74	6,883.28	1,253.46
Scope 2—Location approach	1,751.14	2,719.12	2,168.24	550.88
Scope 2—Approach to purchasing decisions	–	0	0	0.00
Scope 3	42,001.69	49,719.17	49,372.27	346.90
TOTAL EMISSIONS	48,521.96	60,575.03	58,423.79	2,151.24
Biogenic CO ₂ emissions (t) scope 1	472.76	488.15	814.93	–326.78
Biogenic CO ₂ emissions (t) scope 3	3,544.46	5,663.46	5,683.70	–20.24

¹CO₂ emissions from renewable fuels are reported separately as “biogenic CO₂ emissions”. The analysis of emissions included in the inventories was based on the Global Warming Potential (GWP) values from the Fifth Assessment Report (AR5) of the Intergovernmental Panel on Climate Change (IPCC). Gases included in the inventory: Scope 1 – CO₂, CH₄, N₂O, HFC, HCFC-22 (R22) and HCFC-141b; Scope 2 – CO₂, CH₄, N₂O e HFC; Scope 3 – CO₂, CH₄, N₂O.

²No Scope 2 emissions were reported due to the purchasing approach chosen.

³The Company has adopted 2022 as the base year for managing its GHG emissions, as it offers greater methodological consistency and data availability. Emissions from this period serve as a benchmark for monitoring and setting targets. To date, there have been no significant changes that would require a recalculation of the base year.

⁴The inventories are prepared in accordance with the Brazilian GHG Protocol Program, using widely recognized premises and emission factors, which are applied consistently throughout the reporting periods. Emissions are consolidated based on the operational control criterion, covering all of the Company's business units.

⁵We do not report Scope 3 emissions separately by category.

Risks related to climate change GRI 201-2; TCFD

We recognize that climate change represents critical variables with the potential to impact a wide range of businesses, including the education sector. From a physical risk perspective, the increase in the frequency and intensity of extreme weather events—such as severe droughts, heatwaves, and floods—requires ongoing investments in infrastructure resilience to mitigate operational disruptions, repair and adaptation costs, and potential revenue losses.

In 2025, we increased our understanding of the impact of these risks on our operations through a robust management process aligned with the recommendations of the TCFD (Task Force on Climate-related Financial Disclosures) and the CDP. This work, the result of 17 technical meetings with our business units, led to the identification and quantification of 19 climate risks and 28 human rights risks, all of which were quantified based on historical occurrences and existing controls. As a direct result of this analysis, we have structured an Emergency Protocol covering 22 scenarios, establishing coordinated initiatives ranging from prevention and compliance to immediate response and post-emergency remediation measures.

With specific regard to human rights risks, we have developed Good Practice Guides for Higher Education, Caregivers, and Schools. These are materials aimed at educating students, the academic community, schools, and guardians about mental

health and support for human rights. Another project pursued in 2025 was the publication of the “Security Management Procedures Manual”, which formalizes the procedures adopted in situations that require security protocols and the use of force in our Higher Education Institutions. The document establishes respect for human rights as a central pillar for initiatives and serves as a practical guide with directives for resolving daily conflicts and emergencies. In contractual clauses, we require that 100% of outsourced security personnel receive formal training in human rights and rules for the use of force. Due diligence in hiring suppliers includes checking for a history of abuse allegations, and we are committed to investigating any irregularities, with the aim of ensuring a safe and ethical environment for the entire academic community.

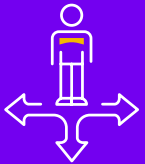
We should emphasize that the identified risks have been formally included in the Company’s strategic matrix and are now systematically monitored through specific controls established for this agenda, thereby strengthening our resilience and long-term governance.

To ensure the financial monitoring of these initiatives, we are improving our measurement methodologies in accordance with the standards of the Brazilian Sustainability Pronouncements Committee: CBPS 1—General Requirements for Disclosure of Sustainability-related Financial Information, and CBPS 2—Climate-Related Disclosures—which

are aligned with the international IFRS S1 and S2 standards. This process involves the development of mechanisms to identify and track the financial impacts and costs associated with climate mitigation and adaptation measures, ensuring transparency and accuracy in managing the financial impacts associated with our sustainability journey.



Learn more about how our
Risk Management works
on the page 120



In 2025, we improved our understanding of the impact of these risks through a robust management process aligned with TCFD recommendations.



A journey from 2 years old to 100 years old



IN THIS CHAPTER:

- The Cogna Journey
- Access to education
- Educator training
- Education for all stages of life
- Student and customer satisfaction and quality of teaching





The Cogna Journey

Guided by the purpose of empowering people and organizations to build the best versions of themselves, we have structured our activities to offer a continuous educational journey from age 2 to 100, connecting solutions for different stages of learning and lifelong qualification needs.

We offer a complete learning ecosystem that covers K-12 education, language and bilingual teaching, college entrance exam preparation, higher education, graduate studies, specializations, and content focused on professional development.

We have also implemented initiatives aimed at reducing barriers that hinder access to quality education, addressing economic, pedagogical, and accessibility and inclusion issues. Our geographic reach, which includes digital learning hubs, also serves as a vehicle for bringing learning opportunities to an ever-growing number of Brazilians.

Recognizing the importance of teachers' roles in every student's educational journey, we offer professional development programs that provide updated content and share best educational practices.

We also guide our students as they enter the job market, helping them take their first steps in their professional careers.

Our goal is to build a lasting relationship by offering opportunities for educational training, learning, knowledge production, career development, and professional growth.



We provide solutions tailored to the different stages of learning and lifelong skill development needs

Access to education

GRI 3-3 (Access to education), 203-2; Social project indicators, Social Return on Investment (SROI)

We believe in the power of education to positively transform Brazilian society, which is why promoting access to quality education is a material topic for Cognia. As one of Brazil's largest educational organizations, we recognize our responsibility to maximize the positive impacts and mitigate the negative ones associated with our operations. We have adopted an integrated agenda with initiatives on different fronts that seek to remove economic, pedagogical, geographical, and accessibility barriers, combining inclusion and social impact initiatives, action in public education, and the evolution of educational products and services.

In K-12 education, in partnership with the Pitágoras Foundation, we promote initiatives aimed at improving the quality of education provided by states and municipalities (learn more on [page 52](#)). Furthermore, through the SOMOS Institute (learn more on [page 47](#)), we run the *Somos Futuro*



We have adopted an integrated agenda with initiatives that seek to remove economic, pedagogical, geographical, and accessibility barriers.

IMPACT (ESG)



Program, an initiative designed to accelerate opportunities for young people from public schools to achieve a better future, and we donate educational materials to public preparatory courses and social organizations that serve vulnerable populations. We also provide quality content for public education by maintaining a significant presence in the National Textbook Program (PNLD), a federal government initiative aimed at distributing textbooks, literature, and teaching materials to states and municipalities. We also contribute to improving the performance of public networks by offering educational solutions designed to improve teaching and learning processes. It is worth mentioning that, in 2025, after feasibility and impact studies, our work in Youth and Adult Education (EJA) was deemed to no longer be a priority, with only the classes already underway at the Centro Avançado de Ensino (CAde—Advanced Education Center) school in Natal, RN, being maintained.

In higher education, under the Anhanguera and Unopar brands, we are committed to our broad geographic coverage and affordable prices as factors that enable an increasing number of Brazilians to access undergraduate and graduate courses. To maximize the positive impact, we continuously invest in expanding access through scholarships, as well as partnerships to facilitate educational opportunities. The expansion of distance learning has been another way of taking quality education to more remote areas, broadening the reach of our initiatives. In 2025, Cognia

3,000
partner

in-person support
centers throughout
Brazil, offering distance
learning and hybrid
learning courses



Learn more about our PNLD
work on the [page 74](#)

recorded its presence in more than 200 municipalities where it is the only private higher education institution available, with more than 80% of these municipalities having an HDI below the Brazilian average. We see the Distance Learning (DL) and hybrid categories as important tools for democratizing access to higher education: they reduce the need to travel, with positive impacts on cost and time available for study, something especially relevant in remote regions, ensuring training and contributing to the local and social development of municipalities. In relation to this, we have 3,000 accredited digital education centers distributed throughout Brazil. The expansion of the distance learning model addresses the need to serve students with diverse backgrounds, particularly in regions with less infrastructure.

On the other hand, we also recognize the potential negative impacts of our activities, such as the risk of default, the financial burden on students who opt for student loans, and financial issues that may prevent access to higher education. To mitigate these impacts, we have established partnerships to provide student financing—a form of credit designed to help students cover the costs of education through longer repayment periods and special terms—and we also participate in federal government programs (*learn more on [page 125](#)*). We offer flexible financing and payment plan options to make education affordable without placing an undue financial burden on families. We also use predictive analytics to identify potential financial difficulties and take preventive action by offering support options.

Furthermore, in order to reduce dropout and withdrawal rates due to tuition payment issues, we

monitor attendance levels and seek to ensure that collection processes respect students' rights and prioritize the continuity of their studies. In the event of non-payment, we take a personal approach to help students resolve their financial situation. We offer debt restructuring programs, special installment payment plans, and academic support so that students can resume or complete their studies. We also emphasize the importance of ensuring academic continuity, thereby reducing dropout rates and the associated financial impact. We provide a portal that allows students to renegotiate autonomously and independently. In the academic sphere, we monitor metrics such as enrollment, retention, and course completion, assessing whether support measures encourage students to stay in school and progress.

Engagement with stakeholders has been essential in informing the measures adopted regarding access to education. Through regular surveys, such as satisfaction surveys, we gather information about the needs and expectations of our audiences. This feedback guides our strategic decisions, ensuring that our initiatives are aligned with real-world needs. To inform stakeholders about the effectiveness of our measures, we have adopted a transparent and structured communication approach, disclosing our performance indicators in sustainability reports, websites, and other types of reports.

The lessons learned from monitoring and evaluating the measures implemented have been essential for improving policies and operational procedures, promoting greater inclusion and accessibility. Our strategic partnerships have proven effective in expanding the reach and impact of these initiatives. These lessons have been

incorporated through ongoing adjustments to teaching strategies, technological expansion, and management practices, reinforcing Cogna's commitment to quality education.



We have established partnerships to provide student financing, with the aim of reducing barriers to access to higher education

Mais Conhecimento (More Knowledge)

Mais Conhecimento is a key element in our strategy to expand access to higher education in small towns and remote regions, providing the local public with the socioeconomic and personal development provided by university education. The program operates with an asset-light structure, implemented through the active collaboration of partner managers and local governments, with distance learning centers being set up in public establishments such as schools and municipal agencies. In 2025, more than 280 centers were active as part of the initiative, offering distance learning undergraduate courses in high-demand areas, such as bachelor's degrees, teaching degrees, and higher technology degrees, directly impacting 72,807 students.

It is important to highlight that the publication of Decree No. 12,456 in May 2025, representing a new regulatory framework for distance learning, had a direct impact on the *Mais Conhecimento* model, directly affecting access to education in more remote regions with less infrastructure. Given this scenario, in 2025 we began taking steps to mitigate the risk of a reduction in the educational alternatives available to these locations during the regulatory transition, which is expected to be completed by 2027.

72,000+
students
directly impacted by the
expansion of higher education
made possible by the *Mais*
Conhecimento program



Learn more about our
EAD work on the [page 124](#)

Inclusion and accessibility

Ensuring access to education also means promoting inclusion and accessibility, taking into account the specific needs of each individual.

Within this context, all of our Higher Education Institutions (HEIs) have an Accessibility, Inclusion, and Human Rights Center (NAID), which actively works in partnership with the corporate center to provide guidelines on accessibility and inclusion. The NAIDs are responsible for providing and implementing services and resources to serve special education students, including individuals with disabilities, individuals with autism spectrum disorder, those with high abilities or gifted students, as well as students with specific functional disorders or other conditions that impact their learning. Whenever

requested, NAID acts in the qualification, direction, and individualized evaluation of information, developing personalized support plans (AEE). These plans include adjusted pedagogical guidelines to support both HEIs and students during their academic careers.

We also make the Inclusive Special Education Center (NUEEI) available, this being an initiative focused on training in inclusive education. The program aims to train employees to assist special education students, both in academic units and in on-campus centers. In addition to addressing common issues regarding inclusion in higher education, the course assists in the implementation of actions aimed at accessibility and specialized educational services (AEE).

For hybrid and distance learning courses in higher education, students with hearing impairments may request access to content in Brazilian Sign Language (Libras).

In 2025, as part of our efforts in K-12 education, we launched the *Ser e Aprender—Abrindo Caminho* (Being and Learning—Paving the Way) collection, aimed at supporting states and municipalities in promoting inclusive education. The program was developed specifically to include students with intellectual disabilities or disorders that impact their ability to follow the pedagogical processes of regular classes..

Furthermore, as a means of informing, raising awareness, and combating prejudice, we held events throughout the year for partner schools that addressed how to practice inclusive education in the classroom on a daily basis.

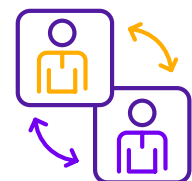
We have also taken a significant step forward in our digital solutions by making accessibility a native standard in our interfaces. We introduced component standardization and incorporated accessibility requirements into different systems. Platforms such as the virtual learning environment for our higher education courses, non-degree courses, info-products, and graduate courses, as well as e-Docente, continued to be adapted to these standards.



Plurall IA—Individualized Education Plan (IEP)

In 2025, we developed the Individualized Education Plan (IEP), a resource on Plurall IA that was made available to elementary school teachers at partner schools in January 2026. Built with the support of experts in the field, the tool allows teachers to upload a diagnostic report or fill out a structured questionnaire about the difficulties perceived in students with neurodivergency issues (such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and dyslexia, for example).

As a result, teachers receive a customized teaching plan, with a description of educational objectives, teaching strategies, ways to adapt content to specific needs, and suggestions for classroom routines, as well as support for creating new materials and personalized assessments when necessary.



**We support our
partner schools in
promoting inclusive
education**

Education for educators

GRI 203-2

We believe that good educational results can only be achieved through the work of teachers, who are essential in ensuring that each student can make the most of their learning opportunities. Aware of the importance of ongoing teacher training, we invest in training programs that enable educators to improve their teaching practices.

Basic education teachers working in partner schools have access to PROFs (Teacher Training Program), based on an interactive community model to promote the sharing of best practices. The platform offers a wide range of educational resources in various formats, such as courses, podcasts, e-books, and technical articles, covering topics from active methodologies and artificial intelligence to digital literacy. In 2025, the focus intensified on topics essential to contemporary education, such as neurodiversity and school inclusion.

For educators in public schools who use our educational solutions or the teaching materials we provide under the National Textbook Program (PNLD), we offer specialized pedagogical support. Through this structure, we promote workshops and in-person meetings, live streams, and online training. Over the course of 2025, 2,563 initiatives relating to educational topics were conducted, directly impacting 128,150 teachers.



PROFs figures in 2025

27

new courses, bringing the total
to 172 courses available on the platform

48,158
certifications

770,528
hours of certification

An overall NPS of
86

Growth of
187%
compared to 2024

Singularidades

In 2025, the *Singularidades* became part of Cogna's structure, expanding our strategy for training educators. With 24 years of experience dedicated to teacher development, *Singularidades* offers undergraduate, graduate, and extension courses, with an emphasis on practical application in the classroom. The institution, rated 5 by the Ministry of Education, is a national benchmark in initial and continuing training for teachers and education specialists.

In addition to providing academic training, the institute collaborates with policy makers to produce content for our forums, such as *Saber Day* ([learn more on page 76](#)), contributing to informed discussions on educational policies, implementation, and teacher development.

Largest publishing house in the country

Cogna has established itself as Brazil's largest publishing house, supported by the long tradition and credibility of its brands. The publishers Ática, Scipione, Saraiva, and Atual maintain a broad and continuously updated portfolio and offer complete educational collections, supplementary educational materials, and reference literature, developed to accompany all stages of the education journey.

Through these brands, we maintain a strategic presence in the public market via the National Textbook Program (PNLD), ensuring that pedagogical rigor and editorial quality reach public schools across the country, transforming access to knowledge into a tool for educational equity.

We also position ourselves as protagonists in debates on market opportunities and challenges through representation in industry associations. One example in 2025 was our participation in the Rio International Publishers Summit, which discussed the future of books. This stance extends to promoting gender equality through the Publish Her movement. With the participation of Saber director Flavia Bravin as the sole representative of Latin America on the initiative's international board, we promoted the presence of women in senior management positions, which was reflected in events at the Rio Biennial and the CBL (Brazilian Book Chamber) Congress.

We have made advances in the modernization of processes through the structured incorporation of generative AI tools, which has increased productivity and expanded the range of formats, such as images, maps, tables, podcasts, and audio descriptions, reducing costs at various stages of the editorial cycle without compromising pedagogical curatorship.

Publishers strengthen our publishing ecosystem focused on K-12 education ([learn more on page 71](#)).

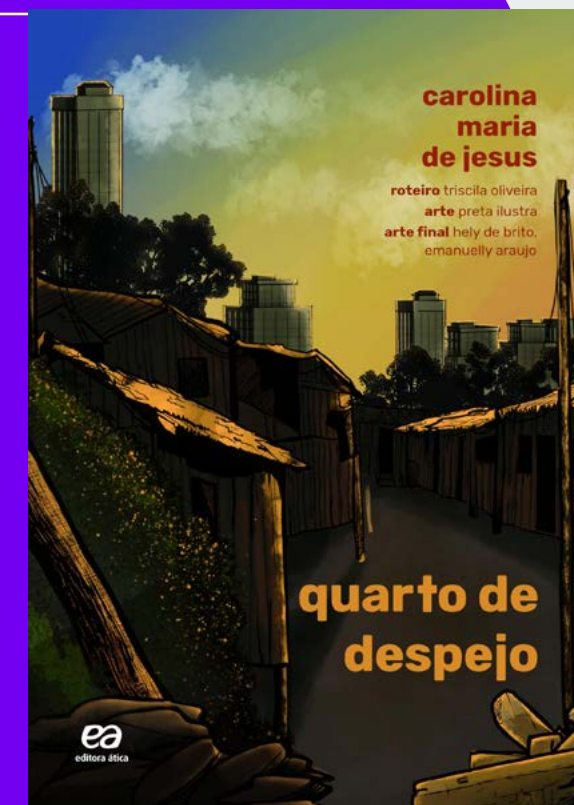


102 titles from our publishers were honored with the Jabuti Award

Iconic and award-winning collections

In the literary segment, the portfolio includes well-known collections such as *Vaga-lume*, *Bom Livro*, and *Para Gostar de Ler*, as well as publications by authors who are members of the Academia Brasileira de Letras (Brazilian Academy of Letters), such as Ana Maria Machado and Moacyr Scliar. Our publishers have accumulated 102 Jabuti awards, the most important recognition in Brazilian literature.

We also support initiatives that bring works to new audiences, expanding the cultural repertoire through adaptations of classics into comic books, such as *Quarto de Despejo* (The Room of Disposal) by writer Carolina Maria de Jesus, whose comic book adaptation won the HQ MiX Award and the Angelo Agostini Trophy in 2025.



Education for all stages of life

Children & teenagers: K-12 education

Our work in K-12 education is structured around two strategic fronts: SOMOS Educação and Saber. SOMOS is the leading platform for educational and management solutions for the private school market. Saber, on the other hand, is dedicated to improving public education, applying technical and pedagogical expertise with the aim of raising the quality of education in partnership with states and municipalities throughout Brazil.

The distinguishing feature of these operations lies in an implementation model that accompanies the entire cycle of use of our solutions. Through a network of educational advisors located throughout the country, we guarantee close educational support and teacher training programs that ensure the full adoption of methodologies in the classroom and the exploitation of the full educational potential of educational solutions.

This entire ecosystem is supported by a comprehensive portfolio that meets the diverse needs of schools, ranging from market-leading teaching systems and teaching materials, from traditional publishers to complementary solutions (such as bilingual programs, digital learning platforms, and assessment tools), ensuring that institutions have access to integrated solutions for all segments of K-12 education.



Check out all the brands
on [page 10](#)

Anglo: 75 years of academic excellence

Anglo, a brand that combines tradition and innovation, celebrated its 75th anniversary in 2025. To celebrate this milestone, we produced Nação Anglo, a commemorative web series with nine episodes featuring inspiring stories from former students, educators, and prominent figures who have been part of the Anglo system; we set up an e-commerce site for branded products that also raises funds for educational support institutions; we launched a podcast focused on education and child development; and we published a book celebrating seven and a half decades of dedication to transforming education in Brazil.



Transforming schools into educational hubs

We are committed to being a strategic partner to schools, offering an ecosystem that transforms them into centers of excellence and services. The concept of an educational hub allows institutions to expand their delivery to families conveniently and securely, while diversifying their revenue sources and ensuring business continuity.

The basis of this partnership is a portfolio of educational systems, which brings together highly reputable brands such as Amplia, Anglo, Fibonacci, Ético, Maxi, pH, Rede Cristã de Educação, and Pitágoras. This diversity allows us to deliver solutions tailored to regional needs and the maturity stage of each school, respecting different pedagogical approaches and socioeconomic profiles. We offer total flexibility in formats, allowing schools to define the ideal transition between physical and digital teaching materials, without losing the pedagogical consistency that underpins learning. Technology acts as the engine of this integration through Plurall, a virtual environment that connects the entire school community ([learn more on page 73](#)). For schools that prefer to adopt their own methodologies, using textbooks, we offer a wide variety of titles from Brazil's four largest educational publishers ([learn more on page 70](#)).

In addition to our own brands, we act as a service platform that enables the growth of other educational systems. Under this model, we combine the pedagogical excellence of prestigious brands with our infrastructure, allowing these partners to focus on pedagogical curatorship, content updates, and new product development, while we remain responsible for attracting, negotiating, and signing contracts, as well as printing and distributing materials. Currently, we serve the *Instituto Presbiteriano Mackenzie* (Mackenzie Presbyterian Institute) and the *Sistema de Ensino Piaget* (Piaget Education System) in this format.

To support schools in meeting the educational demands of a constantly changing world, we offer a set of complementary solutions that serve as extensions of the teaching-learning process, contributing to the comprehensive development of students. The portfolio includes socio-environmental education programs, high-performance content to prepare students for science competitions, and a physical education and sports platform, as well as methodologies aligned with the STEAM (Science, Technology, Engineering, Arts, and Mathematics) concept and language teaching ([learn more on page 10](#)).

Aware of the various management and administrative challenges faced by schools, we provide tools that help them achieve a higher level of professionalism and efficiency in their processes. Our goal is to enable partner schools to develop in terms of efficiency and agility, allowing them to focus on their most important activity, which is educating. To assist with financial management, we offer Educbank, which provides access to capital for investment and operating expenses. For administrative matters, we offer Phidelis, a management software with over 250 features. As a complement to the teacher's work, *Redação Nota 1000* (Grade 1000 Essay) allows for quick correction of essays.



**We contribute to
transforming schools
into centers of
excellence and services.**



Redação Nota 1000: quality and accuracy

In 2025, students from schools using *Redação Nota 1000*, our text assessment and writing development solution, had the opportunity to practice the essay topic for the Enem (National High School Exam) so they could be better prepared for the test. This is because the topic requested in the exam, "Perspectives on aging in Brazilian society," was addressed in 14 dissertation proposals submitted by the tool throughout the year. Furthermore, the theme of the second phase of the Red100 Marathon was "Alternatives for organizing society in the face of population aging in Brazil."

Redação Nota 1000 combines the use of artificial intelligence with a broad network of human editors who are trained and selected to provide personalized feedback to students on their written work. The results have been very positive: students from schools that use *Redação Nota 1000* achieve, on average, 140 points more on the Enem exam when compared to the performance of students from other schools. In 2025, the system was used to correct 2.04 million essays.

Plurall AI: support for students and teachers

Plurall is our digital ecosystem that integrates teaching materials, pedagogical management, and learning tools in one place. In 2025, the platform took its biggest technological leap with the launch of Plu, a generative artificial intelligence assistant designed to act as a tutor for students and co-pilot for teachers. Its unique feature is academic security: unlike open search engines, Plu operates exclusively on content owned by the SO-MOS Educação brands. This ensures accurate, unbiased answers that are fully aligned with what is taught in the classroom.

In students' daily routines, the tool allows them to build personalized study plans and boosts learning through adaptive teaching tools: in a gamified format, it encourages students to submit to a diagnostic assessment of their level of knowledge and, from there, complete missions in Portuguese Language and Mathematics, advancing in depth as they demonstrate their understanding of the content covered. It can also be used to summarize complex topics and answer questions in real time. The success of this interaction is reflected in the data from 2025, which recorded more than 1.1 million chat conversations, with a 66% positive feedback rate.

For teachers, the assistant helps optimize teaching time by automating the creation of lesson plans, exercise lists, and tests, even offering support in the development of Individualized Education Plans (IEPs) for inclusive education (*learn more on [page 68](#)*). The tool's versatility also allows for variation in the level of cognition—adapting complex explanations to children's language, for example—and support for bilingualism. Furthermore, the ability to generate presentations, images, and videos for use in the classroom contributes to even more visual and dynamic learning. The platform also allows for the individualized monitoring of students, with teachers having access to dashboards that detail performance on exercise lists and mock tests for each subject, comparing it with the overall class average, and even pointing out which questions the student got right and which they got wrong.

We ended 2025 with more than 157,000 active users of the tool. Plurall's impact has been recognized globally, having been featured in articles by the World Economic Forum and the Latin American Artificial Intelligence Index (ILIA), as well as being included in the AWS AI for Edtech Innovation Forum. In 2025, the 'PLU IA project: educational artificial intelligence at the service of humanized learning'

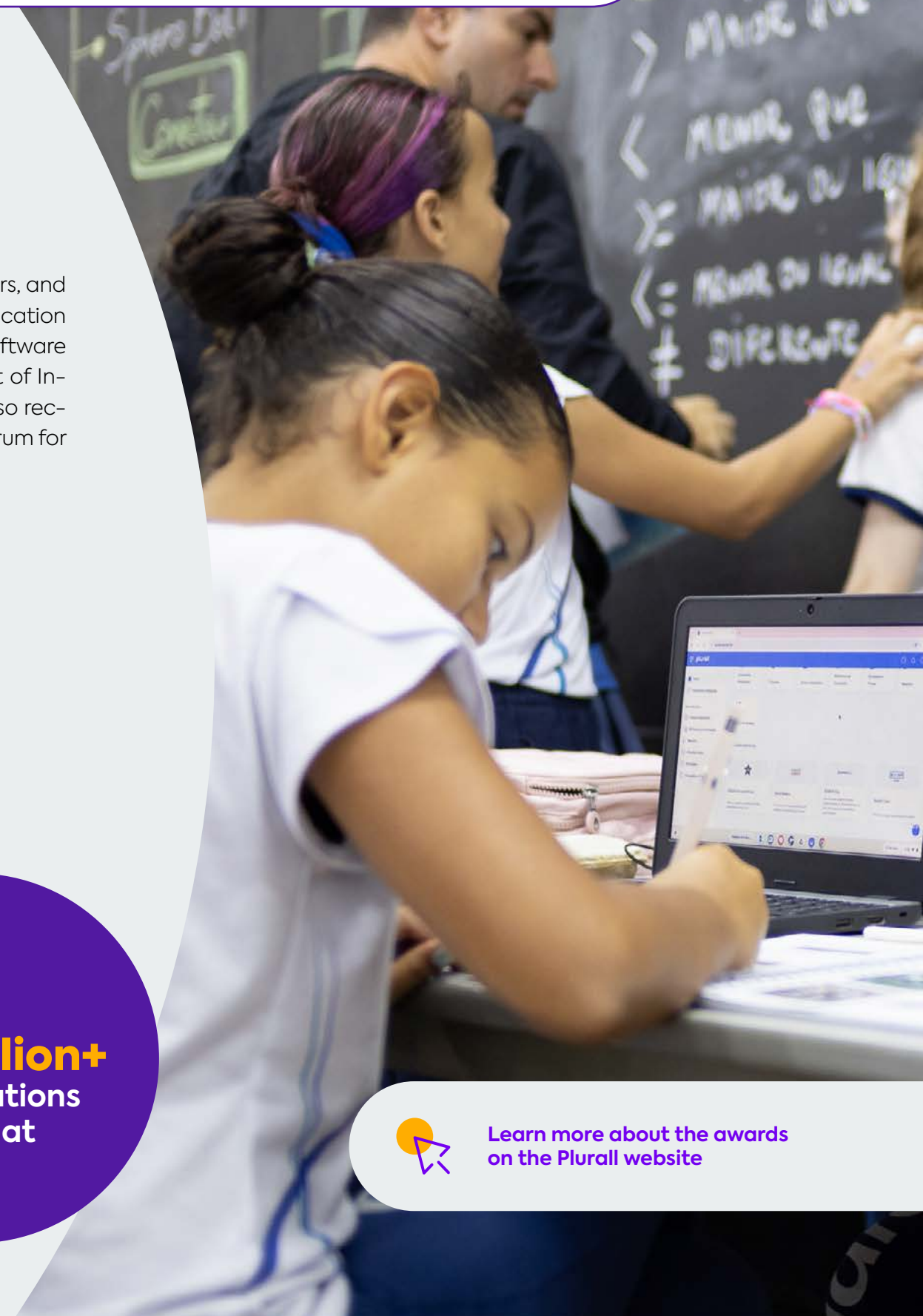
received an award from CIO Private Sectors, and the platform was a finalist in the TOP Education Award in the categories of Educational Software and AI for Schools. Cogna's vice president of Information Technology, Igor Freitas, was also recognized as IT Executive of the Year by IT Forum for the solution.

**157
thousand+**
active users
of the tool
in 2025

1.1million+
conversations
via chat



Learn more about the awards
on the Plurall website



PNLD: quality teaching materials for public education

We continue to strengthen our presence in public K-12 schools in Brazil. Through Saber, we have achieved important milestones in the National Textbook Program (PNLD), a federal government initiative that distributes free textbooks, literature, and teaching materials to public elementary and secondary schools. The program's system stipulates that after evaluation by a technical committee from the Ministry of Education (MEC), administrators and teachers can choose the material they wish to use, receiving the selected books at their schools. In 2025, during the cycle for defining teaching materials related to the New High School, the editorial quality of publishers Ática, Scipione, and Saraiva stood out, with a 79% approval rate for submissions, totaling 27 works.

To support informed decision-making, we have added new features to the e-Docente portal, a platform developed by the Ática, Saraiva, and Scipione publishers. Aimed at elementary school teachers, the portal provides access to teaching resources and content aligned with PNLD. These new features have enabled a deeper understanding of each textbook, such as searching the material and viewing content and additional materials. One of the highlights is the *Pergunte ao seu livro* tool, which uses generative artificial intelligence to connect teachers and educational materials. The tool allows teachers to interact directly with the content via chat, expanding their understanding of the pedagogical objectives of each topic and even receiving personalized support for lesson planning with academic precision. In 2025, for high school content alone, there were 21,412 accesses

to content. In this educational segment, we saw a significant increase in sales to schools, raising our market share from 19% to over 30.9% and making us the second-largest player in the market, with leadership in segments such as Portuguese Language.

Due to its scope and volume, servicing the PNLD poses logistical and operational challenges. We have a solid logistics structure designed to ensure that materials are available to students and teachers at the beginning of the school year in various locations throughout Brazil. We serve all Brazilian states, reaching 16,000 schools in 4,500 municipalities. In 2025, we delivered more than 32 million teaching materials.



In 2025, during the cycle for defining teaching materials for the New Secondary Education syllabus, our publishers achieved a 79% approval rate for submissions.

Caderno Pedagógico (Pedagogical Workbook): the challenges of AI in focus

The seventh edition of *Caderno Pedagógico*, launched in 2025, focused on Artificial Intelligence (AI) and education: challenges and opportunities. The notebook consists of 13 essays that address the uses of AI for various purposes, highlighting both the benefits and the precautions necessary when using it in the classroom. To encourage its implementation, the workbook includes the sections "IAgora?" and "Taking charge" in the essays, offering suggestions for prompts, expansion of sociocultural repertoire, and possibilities for critical use of the tools. Copies were distributed to teachers and technical staff in public school systems. The material was also made available for download on the e-Docente portal, and in 2025 alone, it recorded more than 17,900 visits.



Available for download on the e-Docente portal.

B2G solutions: supporting the improvement of public education system performance

Cogna reaffirms its commitment to the country's development by bringing top-quality, tested, and validated educational solutions to public education, directly contributing to improving the quality of education throughout Brazil. On this front, we made progress in 2025 alongside Saber, consolidating an integrated portfolio for public networks that combines assessment, data, technology, and pedagogical solutions focused on improving teaching and learning processes. Our work was guided by a logic of learning progression supported by frequent assessments, immediate feedback,

and targeted pedagogical support, creating conditions for departments and schools to monitor progress, prioritize interventions, and reinforce the effectiveness of educational policies at scale.

The *Acerta Brasil* educational solution, from the Ática publishing company, continued to operate as structured preparation for the Saeb (National Basic Education Assessment System) and, consequently, as a tool to support the advancement of the Ideb (K-12 Education Development Index), by organizing recurring assessments, mock tests, performance readings, and action plans in Portuguese language and Mathematics, skills directly related to the academic performance of the metrics most closely monitored by the networks. In 2025, we implemented the solution into 243 municipal education departments and two state education departments (São Paulo and Paraná), impacting around 1.5 million students. In 2025, we expanded our large-scale application capacity, with more than 1.75 million simulations performed, and evolved our portfolio with the launch of *Acerta Brasil Ensino Médio* (Acerta Brazil High School), incorporating experimentation with games as an element of engagement and practice, without losing the link to assessment and the restructuring of learning.

This strategy creates a virtuous circle for municipal and state administrations: in addition to ensuring real progress in learning, improvements in official indicators allow municipalities and states to access a larger share of federal and state resources

linked to results, expanding the budget available for new investments in education.

To enable the operation of assessments and the transformation of these results into management input, we strengthened ClickSaber as a technological platform for assessment and data collection, supporting fast processing and distributed execution capacity in schools. The platform allows teachers to create tests and lists of exercises from scratch or use ready-made assessments, offering detailed performance reports for each student. By accurately identifying who has difficulty with a particular skill in the National Common Curriculum Base (BNCC), the system facilitates precise pedagogical interventions.

The platform allows for quick feedback and offers operational features that facilitate its use in the teaching routine, such as the ability to upload answer keys via the educator's cell phone, reducing logistical barriers to application and correction. In 2025, 5.8 million assessments were processed, with almost 3 million in the state networks of São Paulo and Paraná alone, demonstrating the robustness of large networks and the trust in the system held by 1.2 million active users. We continue to evolve the product with dedicated teams and the incorporation of gamification features, which contribute to student engagement and fluidity in the application journey.



In 2025, we made Acerta Brasil available to 243 municipal education departments, impacting around 1.5 million students.



Entre Mundos (Between Worlds): learning to value differences

In 2025, we expanded our complementary solutions with the launch of *Entre Mundos*, focused on developing socio-emotional skills in early childhood and elementary education. The material, that is fully integrated into the curriculum, was designed to support schools in the challenge of addressing critical current issues, such as combating bullying, the pressure of social media on students, and issues related to students' self-esteem and belonging.

One special highlight is the *Entre Mundos—Raízes e Identidades* (Between Worlds—Roots and Identities) collection, conceived with a commitment to contributing to education on ethnic and race relations. Through practical and active methodologies, the content encourages recognition of racial diversity and the promotion of equity, aimed at combating racism, discrimination, and inequality.

We ended 2025 with 243 municipal education departments and two state education departments adopting at least one of our solutions developed exclusively for the needs of public schools. And to strengthen this ecosystem, we maintained a busy schedule of events and outreach with managers, combining the institutional strength of Cognia, Saber, SOMOS, and Instituto Singularidades. The highlight of this agenda was ‘Saber Day’, an event dedicated to building the present and future of public education in Brazil. We present educational solutions that support education departments in transforming teaching, immerse the relevant publics in our products, and promote genuine exchanges with those on the front lines of education. In 2025, we held 16 national and regional editions, with the participation of more than 630 education secretaries.

Complementing this communication strategy, we launched the *Vamos Saber* podcast, aimed specifically at public administrators, with six episodes released in 2025. We have also consolidated partnerships with consulting firms, international entities, and companies such as Amazon Web Services (AWS) to better understand contexts and trends. In our quest to bring data-driven management to managers, we developed the B2G Insights tool. Currently only designed for internal use, but with plans to make it available for networks in the future, the tool uses public data to visualize progress made, identify educational gaps, and map opportunities for raising funds for educational policies or more efficient ways to apply the available budget.



In 2025, we launched the *Vamos Saber* podcast, aimed at public management professionals.



Sab.IA: contributing to literacy

In 2025, we introduced Sab.IA, a pioneering generative artificial intelligence solution designed to support early childhood education and literacy in public schools. Sab.IA uses advanced technology to record and analyze students’ reading, assessing their level of reading fluency with a critical difference for the Brazilian scenario: the ability to recognize and respect accents and regional differences. This sensitivity ensures an accurate and fair assessment, regardless of the region of the country where the tool is applied.

The success of the operation was validated through pilot projects in networks with different contexts: Ibiporã, PR, and Boa Vista, RR. The tool acts as a diagnostic support instrument, providing quick data that allows teachers—always in the mediation center—to organize school planning with greater agility.

With the validation of the pilots and the success of the digital application, we plan to expand the solution to a larger contingent of students in the coming cycles, consolidating Sab.IA as a strategic ally in the literacy journey.



Bilingualism

Over the course of 2025, we structured bilingualism as an integrated front of the portfolio, connecting the activities of SOMOS Educação and Saber to serve different profiles of schools and families. This combined network expansion and bilingual solutions in private K-12 education, the evolution of partnership models, and the strengthening of brands and solutions for public education, with deliverables ranging from the implementation of bilingual programs within schools to the development of bilingual school networks and improvements in the experience with the support of technology.

Red Balloon

In 2025, Red Balloon, our traditional franchise-based chain of English language schools, continued to be a benchmark in English language teaching for children and teenagers, operating strategically in both the B2C model—where families enroll their children directly in the chain's schools—and the B2B model, through partnerships that integrate language teaching into the curriculum of regular schools. Currently, the network is structured around a network of 121 of its own schools, partner schools, and franchised schools across the country, serving a record number of 39,200 students.

Among the new features for the B2C model this year is the launch of a new app for parents and guardians, providing access to detailed monitoring of school history and performance, as well as financial features. The B2B offering continues to be supported by the quality of Skies Learning, which brings the brand's premium methodology to partner institutions with a modular and flexible approach. Its unique feature is its ability to adapt the workload and teaching materials to the needs of each school, while also offering a comprehensive program for teacher management and training.

To further enhance our relationship with franchisees, we reviewed our entire customer service journey throughout the year, evaluating all points of contact with this audience to identify opportunities for improvement and draw up action plans to ensure that each franchisee receives the necessary support to deliver the high academic performance required by the brand. Thus, we act in a predictive manner to resolve problems.

The major milestone of the year was the launch of Red Balloon Bilingual School, which represents an innovation in both education and business. Aimed at early childhood education (children aged 2 to 5), the model introduces the concept of a 2-in-1 franchise: full bilingual early childhood education in the morning and traditional English courses in the afternoon. We have noted a growing demand from partners seeking to convert their operations into fully bilingual schools, with plans to open ten franchised units by 2026, and classes scheduled to begin in 2027.



Red Balloon currently has a network of 121 schools across the country, serving a record number of 39,200 students.





Start Anglo Bilingual School

Start Anglo Bilingual School is planned to be Brazil's first high-performance bilingual franchise network, combining the 75 years of expertise of the Anglo Teaching System—celebrated in 2025—with education focused on global citizenship. This initiative combines a solid and recognized curriculum with English language instruction and immersion experiences, also integrating physical and athletic development, mastery of technology, and computational thinking, whilst also promoting leadership and socio-emotional development in students. In 2025, seven schools were in operation, two of which were owned by the company. By 2026, seven franchised units will begin classes, bringing the network to over 2,000 enrolled students. We reached the end of 2025 with 61 contracts signed for implementation over the next two to three years, which will lead us to work increasingly with scalable solutions to support franchisees.

The consolidation of the Start Anglo model was also based on structural elements of quality and academic consistency. In external certifications conducted with the British Council, 83% of 5th-grade students and 92% of 9th-grade students achieved the expected certification, exceeding the global benchmark range for high-performing schools, which is between 65% and 75%. In terms of academic results, it is worth highlighting the performance in knowledge competitions, with 2,600 Start Anglo students participating and winning 38 gold medals, 98 silver medals, 314 bronze medals, and 234 merit medals. To maintain this standard, the network has a solid teacher-training program, with approximately 480 hours implemented over 18 months and certification by NILE (Norwich Institute for Language Education), strengthening pedagogical governance and common classroom practices. The activities with teachers also involve advising on classroom observation, with structured feedback for teachers, and workshops. In developing international culture, the journey included immersion experiences, such as summer camps with 100% English-speaking days, and internationalization experiences, including a trip to London, connecting proficiency to cultural development and global citizenship, with a local approach.



By 2026, seven Start Anglo franchise locations will begin classes, bringing the network's total number of enrolled students to over 2,000 in just three years of operation

English Star and Eduall: language teaching solutions for private schools

In SOMOS Educação's portfolio, bilingual solutions are structured as strategic partnership tools with private schools, which can offer language teaching, expanding their response to families' demands and their sources of revenue.

One option is English Stars, a bilingual program that covers everything from early childhood education to the final years of elementary school. The solution uses the CLIL (content and language integrated learning) approach to develop scientific proficiency and English language learning together, and includes practical classes that emphasize multiple intelligences.

Another possibility is the adoption of Eduall, developed in exclusive partnership with Macmillan Education. Designed to enable a flexible and consistent transition to bilingual education, it allows for the customization of educational offerings for all segments of basic education, according to the needs of the school.



Our bilingual solutions are structured as strategic partnership tools with private schools.



Wings: strengthening English language teaching in public schools

Wings was developed as a complete solution specifically geared toward the early years of elementary school, offering a bilingual approach that adapts to the reality and challenges of municipal school systems.

Wings' great advantage lies in its ability to address one of the biggest bottlenecks in public education: teacher training. The program was designed to train teachers in both technical and socio-emotional skills, ensuring that educators have the necessary support to take a more accessible, efficient, and humane approach to language teaching.

Youth and adults: higher education

We believe that access to higher education is a powerful agent of social change, capable of changing realities and positively transforming trajectories, driving people to achieve their best selves. Our operations in this segment are carried out through Kroton, one of the largest education organizations in the world, offering undergraduate and graduate programs in various fields of knowledge in classroom, blended, and distance learning formats.

In 2025, we continue to make improvements on several fronts to provide quality learning that supports students in all their needs. One of the most visible advances was the way in which the student's journey began to be thought of from start to finish, with academic and operational decisions becoming increasingly connected. In this way, we have completed the implementation of the modular architecture of our systems, which allows us to separate different contexts—such as payments, content access, and academic monitoring—so that they can work independently. This allows for better management of the system capacity at peak times (such as enrollment or examination periods), reducing the risk of downtime and thus ensuring that studies can continue uninterrupted.

We have continued to evolve the design of the experience: from the first contact with the subject, through the organization of the study, the completion of activities, and assessments, to the feedback that students receive on their own performance. This meant working more intentionally on “how to

learn,” not just “what to learn.” In practice, we have expanded the resources that help students better orient themselves—with courses, recommendations, and materials organized in a way that facilitates their study routine, in addition to diagnostic and reinforcement mechanisms.

In the educational field, we continued with remedial programs for distance learning and classroom students, aimed at reducing learning gaps originating in K-12 education, especially in mathematics, Portuguese, and biology. These programs seek to improve academic performance, facilitate adaptation to higher education, and reduce dropout rates. To enhance these initiatives, we conducted an academic literacy survey involving 2,339 students enrolled in the Education program. The survey showed that most students had completed high school more than five years previously, identified difficulties in understanding theoretical texts and writing, and highlighted the lack of time for extra activities associated with the triple shift (work, home, and studies), thus reinforcing the need for literacy strategies integrated into the student's routine.

In addition, personalization has matured by relying more heavily on data and learning strategies. We continue to combine knowledge assessments with study recommendations to reduce gaps that hinder progress in more challenging subjects. Throughout the year, we also made progress in approaches that help students better organize themselves for assessments, with study guides and guidance



based on observed performance. The use of AI tools supported the editing of subjects and the creation of assessment items and complementary resources, such as videos, animations, podcasts, and a wide range of study materials, such as mind maps and interactive objects. As a result, content that was previously presented in long videos with static backgrounds is now presented in more engaging formats. We seek to update and diversify materials more quickly and consistently, without compromising quality control—especially when the goal is to keep content current and relevant to what students really need in order to advance.

In areas that require closer monitoring—such as guidance on final projects and resolution of specific academic situations—we have maintained human support structures, with tutors and pedagogical mediation. This combination is part of what has made the experience more robust throughout the year: automation and guidance for what is repetitive and scalable; human attention to what is unique, complex, and requires judgment.

In terms of infrastructure and physical presence, we have continued to improve our network with a focus on efficiency, comfort, and suitability across our 113 campuses. We have created a standardization manual covering infrastructure, visual communication, and maintenance to guide the migration and updating of spaces. We have sought out more modern buildings and more efficient operations, as well as structural interventions that go beyond the visible—such as electrical and hydraulic improvements, air conditioning, and necessary adaptations to standards and norms. Among the highlights of the year were initiatives in Belenzinho

(SP) and Poços de Caldas (MG), which have been relocated to more compact facilities with more modern interiors, enhancing the experience for our students.

Strengthened brands

In 2025, we worked to strengthen our leading higher education brands, Anhanguera and Unopar. For Anhanguera, we worked on a communication angle focused on combating immediacy, seeking to show that university education remains a solid foundation necessary for any path, including digital entrepreneurship. For Unopar, we adopted the concept of “distance-free education,” reinforcing how the brand removes barriers (financial and geographical) to democratize learning.



In 2025, we worked to strengthen our higher education brands.



Edu: personalized virtual assistant

Our undergraduate students have access to Edu, a virtual assistant with generative AI designed to accompany them throughout their academic journey, combining reactive support (when the student initiates contact) and proactive support (when the system identifies that interaction is appropriate). Edu acts as a single point of contact for academic and operational issues: it provides support for studying and questions about content, liaises with tutors when necessary, and acts as a virtual office, helping with issues such as documents, benefits, and financial matters.

The operation of Edu relies on data to tailor interactions to each student, taking into account the timing, stage of their educational journey, profile, and usage history, integrating with learning analytics and the learning context to guide recommendations. Edu helps identify gaps in students’ math knowledge, suggesting and recommending supplementary materials to cover the prerequisites needed to successfully pursue the courses. It also supports cognitive development during text-based and visual studies and problem-solving—tailoring the learning experience based on student interactions. At the end of the learning session, Edu reviews the concepts and prepares students for their assessments. Launched as a pilot program in 2024, Edu was scaled up to more than 400,000 students in 2025.



Learn about the campaigns
by clicking here

Supporting the expansion of technical courses in public education

We believe in technical vocational courses as a way to promote professional training and quick, skilled entry into the job market, and, in 2025, we began to take part in what is on offer for this segment in public education. Our entry into this area was made possible by the federal government's Interest for Education program, by means of which states can deduct interest payments charged on debts owed to the federal government, reinvesting the funds in technical courses within the state itself.

The program announcement enabled private Higher Education Institutions to qualify to offer higher education technical courses. Among the required conditions, the institution needs to have undergraduate courses in related areas that the Ministry of Education considers to be of a high standard (for example, to offer a technical Nursing course, an undergraduate Nursing course with a minimum grade of 4 is required).

We were able to quickly structure the submission of our offer and achieve an approval rate of 77.6% for the courses requested.

Medicine and healthcare

We offer courses in medicine and healthcare through the Unic, Uniderp, and Unime brands. In 2025, we began operating two new *campuses* offering medical courses, in São Luís, MA, and Dourados, MS, with 60 places available each year at each campus. The courses will follow our training standard, conducted with active methodologies throughout the course, with practical exercises from the outset and greater use of realistic simulation resources as students progress through the semesters. Another notable initiative was the preparation of senior-year classes to take the National Medical Education Assessment Exam (Enamed), an initiative of the Ministry of Education (MEC) that has combined the assessment tools within the scope of the National Student Performance Exam (Enade) for medical programs and the objective test for direct admission to the National Residency Exam (Enare).

Similar to other undergraduate courses, health-related programs also benefit from the use of artificial intelligence in the production of content and teaching resources, especially for the creation of more complex and visual materials, including interactive learning objects and technical images, such as materials that allow a guided exploration of medical procedures.



2
new
campuses
offering medical
programs

84
new
distance
learning
graduate
programs

Lato sensu and stricto sensu graduate courses

We promote professional development, academic research, and the dissemination of scientific knowledge through our work in the *lato sensu* and *stricto sensu* graduate segment.

In graduate studies, courses are offered in both classroom and distance learning (DL) formats, which expands opportunities and provides more access for students in different regions of the country to continue their studies after graduation in a way that offers greater flexibility. In 2025,

Anhanguera launched 84 new distance learning graduate courses, increasing the range of educational opportunities.

In addition to our own offerings, we have established partnerships to expand graduate options. We offer a *lato sensu* graduate program in Automotive Engineering in partnership with Bosch, a global leader in technology and services. In addition to classes taught at the Anhanguera faculty, the course includes exclusive supplementary content taught by Bosch experts.

In the case of *stricto sensu* graduate programs, which are exclusively classroom-based, we offer nationally recognized programs. To strengthen academic research and scientific production, we provide a range of resources for master's and doctoral students, as well as researchers and faculty members, such as scientific events, an institutional repository for academic publications, and scientific journal publications. In 2025, the programs resulted in 20 national patents and three international patents.



In 2025, our stricto sensu graduate programs resulted in 20 national patents and three international patents

Ongoing research activities, patents, and graduate studies

	2023	2024	2025
Number of master's degree courses	16	15	12
Number of doctoral programs	9	11	9
Number of books and chapters	75	41*	67
Number of national patents	22	26	20
Number of international patents	4	4	3
Number of publications in scientific journals	6	6	5
Number of research projects	140	163	176
Number of scientific initiation projects	300	239	68
Number of undergraduate students participating in scientific research—on-campus	1,000	1,813	1,515
Number of undergraduate students participating in scientific research—Distance learning	1,371	1,230	216
Number of scientific articles published	447	338	341

*The reduction in book publications is due to alignment with the guidelines of the *Stricto Sensu* Graduate Program Evaluation areas of the Coordination for the Improvement of Higher Education Personnel (Capes/MEC), which advises replacing quantity with quality, given that books are scored lower than articles published in the PPrograms.

Employability and entrepreneurship

GRI 3-3 (Employability and entrepreneurship)

We are firmly committed to employability and the promotion of entrepreneurship, supporting our students both in their transition to professional life and in the development of skills valued by the job market. We work directly to promote professional integration, contributing to the generation of family income and increasing the productivity of companies by providing them with a more skilled workforce. Since 2024, we have been operating an employability platform called Emprega.AI (*learn more on [page 87](#)*).

We offer all students in their final years of undergraduate courses the *Acelere sua carreira* (Accelerate your career) learning course. Comprising various learning initiatives, offered in dynamic and engaging formats, along with complementary live content, the course aims to strengthen skills that facilitate students' entry into the job market after graduation, as well as prepare them for entrance exams and selection processes. The methodology involves mock exams and lists of exercises applied throughout the school year to assess and improve student learning. To encourage participation, students who achieve at least 60% correct answers receive additional points in the subjects studied that semester. In 2025, the initiative was recognized by the 5th Innovation in Higher Education Award promoted by SEMESP, winning in the pedagogical management category.

To support undergraduate students who wish to pursue a career in public service, we are now paying special attention to preparing and encouraging students to participate in the National Teaching

Examination (PND). Previously offered every three years, this assessment, organized by the Ministry of Education, is now conducted annually, being used to allow teachers to be hired for the public school system. Education networks can choose to use the results of this test in their selection processes to classify or eliminate candidates, or as a means of complimenting the practical test.

Our institutions also have structured initiatives to support students who aim to start their own businesses or improve initiatives already underway. The course syllabuses themselves include content focused on developing entrepreneurial skills.

To track the effectiveness of these initiatives and maximize job placement in formal employment opportunities, we use real-time monitoring via Business Intelligence (BI) and Analytics on our employability platform. The metrics tracked include the number of registered students and applicants for positions, the total number of opportunities posted—including internships, trainee positions, and full-time jobs—as well as the conversion rate in the employment funnel. We are also tracking the enrollment of students from underrepresented groups to ensure equitable access. Qualitative effectiveness is measured using the NPS (Net Promoter Score) among students and partner companies following the selection processes, enabling swift adjustments to the strategy.

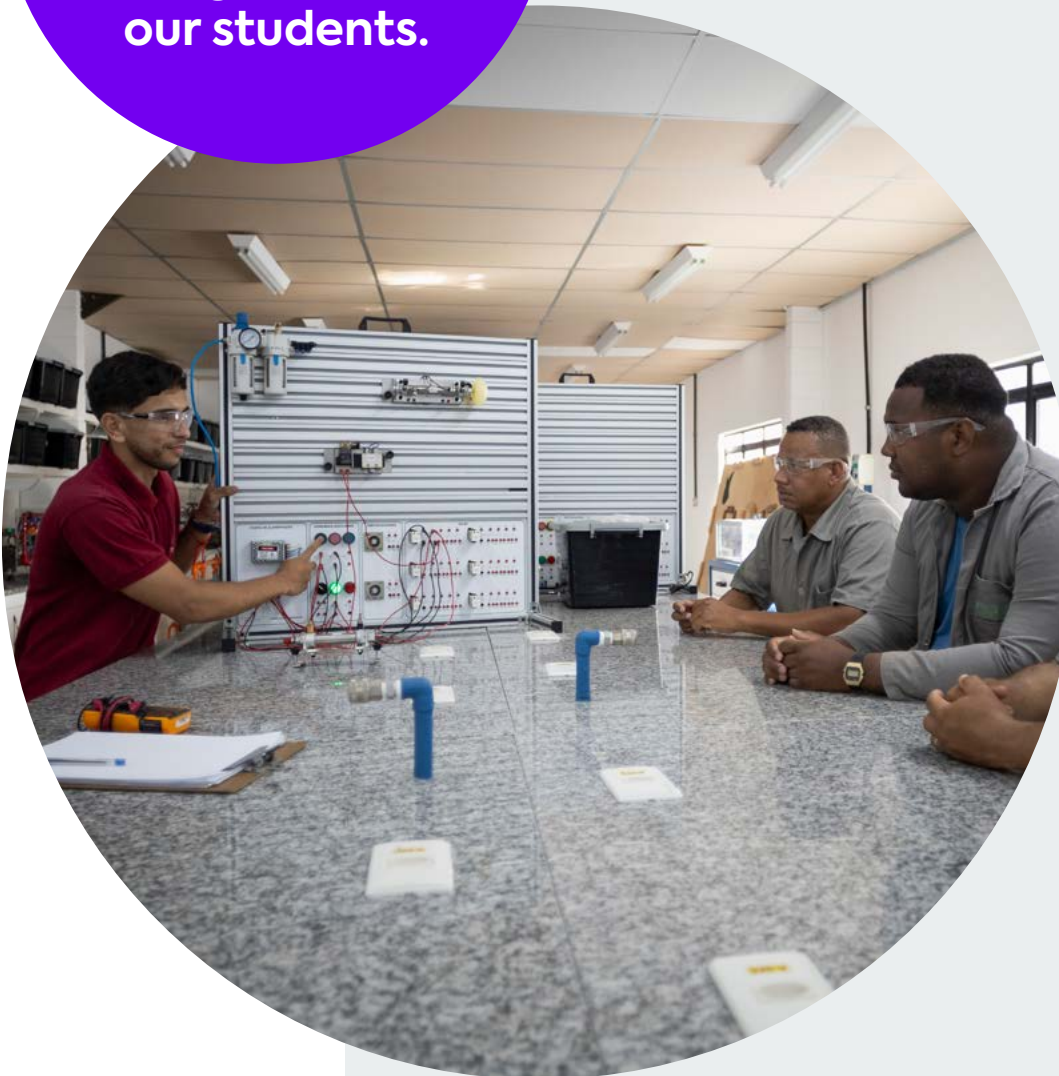
The process of direct listening and data analysis yielded key insights based on the idea that technology needs to be humanized. When we noticed

that a lack of confidence was leading to dropouts in the hiring process, we reviewed the user journey and transformed the employability section into a preparation center, integrating educational content and CV tips into the application process. Another development, driven by student feedback regarding the difficulty of filtering job openings, was the implementation of AI-powered curation to personalize the experience, ensuring that technological advancements directly contribute to reducing anxiety and improving the student experience.



The “Accelerate your career” initiative was the winner in the educational management category at the 5th Higher Education Innovation Awards promoted by SEMESP.

We work directly to promote the professional integration of our students.



Undergraduate student profile

Women represent
more than 60% of the
total number of students

More than 60%
of the students
are Black or Brown

Only 5% are unemployed,
and 71% are financially
independent

The most common
income bracket among
students is three times
the minimum wage

88.3% attended public
high school for most of
their high school years

Largely off-campus, distance learning Student profile

91%

attended public high school
for most of their high school years

Only 11%

are unemployed, and 79%
are primarily responsible
for paying their own tuition

80% have a personal
income of up to
two minimum wages

23%

spend between 4 and 7 hours
per week studying

Hybrid learning Student profile

92%

spent most of their high school
education at a public school

Only 13%

are unemployed, and 82%
are primarily responsible
for paying tuition

66%

have a personal income of up
to two minimum wages

25%

spend between 4 and 7 hours
per week studying

On-campus Student profile

82%

attended public high school for most
of their high school years

21%

are unemployed, and 51%
are primarily responsible for
paying their own tuition

61%

have a personal income of up
to two minimum wages

24%

spend between 4 and 7 hours
per week studying

Skills development and promotion of diversity in the tech sector

In 2025, we joined the AWS Tech Alliance, a global initiative that aims to align the qualifications of higher education students with the real demands of the technology job market. As part of this initiative, we offer official AWS Academy courses, covering everything from cloud fundamentals to solution architecture, providing free vouchers for students to obtain AWS certification, one of the most sought-after certifications in the market. The training courses were made available on Emprega.AI, our employability

platform, attracting 7,000 students, who enrolled in cloud learning courses. Another initiative was the “Women in Tech” program, which aims to increase female participation in the technology sector in Brazil by developing technical, behavioral, and employability skills in cloud computing. The initiative included exclusive classes and mentoring with female leaders in the technology sector, creating a safe and encouraging environment and training 6,000 female students.

6,000
students
trained by Women
in Tech

+Cuidados (+Care)

+Cuidados was created to support recently-graduated psychologists in their first steps and, at the same time, democratize access to mental health care for the general public. The initiative transforms unused spaces in Higher Education Institutions into Psychology clinics, creating a welcoming environment for learning and professional development.

With institutional support, graduates begin their careers by offering quality services, both in-person and online, while building practical experience and strengthening their position in the market. With 79 units throughout Brazil, *+Cuidados* generates social impact by promoting opportunities, care, and qualified listening, which is reflected in the high level of satisfaction of the patients attended.

79
units throughout
Brazil

9,000
appointments
made

+200
psychologists
hired

NPS 90
area of
excellence



Emprega.AI: Employability platform

GRI 203-2

Emprega.AI is a platform developed by Cognia that uses artificial intelligence to connect students from our Higher Education Institutions to opportunities in the Brazilian job market. The tool goes beyond simply advertising opportunities, acting as a complete professional preparation center. Launched in 2024, Emprega.AI completed its first year of operation in 2025, during which time it expanded its resources.



Protection and support at every stage

The platform has been operating safely and offering a first-class service since its inception. AI automatically screens all job openings, blocking opportunities that do not comply with legislation, contain discriminatory language, or show signs of fraud.

When something goes wrong—such as cases of harassment, non-payment, or misuse of position—there is a direct channel for reporting the event. Companies that are confirmed to have violated rights are immediately blocked from the platform, and students receive legal guidance and support to resolve the situation.

The platform also works to expand opportunities by analyzing data to identify which sectors hire the most and establishing strategies in those areas. In the field of diversity, it encourages companies to advertise affirmative action vacancies and promotes targeted campaigns when inclusive trainee programs arise.

What sets Emprega.AI apart

CV optimization:

Grammatical analysis, review for automated screening systems, and personalized suggestions to highlight relevant skills.

Analysis of missing information:

Compares the student's curriculum with the requirements of desired positions, indicating the percentage of adherence and suggesting specific courses to fill skills gaps.

Interview simulator:

Allows for the recording of video responses to questions that are frequently asked in hiring processes and the receipt of AI feedback to improve performance.

Smart job recommendations:

Analysis of user profiles and goals to suggest aligned opportunities, with filters by location, hierarchical level, and type of contract.

Career planner:

Analyzes the trajectories of successful professionals in the field and suggests paths for students to follow.

Additional resources:

A virtual assistant for questions about the job market and career guidance; educational content such as podcasts and videos.



Lifelong learning: education for life

In a world permeated by disruptive innovations and constant change, education must be understood as a lifelong journey. In addition to enabling constant updating, adopting this concept also brings resilience and flexibility and the development of fundamental skills such as creativity and critical thinking, contributing to personal evolution keeping pace with the speed of change. At Cognia, we work with an ecosystem that accompanies students throughout their lives, with a focus on expanding training options.

We rely on Voomp, a platform developed to assist information producers in the creation, management, and marketing of online courses, using specialized and original content to promote continuous improvement. In 2025, Voomp underwent a period of adjustments and restructuring, both to make the platform more robust and to learn more about the behavior of continuing education consumers, who have shifted from a logic centered on the reputation of institutions or companies, to a greater search for personal authority, valuing the opinions of experts who work in the field. In this context, the operation also began to incorporate lessons learned from the creative economy about narrative and communication, seeking to adapt format and language to the dynamics of content consumption with shorter attention spans. With activities linked to the creative economy, in 2025 Voomp offered 1,400 specialized courses, 300 graduate courses, and 559 extension projects, totaling more than 5,150 courses offered and impacting more than 250,000 students.

We also offer free vocational courses (CLP) with an emphasis on shorter, more practical alternatives for those seeking fast updating or a gateway to work and income. In 2025, we launched 34 brand new courses, from conception and the hiring of teachers, to recording and structuring the product. The offer was designed for 4- to 6-month courses focused on occupations with immediate demand, such as caregivers for the elderly, pastry chefs, air-conditioning repair technicians, and electricians, available in 100% online and blended formats, taking advantage of the infrastructure offered at the Anhanguera units. There are plans to launch 34 new courses by 2026.

Voomp, in 2025:

5,150+
courses offered

250,000+
students impacted

Voomp began to incorporate lessons from the creative economy about storytelling and communication.



Student and customer satisfaction and quality of teaching

GRI 3-3 (Student and customer satisfaction, Quality of teaching and services offered)

We have structured processes in place to assess the quality of education provided by our institutions and to monitor the level of satisfaction of the publics served. This commitment is part of the “Cogna Way,” our organizational culture that prioritizes an incredible experience, defines student success as our success, and dictates that we must listen to our clients in everything we do. To ensure the success of this initiative, we continuously evaluate our progress based on the results of surveys conducted with our students.

In 2025, we took an important step toward extending this work by unifying our customer experience capabilities in the form of a single corporate platform that serves the entire Company. In this way, the best practices adopted for one segment or public came to be better understood, shared, and adapted for others.

Another highlight of the year was the implementation of artificial intelligence to analyze the feedback collected in NPS surveys conducted with our higher education students, amounting to more than 10,000 responses per month. By quickly organizing and categorizing comments, the tool sped up the assessment of student perceptions, considerably reducing the time between the reporting of complaints or suggestions and the implementation of action plans to correct or implement demands. The initiative won the Smart Customer 2025 Award and Cliente SA (case: “Cogna.AI beyond

automation: revealing feedback and humanizing strategic decisions”) and will be expanded to also process feedback from satisfaction surveys conducted with all other Cogna audiences.

The year was also notable for increased investment in in-depth research, mapping the expectations of families, school owners, franchisees, and students to identify competitive advantages and opportunities for improvement. Experienced squads were structured to connect research insights with business areas, ensuring that the cycle of listening, understanding, and action is completed. Regular meetings are held to address student complaints, during which the responsible department, deadline, and status are established to track and monitor progress towards resolution. Ongoing engagement with students—through surveys and customer service channels—directly informs the measures taken and the action plans.

The effectiveness of the measures taken is communicated internally through the monthly sharing of satisfaction metrics and executive reports; and externally, through the publication of satisfaction KPIs in Cogna’s Integrated Report (see [page 90](#)) and direct communications to students regarding the implementation of improvements.

Initiatives focused on customer experience have been recognized with awards. In 2025, the company won more than twenty awards.

We were winners of the Smart Customer 2025 Award and Cliente SA Award.



Experiencing the students’ experience

To obtain a better understanding of the students’ day-to-day experiences at our Higher Education Institutions, we run the *Experiência na Ponta do Lápis* (Pencil Point Experience) program every year. This is an initiative in which employees from our corporate offices in a wide range of areas experience the routine of students at undergraduate institutions throughout Brazil, acting as “undercover students” during the first week of classes. Without initially revealing their connection to the company, they attend classes and talk to students to identify opportunities for improvement. Launched in 2023, the program won The Customer Summit Awards in 2025. The initiative is being structured to allow expansion to other contexts, such as our Red Balloon franchise.

AN AMAZING
EXPERIENCE



Private K-12 education

We monitor the satisfaction level of partner schools that use our educational solutions and services in K-12 education through CSAT (Customer Satisfaction Score) surveys. In 2025, we recorded an increase in the percentage of positive reviews, continuing with a trend observed over the last two years.

Private school satisfaction (CSAT measured by the SOMOS Relationship Center)

	2023	2024	2025
Respondents	14,156	13,865	11,457
Positive reviews	11,847	12,848	10,635
CSAT	83.69%	92.6%	92.83%

Another monitoring activity involves Plurall, a platform that integrates our digital solutions for the segment. The aim is to analyze the engagement of managers, teachers, and students from partner schools, assess satisfaction with the tool, and identify perceptions of the quality of service provided by customer service/technical support.

Plurall results¹

13,893
schools that adopt
the solution

1,664,123
students activated

11,088
schools with
classes

159,966
teachers
onboarded

2,854,151
students
onboarded

114,535
teachers
activated

¹Includes public and private schools.

Satisfaction of teachers, coordinators, and principals on the Likert scale* within Plurall

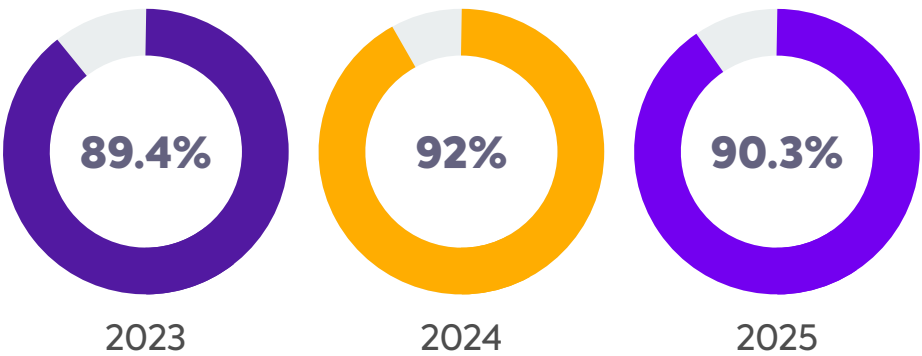


Student satisfaction on the Likert scale* within Plurall

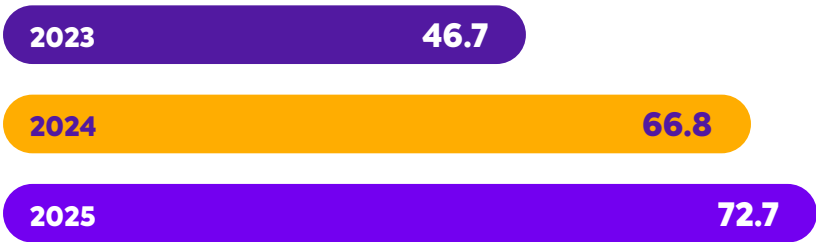


* Ranges from 1 to 5 and indicates the degree of agreement with the topic presented in an opinion poll.

Satisfaction with customer service/technical support



NPS



N.B.: despite the positive results, weekly engagement indicators fell short of the established targets, with 29.6% of teachers and 15.8% of students engaged weekly, highlighting the need for additional continuous improvement actions.

NPS—Training Courses



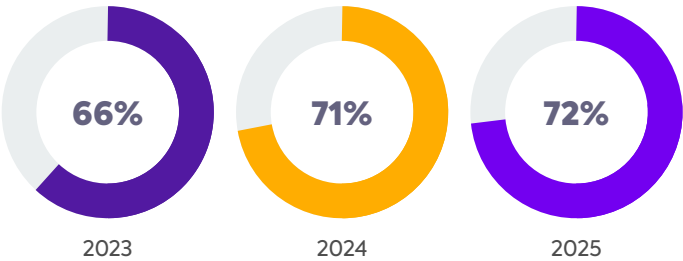
Learn more about
Plurall on page 73



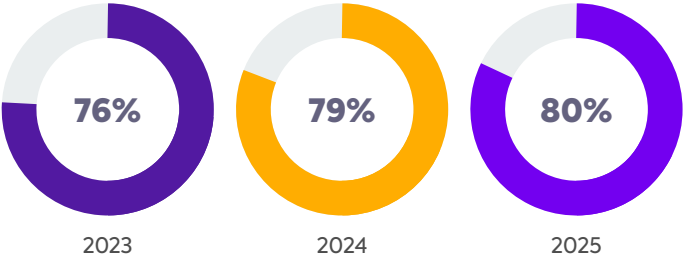
Higher Education¹

We closely monitor the satisfaction levels of our higher education students through monthly surveys. The survey, which is optional, is sent via email or through the virtual learning environment (VLE), with a three-month interval before the same student can respond again. The collection and analysis of responses are carried out by an external research institute.

Higher education satisfaction CSAT student services (Requests for services, information, and quality of service provided)



Satisfaction with the virtual learning environment (VLE)



Satisfaction with video lessons



Satisfaction with teachers



Satisfaction with the quality of the course



MEC indicators

We also rely on indicators from higher education regulatory bodies to monitor the quality of our Higher Education Institutions and the undergraduate and graduate courses they offer.

The Ministry of Education (MEC) adopts the Institutional Score (CI) as the main indicator of the quality of higher education institutions and the Course Score (CC) for evaluating the performance of undergraduate courses:

- 1

Institutional Score (CI)—evaluates educational institutions according to their planning, evaluation and institutional development, academic policies, management, and infrastructure. The result is expressed on a scale from 1 to 5.
- 2

Course Score (CC)—evaluates courses, considering their didactic and pedagogical organization, teaching and tutorial staff, and infrastructure. The result uses an rising scale from 1 to 5.

The National Institute for Educational Studies and Research Anísio Teixeira (Inep) uses other indicators derived from the National Student Performance Exam (Enade), an examination that measures students’ knowledge upon completion of their course:

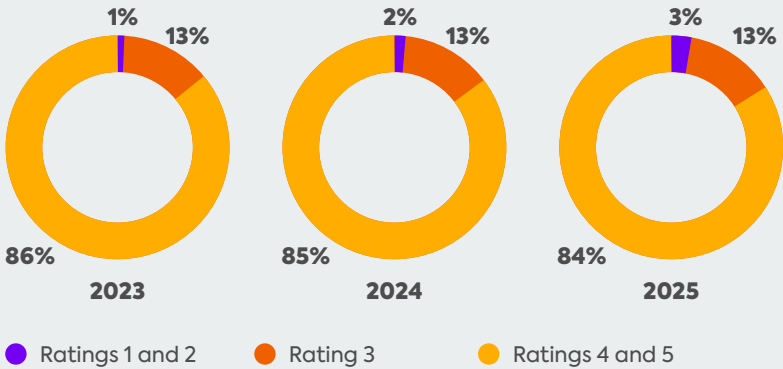
- 1

Preliminary Course Score (CPC)—the result of surveys answered by students when taking the Enade exam, which analyzes the teaching staff, infrastructure, and quality of education at the end of the undergraduate program.
- 2

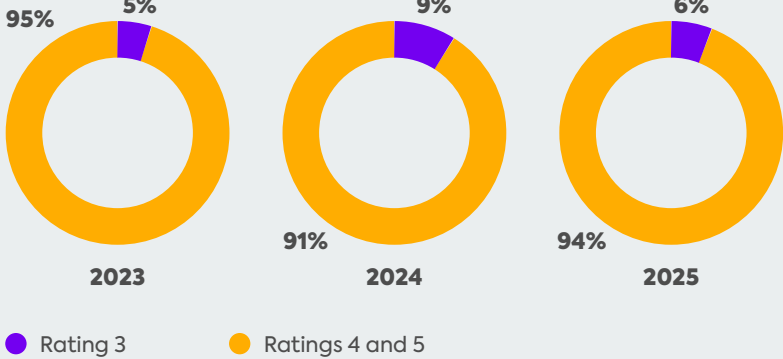
Difference between Observed and Expected Performance (IDD)—this allows us to assess the impact of our contribution to student development using the indicator based on the difference between the Enem and Enade scores.
- 3

General Course Index (IGC) – this evaluates the educational institution based on the average scores of its undergraduate (CPC) and graduate (Capes) courses, weighted by the number of enrollments for the year.

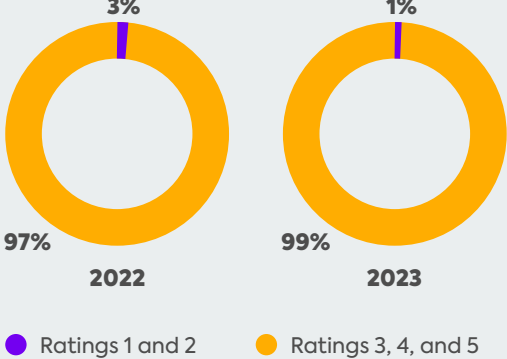
Course Score (CC)



Institutional Score (IC)

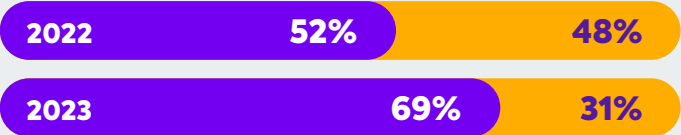


Preliminary Course Score (PCC)



N.B.: for this report, we are presenting the results achieved up to 2023, considering that the results of Enade 2024 and Enade 2025 are yet to be released by Inep/MEC.

National Student Performance Exam (ENADE)



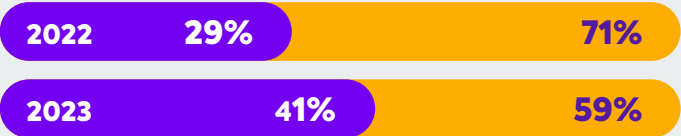
● Ratings 1 and 2 ● Ratings 3, 4, and 5
N.B.: for this report, we are presenting the results achieved up to 2023, considering that the results of Enade 2024 and Enade 2025 are yet to be released by Inep/MEC.

Preliminary Course Score (PCC)



● Ratings 1 and 2 ● Ratings 3, 4, and 5
N.B.: for this report, we are presenting the results achieved up to 2023, considering that the results of Enade 2024 and Enade 2025 are yet to be released by Inep/MEC.

Preliminary Course Score (PCC)



● Ratings 1 and 2 ● Ratings 3, 4, and 5
N.B.: for this report, we are presenting the results achieved up to 2023, considering that the results of Enade 2024 and Enade 2025 are yet to be released by Inep/MEC.

Evaluation

To strengthen our analysis of the quality of our teaching, we have adopted our own evaluation system designed to analyze elements such as social impact, the quality of courses and the educational institution, as well as the infrastructure offered to students and teachers. The data is compiled from an annual online survey involving the entire academic community.

One of the main indicators collected is the *Transformação do Futuro dos Alunos* (Transformation of Students' Futures). The objective is to capture the perception of the academic community (students, professors, course coordinators, technical-administrative staff, and tutors) regarding the practices adopted in our HEIs that can have an impact beyond the academic sphere. Among the items evaluated are actions that broaden the students' worldview; encourage the development of projects and participation in activities that transform local life and reality; value people and their differences; achieve professional goals; and influence the social impact caused by educational institutions.



We have adopted our own evaluation system to analyze social impact, course quality, and the infrastructure offered to students and teachers.

Indicator: Participation in Avaliar	2023	2024	2025
% of student participation*	38%	43%	31%

*The percentage was calculated based on the ratio of participation = completed/enrolled, considering the total number of students in each type of education. The overall result is mainly impacted by the challenge of engaging blended learning students and low residency. We continue to work to encourage engagement and increase participation in the survey.

Indicator: Transforming the Future of Students

Public	2023	2024	2025
On-campus	3.8	3.9	3.9
Cogna hybrid	3.8	3.8	3.7
Cogna low in-person attendance	4.1	4.0	4.0
Partners hybrid	Not available*	3.7	3.7
Partners low in-person attendance	Not available*	4.1	4.1

*In 2023, the Parceiros group did not reach the minimum participation rate, so its results were not calculated or disclosed.

Indicator: Accessibility Features

Audience	2023	2024	2025
On-campus	4.0	4.1	4.1
Cogna hybrid	4.1	4.1	4.1
Cogna low in-person attendance	not applied	4.1	4.2
Partners hybrid	Not available*	3.9	4.0
Partners low in-person attendance	not applied	4.2	4.3

*In 2023, the Parceiros group did not reach the minimum participation rate, so its results were not calculated or disclosed.



Our talent



IN THIS CHAPTER:

- The Cogna way of being
- Attracting, retaining, and developing talent
- Diversity, equity, and inclusion
- Health, safety, and well-being

The Cogna way of being

The purpose of encouraging people and organizations to build a better version of themselves also guides Cogna's internal operations and is embodied in values that reinforce direct and respectful relationships, intrapreneurship focused on delivering results, respect for differences as the basis for co-existence, a permanent focus on student and customer success, and the position of achievements by teams rather than individual heroes. We value the psychological safety of each employee and seek to foster spaces where everyone can contribute to building solutions for the business.

Throughout 2025, the consolidation of the organizational culture, called The Cogna Way, remained a relevant theme, reinforced by the dissemination of essential skills for the future we envision for the

company. Launched at the end of 2024, the skills were developed through a communication and training plan and served as the basis for redesigning performance management, ensuring consistency between strategy, culture, and personnel practices.

Seeking to further develop our understanding of our culture, following the implementation of an operational model structured around alliances and platforms, we conducted a structured diagnosis with external support. Combining quantitative and qualitative analyses and the involvement of key leadership bodies, the process identified areas of concern, cultural dilemmas, and strengths that should be preserved, whilst also supporting the definition of cultural priorities for the coming cycles.



We conducted a structured diagnosis to further develop our understanding of our culture.



Cogna core skills



Mindset and growth

- Learning
- Constant curiosity
- Development
- Feedback
- Dissemination and recognition of best practices



Leadership and accountability

- Sense of ownership
- Responsible autonomy
- Sense of urgency
- Driving and developing teams



Customer/student success

- Active listening
- Curiosity
- Desire to surprise



Inspirational leadership

- Trust
- Engagement
- Acknowledgment
- Development



Collaboration

- Proactive communication
- Psychological safety
- Diversity
- “We are a team, not heroes”
- Respect



Innovation

- Openness
- Adaptability to change
- Flexibility
- Intrapreneurship
- Constant restlessness



Results-orientated

- Productivity
- Excellence
- Determination
- Focus and consistency



Systemic and strategic vision

- Business vision
- Overview
- Strategy
- Planning



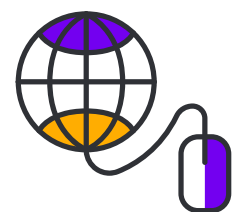
Automation and data analysis for greater efficiency

To optimize processes and reduce operational activities, we have expanded automation in various people management routines, from performance evaluation to internal support. We have implemented chatbots to streamline services for employees and improved processes related to the Variable Remuneration Program, ensuring greater accuracy and speed in the management of payments. We have also expanded the use of internal communication tools, allowing for greater dynamism and interaction in sharing content and insights.

In this context, the work of the People Analytics department, a strategic area of the Vice Presidency of People, Culture, and Communication, stands out. The department conducts in-depth analy-

ses of different aspects of people management, transforming data into relevant information that supports more agile decisions aligned with organizational objectives.

People Analytics operates through a robust set of dashboards that provide managers with an understanding of the key indicators for their respective areas. These indicators cover topics such as: turnover rate, which helps identify the patterns and causes of separation; demographic composition, which provides insights into diversity and inclusion; personnel budgets; effectiveness of training programs; employee engagement levels; and other indicators that offer a detailed view of workforce performance and health.



**We have expanded automation
in various personnel
management routines.**



Engagement survey

To guide our actions in organizational culture, leadership, health, well-being, and other aspects relevant to the employee experience, we conduct an annual engagement survey. The entire collection and analysis system is conducted by an approved external supplier, ensuring impartiality, fairness, and confidentiality of the data. The results are used to develop action plans to reinforce points considered positive and improve areas with lower ratings.

In 2025, participation in the survey reinforced our team's commitment to this process, reaching 86% participation among the 20,172 employees invited to take part. Using the NPS and Likert methodologies, we assess key dimensions such as reputation, culture, and leadership, gathering insights that reflect the maturity of our journey. As a result, the Company's recommendation index (eNPS) rose to 80 points—an increase of 4 percentage points

over the previous year—while confidence in direct leadership remained solid at 82 points.

The assessment takes a closer look at practical day-to-day experience. We have noted that recognition is a strong pillar, with 98% of employees feeling valued by their managers, in addition to an 86% approval rating for our facilities. With regard to remuneration and benefits, the favorability ratings of 65% and 80%, respectively, point to those areas of our development plans requiring attention. A sense of purpose is also a striking differentiator: 97% of the team is clear about our values, and 98% understand how their roles positively impact the lives of students and customers. Complementing this vision of well-being, the happiness dimension shows that 90% perceive the company as an emotionally healthy environment, with 91% managing to balance professional and personal demands. This entire ecosystem is supported by an inclusive culture, where respect for diversity—be it race, ethnicity, sexual orientation, or age—is approved by 97% of our employees.

97%
of the team
has a clear
understanding of
Cogna's values

82
points
was the eNPS for
trust in direct
leadership

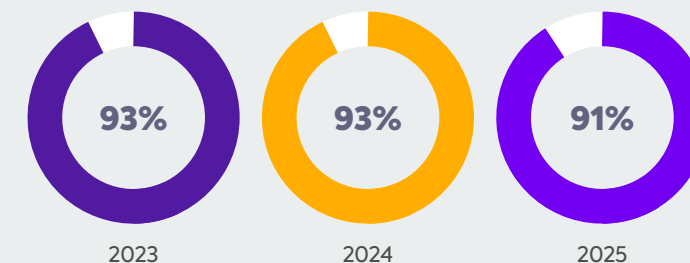
eNPS

2023 72

2024 76

2025 80

Average favorability



In 2025, we achieved an 86% participation rate from our team in the engagement survey.



Achievements in the Great Place to Work (GPTW) survey

In 2025, we achieved historic milestones. For the first time, Cogna and SOMOS were included in the Great Place to Work Brazil 2025 ranking, one of the most prestigious organizational climate certifications in the country. Cogna ranked 12th among the best companies with more than 10,000 employees (considered giants), while SOMOS ranked 66th in the category of companies with up to 9,999 employees.

These results represent the consolidation of a consistent journey of investment in organizational culture: after four consecutive years of certification by GPTW, Cogna and SOMOS have joined the select group of the 175 best companies to work for in Brazil. The GPTW methodology assesses employees' perceptions of management practices, professional development, and the work environment.

In addition to our overall performance, the year was notable for our presence in specific reports that monitor the progress of our diversity agendas. We continue to be included in the GPTW Women ranking, this time occupying 29th place among 70 recognized companies, reaffirming our ongoing commitment to gender equality. We were also included in GPTW Race for the first time, ranking 12th among 50 recognized companies, which shows the strengthening of our ethnic and racial inclusion actions.

12th
in the GPTW Race
ranking

29th
in the GPTW Women
ranking

12th
in the best Giant
companies
category



**Cogna and SOMOS
are among the 175
best companies to
work for in Brazil**

Attracting, retaining, and developing talent

In 2025, we continue to adopt an integrated view of the employee experience, considering all stages of the journey—attraction, professional development, and career building—with the purpose of supporting people in reaching their full potential.

In the area of attraction, we increased investments in employer branding and integrated communication, including the use of generative artificial intelligence resources to strengthen Cognia's presence on digital channels and expand the reach of institutional messages. At the same time, selection processes began to incorporate a structured commitment to diversity, ensuring the participation of diverse profiles and reinforcing the role of leadership in building more representative teams.

Retention, in turn, has been addressed by connecting real opportunities for internal growth, recognition, and building a work environment based on psychological safety, balance, and belonging.

A highlight in this context is Valoriza, the internal recruitment platform, which continued to deliver significant results in 2025, with 1,240 employees approved for new positions, an increase of four percentage points over last year. Of the vacancies for leadership positions, 26% were filled internally. Throughout the year, work carried out with the support of artificial intelligence aimed to standardize and detail job descriptions, increasing the transparency of the skills and abilities required so that those interested in advancing in the hierarchy or changing areas can identify their gaps in order to plan their progression. It is expected that this feature will be available on the platform in 2026.



**26% of leadership
positions were filled
internally in 2025.**



Learn more about our efforts to
build a diverse team on page 106

IMPACT (ESG)



AMAZING PEOPLE AND
AN AMAZING CULTURE



Training and education

GRI 3-3 (Training and education of employees and teachers)

Cogna treats continuous training as a strategic pillar for business sustainability and professional development. As such, the Company generates positive impacts while managing any negative impacts, such as skills gaps, through its development activities. In 2025, we will move forward in consolidating a learning ecosystem that combines structured initiatives and employee leadership in their own development journey.

The Corporate University (UniCO), with a catalog of more than 500 synchronous and asynchronous courses, remains an essential tool in this process, connecting business needs with individual development demands. With UniCO Day—one day every month which is dedicated exclusively to learning—we reinforce the message that development is not a one-off event, but part of the work routine. We have a list of “essential courses” at UniCO, where completion rates are tracked monthly by the People, Culture, and Communication team. This assessment is designed to ensure that employees have a consistent level of knowledge on matters of relevance to the Company.

In the field of technical and behavioral training, we have reinforced important steps in preparing for the future, with an emphasis on upskilling and re-skilling programs in artificial intelligence. The proposal, aimed at leadership in all areas, is based on the idea that digital transformation requires not only technical experts, but also leaders who are able to understand the potential of technology, ask relevant questions, and make better decisions.

Another initiative for the development of our employees is the granting of undergraduate and graduate scholarships, offered to all our employees with a 100% discount. This benefit may also be extended to dependents. In 2025, the initiative awarded more than 6,800 scholarships to employees or their family members, an increase of 31% compared to 2024. In 2025, we also developed a continuing education policy aimed at the company’s senior leadership and linked to our leaders’ individual development plans, providing access to MBA courses, short-term training, and master’s degrees at national or international institutions, with the support of a ceiling amount established in accordance with the Company’s Training and Development Policy.

To measure the effectiveness of these initiatives, engagement is tracked directly with employees through post-training feedback surveys and performance management processes.

The effectiveness of all training investments is communicated internally through corporate channels and externally, through this annual Integrated Report, which consolidates the average number of training hours by job category ([learn more on page 134](#)).

500+
courses offered
by UniCO



Scholarships at our Higher Education Institutions

	Contributor	Dependent
Graduates (undergraduate)	444	168
Graduates (graduate studies)	1,305	179
Currently enrolled (undergraduate)	3,381	1,632
Currently enrolled (graduate studies)	3,749	534
Number of students (undergraduate—freshmen)	516	208
Number of students (undergraduate—returning students)	3,309	1,592
Number of students at the Company (graduate)	3,749	534

InspirAção (InspirAction).

To prepare our professionals in leadership positions to act as agents of the cultural transformation we seek, we launched *InspirAção*. This program, designed as a two-year development journey (2025–2026), is central to our growth strategy, recognizing leaders as drivers for achieving superior results.

The initiative is based on five strategic pillars that guide our business vision: Amazing People and Culture; Accelerated Growth; ESG Impact; Amazing Experience; Innovation & Technology; and Efficiency. These fundamentals are linked to Cognia’s core skills, encouraging conduct involving leadership, collaboration, growth mindset,

and focus on student success. Through face-to-face meetings and practical content, the program develops skills ranging from systemic vision and innovation to inspirational leadership.

The results for 2025 reflect the success of the initiative. More than 1,000 hours of training were provided for approximately 1,200 leaders. The program recorded an NPS of 92% and is considered one of the initiatives that contributed to Cognia’s presence in the ranking of the Best Companies to Work For in Brazil (GPTW).

**1.2
million**
trained
leaders

**NPS of
92%**

1,000+
hours
of training

Performance management

The performance management system, Avance, underwent a significant overhaul in 2025 and established itself as one of the main tools for aligning expectations and engaging employees with the company's strategic objectives. All monthly employees of the company were eligible for the skills assessment and feedback stage, meaning approximately 16,000 employees. The 360-degree evaluation, previously only applied to senior leaders, now covers 100% of people in positions higher than Management level, while for other positions we use the 180-degree format.¹

This process allows for more systematic monitoring of performance in relation to goals and skills, identifying high-potential professionals, recognizing consistent contributions, and more objectively addressing performance challenges. Assessment is no longer a one-off event but part of a continuous cycle of monitoring, dialogue, and development.

The culture of feedback received special attention. There has been a consistent effort to expand the practice of frequent, simple, and development-oriented feedback. We also focused on the importance of formalization, and as a result, we increased the total amount of feedback recorded on the platform from 6% to 76%, making it possible to preserve the history of each employee over time.

¹ The 360° evaluation involves the participation of the leader, those being led, and peers, while the 180 assessment involves the leader and those being led.

As a result of these efforts, we have achieved the milestone of 100% of our leadership team having clear individual development plans covering both technical and behavioral aspects.

Another significant advance in 2025 was the consolidation of the succession plan. We built a map for around 70 strategic positions, including the position of CEO, adopting a collaborative approach focused on internal development. In this model, each director designed the succession of their structure with validation from the vice presidents and final adjustments by the Executive Committee (Comex). This flow ensured a cross-sectional view of talent, allowing leaders from different areas to share input on potential successors across the organization. This plan has begun to guide decisions on transfers, promotions, and participation in training programs, thereby strengthening the culture of training successors and reducing the risks associated with leaders leaving the company.



**The 360° evaluation
now covers 100%
of people in
positions above
Management level**

100%
of leaders
have an Individual
Development Plan

Corporate Volunteering Program

Cogna encourages its employees to participate in social initiatives that promote positive change in society. Through the Corporate Volunteering Program, professionals from all areas and hierarchical levels—including interns and young apprentices—have the opportunity to participate in initiatives aligned with their interests and availability, either in person or remotely.

The program operates in collaboration with the SOMOS Institute and the Pitágoras Foundation (*learn more on [page 47](#)*), offering manuals, guides, and training to guide employees in their work. Participation takes place during working hours, upon registration and signing of the Volunteer Service

Agreement. The program's structure and execution follow guidelines established in the Corporate Volunteering Policy, the Code of Conduct, and other institutional policies, such as those on Sustainability and Human Rights. The Sustainability and Social Impact Management team leads the initiatives, with support from the People and Culture team, backed by the Employee Experience and Internal Communication Management team to mobilize and engage the teams.

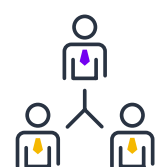
We believe that volunteering is not only a contribution to society, but also an opportunity for employees to develop social and emotional skills, broaden their perspective on different realities, and strengthen values such as empathy and social responsibility. The initiatives and stories of volunteers are shared on our internal channels as a form of recognition and inspiration.

Among the various forms of action, one that stands out is participation in *Somos Futuro*, where employees act as interviewers in the selection process of those receiving benefits or as mentors throughout the initiative.

580 employees participated
in the **Corporate Volunteer
Program** in 2025

3,800+ hours of volunteer
work by the initiatives

1,360+ people
benefited from the initiatives



**Volunteering is an
opportunity for employees
to develop social,
emotional skills and
strengthen values.**



Learn more about how
Somos Futuro works
on the **page 49**

Cogna Volunteer Program initiatives in 2025

- 1 **Somos Futuro Program:** 161 employees acted as interviewers, 147 employees participated as mentors, and six employees shared their experiences in live streams aimed at those receiving program scholarship. The initiatives totaled 2,232 hours of volunteer work.
- 2 **Be the Voice of a Story at a Community Library:** In April, 21 volunteers led activities with children at the São Paulo Library (NGO SP Leituras), totaling 105 hours of volunteer work and impacting 65 people.
- 3 **Red June—Blood donation:** In June and August, 118 employees donated blood at the corporate offices in Valinhos, Londrina, and São Paulo, potentially impacting 472 lives.
- 4 **DEPEN Essay Contest:** 115 volunteers served as examiners for the 8th Essay Contest of the Federal Public Defender's Office, dedicating 1,380 hours to the project.
- 5 **Partner Trip to the Amazon:** Three volunteers participated in an immersion program at community libraries in Santarém, PA, in an initiative offered by the Vagalume organization, with support from Cognia, dedicating 43 hours and impacting 30 people.
- 6 **Community Christmas:** Two campaigns collected educational materials for APAF—Associação Paulista de Apoio à Família (São Paulo) and food for residents of Morro do Carrapato (Londrina), with nine volunteers dedicating 54 hours and impacting 410 people.





Diversity, equity, and inclusion

GRI 3-3 (Diversity and inclusion)

In 2025, we maintained diversity, equity, and inclusion as priorities in the organizational culture and the way Cogna structures its decisions, policies, and practices. We believe that differences form the foundation of coexistence and innovation, and that diverse and inclusive environments increase our ability to understand people, develop talent, and generate positive impact. This commitment is formalized by the Diversity and Inclusion Policy, which guides ethical relations based on human dignity, respect for fundamental rights, and the fight against any form of prejudice or discrimination. We have a zero-tolerance policy toward discriminatory acts and harassment.

We continue to evolve clear goals of representation and equity, including the goal of achieving gender balance in leadership positions and expanding the presence of women, Black people, and the LGBTQIAPN+ community in strategic governance bodies. 60% of the seats on the Board of Directors are occupied by representatives of minority groups, including two women and one person from the LGBTQIAPN+ community.

At the same time, progress on this agenda was recognized externally in 2025, with Cogna being named among the Great Place to Work in the Women and Ethnic-Racial categories by GPTW (*learn more on [page 99](#)*), in addition to the

We have a zero-tolerance policy toward discrimination and harassment.



growing internal perception of inclusion as one of the strengths of the organizational culture.

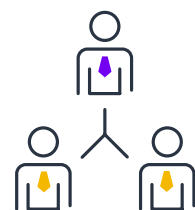
Stakeholder engagement in the diversity, equity, and inclusion agenda is fully supported by structured initiatives focused on education, training, and continuous development. We offer internal training, courses, lectures, and roundtable discussions on topics such as race, gender, inclusion of people with disabilities, respect for differences, and inclusive communication to our employees. The feedback gathered from the implementation of these initiatives directly contributes to the prioritization of new activities. The effectiveness of these initiatives is communicated internally through the results of pulse and engagement surveys, which allow us to cross-reference demographic data to understand the perceptions of marginalized groups. We also tracked the number of participants and comments at events and live streams to inform future decisions. Externally, this information is presented in the context of participation in movements related to the themes (see *the list on [page 19](#)*) and through this annual Integrated Report.

In the area of inclusion of people with disabilities, practical and theoretical training activities were conducted in 2025, with emphasis on offering online classes in Brazilian Sign Language, knowledge

pills on different types of disabilities (both visible and invisible), guidance on appropriate symbols and terminology, and the provision of an inclusion booklet focused on applying these concepts in everyday corporate life.

We also reinforce the role of leaders as key agents of a culture of diversity and inclusion, assigning managers the responsibility of continuously training themselves in these topics and disseminating inclusive practices among their teams. The Diversity and Inclusion department also curated content and organized theme-focused live streams and roundtable discussions, expanding opportunities for collective learning and reflection. At the same time, inclusive communication practices were continuously improved, seeking to ensure representativeness and the use of respectful language in all internal and external communications.

To support all these initiatives, we have Cogna affinity groups, which act as permanent spaces for listening, dialogue, and collective construction, bringing together employees who voluntarily engage in promoting diversity and inclusion. They are organized into four areas—gender (*Divers@*), ethnicity (*CognAfro*), LGBTQIAPN+ (*Cogna em Cores*), and people with disabilities (*Incluir*).



We have affinity groups focused on gender, ethnicity, LGBTQIAPN+, and people with disabilities.



Affirmative action programs

GRI 404-2

We increased our efforts over the course of 2025 through affirmative action programs aimed at equity and the advancement of historically marginalized groups. The *Potência Negra* program was implemented as a career acceleration pilot project aimed at 39 senior Black analysts, focusing on skills development, repertoire expansion, and preparation for future leadership opportunities. We have structured development paths, internal mentoring, and support initiatives, including goals for increasing racial representation and continuous literacy.

During the same period, the Company moved forward with the *Criando Pontes* (Building Bridges) program, aimed at the inclusion and development of people with disabilities. We strengthened our efforts to attract, develop, and retain talent, which resulted in an increase in the number of professionals with disabilities in customer services and front-line positions on campuses, as well as an improvement in the retention rates of these employees. In 2025, *Criando Pontes* also connected with awareness initiatives, such as actions during Disability Awareness Month, dissemination of the Inclusion Primer, and educational content on visible and invisible disabilities, contributing to more qualified and sustainable inclusion.

We also held the 2nd edition of *Ascender*, a development program for female coordinators, involving 20 women, 50% of whom were non-white (Black, brown, and Asian). A strategic initiative dedicated to developing female coordinators with great potential to take the next step in their professional journeys, *Ascender* offers career accelerators, learning experiences, and leadership skills development. This journey prepares our employees to take on new challenges and positions of greater responsibility (Management and above) within the Company. More than just preparing leaders, we have strengthened our commitment to increasing female representation in decision-making spaces and actively contributing to the transformation of our organizational culture by valuing internal talent.

Health, safety, and well-being

GRI 3-3 (Health, safety, and well-being), 403-3, 403-6

In 2025, we continued to make consistent progress in consolidating an integrated health, safety, and well-being agenda, understanding that these dimensions are essential for a sustainable, ethical, and humane work environment. Cogna structures its actions based on a comprehensive approach to healthcare, which simultaneously considers physical, mental, emotional, and occupational aspects, aligned with the Amazing People and Culture strategy and the ESG commitments made by the Company.

Mental health remained one of our main focuses in 2025, in line with our commitment to the *Mente em Foco* Program, aligned with the guidelines of the UN Global Compact, which aims to raise awareness about mental health and reduce stigma related to the issue. We have expanded access to specialized support, providing more than 4,500 psychological consultations and more than 1,021 psychiatric consultations during the year. We reinforce ongoing awareness-raising activities, addressing the issue on a permanent basis under the concept that mental health is an everyday issue. During Yellow September, specific initiatives were carried out, such as *Momento Espaço Saúde*

(Health Moment), focused on integrative therapies, workshops for leaders focused on welcoming and promoting well-being, which brought together around 370 leaders and achieved an NPS of 96, in addition to *Dia UniCO* (UniCO Day), dedicated entirely to mental health.

In the field of physical health, we have strengthened *Espaço Saúde* as an integrated service hub, with the aim of expanding access to care and encouraging the conscientious use of health insurance. We offer medical and nursing consultations, both in person and via telemedicine, gynecological and nutritional care, health programs, and social services. In 2025, these services were available at the Paulista and Valinhos units (which also offer eye exams) and at the distribution center. There is also an occupational clinic in Londrina and nursing stations at educational facilities. Initiatives focused on quality of life were also continued, such as encouraging sports and leisure—for example, through partnerships with Wellhub—as well as clear guidelines regarding vacation time and disconnecting from work during rest periods, in addition to providing breastfeeding rooms at key locations.

The Company also offers the *Ninho* (Nest) Program, designed to support expectant mothers and fathers during their pregnancy and after the baby's arrival. Throughout their pregnancy, expectant employees receive medical care (checkups and quarterly

follow-ups), online classes offering guidance on healthy eating, physical activity, and infant care, as well as the opportunity to join a group with other expectant parents, creating a support network and fostering a constant exchange of experiences.

Occupational and workplace safety continued to be treated as a priority by Cogna in 2025, with ongoing action by SESMT and Prevention Agents (Brigade and CIPA). We work to strengthen accident prevention through mandatory training, campaigns, workshops with the leaders and specific areas, reviews of internal procedures, health and safety integrations, and active risk communication. We conducted 104 Emergency and Evacuation Drills at our units, involving the technical team, firefighters, employees, and students. The situations included actions to combat the onset of fire, first aid, and evacuation of the building, preserving safety and assessing efficient points and opportunities for improvement. Furthermore, whenever we undergo audits—the IFC (International Finance Corporation), among others—we review our processes and procedures to assess the incorporation of best practices.

Our procedures outline the responsibilities of each stakeholder and how they are involved in processes relating to health, safety, and well-being. The progress of the action plans is monitored by the responsible departments using dashboards,



Emotional Brigade

In 2025, we implemented the Emotional Brigade, a pioneering initiative that trains employees to act as an initial point of support in situations of emotional distress, providing qualified listening and referral to the Health team.

Throughout the year, 108 firefighters were trained. The project achieved high satisfaction ratings, with a CSAT of 4.98 and an NPS of 100.

Corporate governance



IN THIS CHAPTER:

- Our governance
- Institutional relations
- Ethics, integrity, and transparency
- Risk management





**We follow the
recommendations
of the IBGC**

Our governance GRI 2-9

Cogna's corporate governance organizes the way we structure responsibilities, prioritize strategic issues, and monitor results, combining elements of organizational structure, processes, and management rituals with formal instances of deliberation, supervision, and advisory services. At Cognia, governance is guided by the principles of reliability, transparency, and commitment to generating sustainable value for our stakeholders through time.

We follow the recommendations of the Brazilian Institute of Corporate Governance (IBGC) and, as a member of B3's Novo Mercado, Cognia is recognized for adopting governance practices that are more rigorous than those required by law. Furthermore, as we are a full corporation and have a decentralized management structure, without a controlling group of shareholders at the helm, the company's direction is based on technical and strategic criteria, without relying on a single control center. Governance instruments extend to the holding company and its subsidiaries and business units, with definitions that delimit scopes of action and control relationships.

At the top of this structure is the Board of Directors, which plays an active role in directing key strategic issues, monitoring execution, and supervising performance. The body is supported by advisory committees, which contribute to ensuring a strategic vision for decision-making. We have governance rituals that ensure alignment and reporting, including recurring leadership forums and periodic meetings focused on monitoring priority issues.

The Board receives regular updates and can decide which areas will be explored in greater depth during the year, ensuring a critical view of priorities. Within this context, risk management, based on a specific policy, is a central element of governance, identifying the main risks to which the Company is exposed and establishing processes for treatment and monitoring.



**Our governance
is guided by
the principles
of reliability,
transparency, and
a commitment
to generating
sustainable value.**



Board of Directors GRI 2- 9, 2-9, 2-12, 2-13, 2-17, 2-18, 2-20

The main collegiate decision-making body of the company, Cognia's Board of Directors, currently composed of six effective members, is responsible for formulating and implementing general business policies and guidelines, including long-term strategies, in accordance with the provisions of its Internal Regulations. Its operations comply with the provisions of the Brazilian Corporation Law. The Board of Directors is also involved in approving and monitoring strategic guidelines related to sustainability, including the validation of ESG policies, objectives, and commitments, ensuring their alignment with the Company's strategy and values.

It is the role of the Board of Directors to appoint the Company's executives to manage its operations and to oversee the results achieved, recommending any necessary corrections in the direction being taken. Within this context, the Board also oversees the processes for identifying, assessing, and managing economic, environmental, and social impacts, including the due diligence conducted by the executive departments, with support from the advisory committees.

The Board of Directors is also responsible for monitoring the Company's ESG commitments and ensuring their alignment with the business strategy. To this end, it receives direct guidance from the People and ESG Committee, which meets quarterly to discuss progress on environmental, social, and governance issues, and submits its findings to the Board of Directors following a similar timeframe, in conjunction with the approval of quarterly results disclosed to the market. In its deliberations, the Board considers the results of processes of engagement with stakeholders, including input from surveys, communication channels, and the materiality matrix, in order to incorporate these perspectives into decision-making. In addition, the Company maintains formal channels of communication with stakeholders, and their main concerns and feedback are reported to the senior management and, when relevant, to the Board.

The Board of Directors also periodically assesses the effectiveness of risk and impact management processes, based on reports from the relevant departments and advisory committees—including

the Audit and Risk Committee and the People and ESG Committee—thereby contributing to the continuous improvement of these practices.

The remuneration of the members of the Board of Directors is based on best corporate governance practices and is determined and reviewed annually through market benchmarking conducted with the support of consulting firms specializing in executive compensation. As established in our Remuneration Policy, the remuneration of the members of the Board of Directors consists of a fixed portion, plus an additional amount for participation in statutory committees and for serving as Chairman of the Board of Directors. The Bylaws stipulate that the Board of Directors is responsible for allocating the remuneration of each member of the Board of Directors itself from the total amount of remuneration set by the General Meeting. Independent members of the Board of Directors are also eligible for stock option plans and/or restricted stock plans approved by the Company. Resolutions regarding remuneration are formalized at the Shareholders' Meeting and disclosed in accordance with

applicable regulations, ensuring transparency in decision-making.

We have adopted formal mechanisms for evaluating the Board of Directors, ensuring the continuous improvement of corporate governance. This process takes place annually and can be conducted by Cognia's internal team or by an independent external consulting firm. The evaluation assesses the Board's performance in fulfilling its strategic and oversight responsibilities. The results are used to continuously improve the Company's governance, including strengthening decision-making processes, reporting channels, and the monitoring of strategic topics. These results also inform the evolution of organizational practices and, wherever applicable, adjustments to the agency's operations.

Furthermore, the Company is continuously investing in leadership development through its Corporate University, which offers content and training on ESG topics, as well as organizing forums and initiatives focused on the sustainability agenda.



The Board of Directors is responsible for ensuring that ESG commitments are in line with the business strategy.



Further information on the remuneration of the Board of Directors is available in the reference form

Board of Directors

Related skillsGRI 2-17

	 Angela Regina Rodrigues de Paula Freitas	 Juliana Rozenbaum Munemorim Independent Director	 Nicolau Ferreira Chacur Vice-chairman/Independent Director	 Rodrigo Calvo Galindo Chairman	 Walfrido Silvino dos Mares Guia Neto	 Eduardo Christovam Galdi Mestieri²
Committee	Strategy and Innovation	Audit and Risk, Strategy and Innovation, People and ESG	Audit and Risk, Finance, and M&A	Finance and M&A, Strategy and Innovation, People and ESG	Cogna, Finance and M&A, Strategy and Innovation	-
Number of terms ¹	2	2	4	2	7	1
Age	68	49	61	49	82	34
Board Member Since	2020	2020	2020	2019	2020	2025
Quality of teaching and services offered	✓			✓	✓	
Access to education	✓			✓	✓	
Economic and financial sustainability	✓	✓	✓	✓	✓	✓
Innovation and technology	✓	✓		✓	✓	
Student and customer satisfaction		✓		✓		
Employee training and education		✓				
Ethics, transparency, and compliance		✓	✓		✓	✓
Diversity and inclusion		✓		✓		
Employability and entrepreneurship				✓	✓	

By gender GRI 405-1

67%

Men

33%

Women

By age group GRI 405-1

33%

30 to 50

67%

Over 50

In 2025, 100% of the members attended Board of Directors meetings. No member of the Board of Directors holds positions on Cogna’s Executive Board.
GRI 2-11

¹ Each term of office lasts two years.
² Joined the Board in 2025, so he has not yet served a full term.

Fiscal Council

Our Bylaws provide for a non-permanent Fiscal Council, which may be installed at the request of shareholders holding at least 2% of the voting shares. It is an body that operates independently of the management and external auditors, with the aim of overseeing the company's activities and reviewing financial statements. Its operation follows the Brazilian Corporation Law, which determines remuneration, the maximum and minimum number of members, and other aspects.

In 2025, Cognia operated a Fiscal Council in response to a request made by a shareholder representing more than 2% of the share capital. The management term runs until the Annual General Meeting for the 2026 fiscal year. Ricardo Scalzo, Anderson de Souza Marques, and William Cordeiro were elected as permanent members of the board, with Wagner Brilhante de Albuquerque and Marcelo Curti as alternates.

Statutory Executive Board

Cogna's statutory directors are its legal representatives, responsible mainly for the day-to-day management of the Company and for implementing the general policies and guidelines established by the Board of Directors. In accordance with Brazilian corporate law, members must be residents of Brazil, and up to one-third of them may also be members of the Board of Directors. Elected by the Board of Directors, they serve a two-year term and may be re-elected for new terms or dismissed at any time.

Cogna's Bylaws stipulate that the Executive Board must consist of at least four and at most 12 members, allowing each member to hold up to two positions.

Director	Position	End of term
Roberto Valério Neto	Chief Executive Officer	January 1, 2027
Frederico da Cunha Villa	Chief Financial Officer (CFO) and Director of Investor Relations	January 1, 2027
Rodrigo Menezes Cavalcanti	Vice President of Revenue Office	January 1, 2027
Jefferson Altenhofen Ortiz	Vice President of Youth and Adult Business	July 2, 2027

Advisory Committees

To assist the Board of Directors, we have four advisory committees, created to provide input and analysis on specific topics, enabling informed and data-driven decision-making.

Each committee is composed of three or four members elected by the Board of Directors, one of whom is designated as coordinator and is responsible for organizing the agenda, taking minutes, and keeping the Board informed of the progress of the work.



The duties of each committee are described in our bylaws. [Access here.](#)

Committee	Members
Finance and M&A	Walfrido Silvino dos Mares Guia Neto (coordinator)
	Luiz Alves Paes de Barros
	Marcelo Eduardo Martins
	Nicholas Ferreira Chacur
	Rodrigo Calvo Galindo
People and ESG	Juliana Rozenbaum Munemori (coordinator)
	Rodrigo Calvo Galindo
Strategy and Innovation	Rodrigo Calvo Galindo (coordinator)
	Ângela Regina Rodrigues de Paula Freitas
	Julio Fernando Cabizuca
	Walfrido Silvino dos Mares Guia Neto
	Juliana Rozenbaum Munemori
Audit and Risk	Nicholas Ferreira Chacur (coordinator)
	Juliana Rozenbaum Munemori
	Luiz Carlos Nannini

Institutional relations

We maintain structured fronts to monitor reporting and legislative agendas related to our areas of activity, and we take an active stance in contributing to the development of public policies for the positive transformation of Brazilian education.

The governance of this relationship is conducted by the Institutional Relations and Sustainability Department, which is responsible for representing the Company before the Legislative and Executive branches and for supporting the business units in their interactions with authorities, including participation in government programs and the signing of agreements. In our direct relationship with public officials, we adopt formal precautions for

conducting meetings and agendas, including formalizing meeting requests, sharing participants in advance, and advising employees not to attend meetings with authorities alone, in addition to assessing the context and associated risks. In election years, we advise minimizing contact with authorities who intend to run for office, as a risk mitigation measure. In addition to direct contacts, we play an active role in the industry associations and entities in which we participate, including holding executive positions.

Among the topics that were the focus of institutional relations in 2025, through monitoring discussions and participating with suggestions and considerations via sector entities, are the National Education System (SNE), the new Regulatory Framework for Distance Learning (EAD), the National Education Plan (PNE), the More Doctors Program, and regulation of the use of artificial intelligence.



We play an active role in the industry associations and organizations in which we participate.



Learn more about our participation in sector entities on page 129

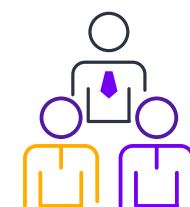


Políticas Públicas em Foco (Public Policies in Focus)

Designed as a platform for strategic dialogue, the *Políticas Públicas em Foco* initiative is a Cognia initiative designed to foster debate on issues in the education sector that influence the development of public agendas. In 2025, the project held two key meetings, consolidating its importance and paving the way for its fifth edition in 2026.

In July 2025, we hosted the “AI in Education: Innovation, Regulation, and Dialogue Between Sectors” seminar. The hybrid event (in-person with online streaming) brought together lawmakers, experts, and advisors from the National Council of Education (CNE), as well as a technical panel composed of the leading associations in the sector. The initiative reached a total of 638 participants, registering an average of 247 simultaneous accesses and a peak of 290 viewers during discussions on artificial intelligence in basic and higher education.

Continuing with the agenda, in August 2025, we promoted the “Public Policies in Focus on the National Plan for Higher Education” initiative. The meeting was hosted at Unopar (Universidade Norte do Paraná) in Londrina, PR, bringing together 260 students and local authorities in person, in addition to 140 views of the live broadcast. The overall NPS score was 92.2. The initiative enabled meaningful interaction between the municipality’s educational network and the public sphere, strengthening dialogue on the PNE’s goals for higher education directly within the academic environment.



We hosted discussions on issues in the education sector as a means of contributing to the development of public policy

638

attendees at the AI in Education seminar

Ethics, transparency, and integrity

GRI 2-25, 2-27, 3-3 (Ethics, transparency, and compliance), 205-3, 206-1, 417-3

We have structured our agenda of ethics, transparency, and integrity based on principles and rules that guide our conduct in our relationships with students, employees, partners, suppliers, shareholders, and public authorities. We have consolidated this approach in corporate instruments that define behavioral expectations, decision-making standards, and clear boundaries to prevent and address situations such as fraud, harassment, discrimination, conflicts of interest, misconduct, and illegal practices, in addition to guiding the way Cognia communicates information and interacts with external audiences.

The Code of Conduct is the foundation of this structure and applies to employees, board and committee members, and partners, providing guidance on responsibility, ethics, and working relationships, as well as parameters for conduct in more sensitive situations, such as conflicts of interest and

relationships with third parties. We complement this tool with corporate policies, including anti-corruption guidelines, which establish limits and prohibited behavior, applicable especially in interactions with public officials, with objective criteria designed to reduce risks and ensure traceability.

The integrity framework also extends to the value chain. We have adopted a Supplier Code of Conduct and contracting criteria that incorporate expectations of ethical conduct, respect for human rights, and social and environmental compliance, with zero tolerance for child labor, forced labor, and the sexual exploitation of children and adolescents. This set of requirements guides purchasing decisions and relationships with suppliers and partners, allowing the Company to address integrity risks even beyond its operational boundaries.

In terms of transparency, Cognia organizes internal rules for sensitive communications. Public statements on behalf of the Company follow specific guidelines and authorizations, and communication with shareholders and the market is centralized in the Investor Relations Department, ensuring consistency of information. We also maintain routines for publicly disclosing institutional information, including corporate publications related to social, environmental, and governance issues.



Our corporate policies establish limits and prohibitions that apply especially to interactions with public officials.



In the last three years, there have been no reported cases of proven corruption or bribery, nor any legal proceedings related to unfair competition, monopolistic practices, or restrictions on free competition. We have not received any reports of money laundering or insider trading through the Whistleblower Channel or internal compliance channels. Furthermore, there were no significant cases of non-compliance with applicable laws and regulations, including those relating to marketing communications. During this period, no significant fines were imposed, nor were any significant lawsuits filed by arbitration bodies (significant cases/incidents are those that damage Cogna's image, involve the suspension of operations, or involve amounts exceeding BRL 1 million).



Over the past three years, there have been no reported cases of corruption or bribery.

Compliance Program GRI 2-16, 2-25, 2-6, 3-3 (Ethics, Transparency, and Compliance), 205-3

Cogna's Compliance Program consists of ten pillars, designed to ensure the integrity of internal processes and compliance with ethical and regulatory guidelines. These pillars consist of senior management support, risk assessment, the Code of Conduct and Compliance Policies, Internal Controls, Training and Communications, the Whistleblower Channel, internal investigations, due diligence, auditing and monitoring, and diversity and inclusion. The Compliance Department is responsible for implementing actions in each of the pillars. Impacts are identified through mechanisms such as the Cogna Whistleblower Channel (CCC), audit processes, and continuous monitoring.

The Company's key concerns are directly linked to the risks mapped in the General Risk Analysis (GRA), which consolidates the main strategic, operational, regulatory, and compliance exposures. Once identified and classified according to their criticality, these issues are reported by the Compliance Department to the highest governance body through periodic reports or extraordinary communications, defined by the urgency and severity of each case. Governance is reinforced by two main committees: the Conduct Committee, responsible for deliberating disciplinary measures; and the Audit Committee, responsible for monitoring and recommending improvements. Each year, the GRA is submitted to the Audit Committee for deliberation on the necessary guidelines, ensuring endorsement for the implementation of corrective actions and the improvement of internal controls. In 2025, six critical concerns related to risks classified as "Critical" and "High" were reported to the highest governance body.

Besides these concerns, the main compliance indicators, such as confidential channel data, audit results, and internal control effectiveness percentages, are presented to the Audit Committee on a quarterly basis. The issues reported to the Audit Committee are tracked in subsequent meetings, with a presentation of the improvements achieved, and observations being regularly incorporated into new activities of the Compliance Program.

We also take a preventative approach. The Compliance Department works closely with the operational areas, sharing lessons learned and analyses of trends to support the identification of root causes and strengthen internal controls, with a view to reducing recurrences. It also acts as an advisory body, providing technical guidance through institutional channels and targeted services. Leaders are also instructed to act as the first level of counseling, while the Corporate University (UniCO) and the Internal Communication Channel (CCI) offer training and educational materials that serve as collective guidance tools.

Preventive action

We continuously and systematically seek to reduce the number of lawsuits involving the Cogna group. We rely on multidisciplinary teams to propose solutions based on data provided by the Legal Department that generate legal impacts, with a focus on reducing contingent liabilities.

We adopt tools and solutions to increase efficiency in conducting and managing legal proceedings, working together with outsourced law firms to continuously improve the quality of defenses and the assembly of evidentiary content, based on solid documentation.

In 2025, we recorded 650 labor lawsuits, meaning a 16.7% reduction compared to 2024, when 780 lawsuits were recorded.



**We work in a
structured manner to
reduce the number of
lawsuits involving the
Cogna group.**

Cogna Whistleblower Channel GRI 2-25, 2-26

The Cogna Whistleblower Channel (CCC) is the official and independent means for reporting situations that may constitute violations of the law, the Code of Conduct or internal policies, or that indicate a risk to the Company's ethical principles. The reporting channel is available 24 hours a day, seven days a week, and is open to anyone with whom we maintain contact.

The channel is operated by a third party, which guarantees independence and ensures confidential treatment of the information received. Complaints may be made anonymously or identified, and when identified, the name of the complainant remains confidential during the analysis and investigation stages. The channel can also be used to clarify questions before making decisions that involve ethical risks. The Company ensures the involvement of the stakeholders who are the intended users of the complaint mechanisms during the design, operation, review, and continuous improvement of these mechanisms, in a manner proportionate to the context and nature of the activities.

In designing the Cogna Whistleblower Channel, the Company took into account the characteristics, needs, and profiles of its various stakeholders, including employees, students, suppliers, business partners, and other stakeholders, seeking to ensure accessibility, clear language, confidentiality, the option for anonymous reporting, and protection against retaliation. It is worth noting that, in 2025, the option to file a report via audio or text messages through WhatsApp was introduced, supplementing existing methods such as the online form and phone calls.

We provide the Cogna Whistleblower Channel on the institutional website, on the internal corporate portal, and on a dedicated domain. Each report generates a protocol that allows for monitoring of the investigation and its conclusion. After screening by the external provider, reports are forwarded to the Compliance Department, which analyzes and conducts investigations. The treatment involves criticality analysis, hearings, and the definition of corrective or mitigating measures, with monitoring of developments until completion. When the investigation confirms a violation, corrective actions are decided by the Conduct Committee, which may apply measures to employees and contractual referrals to third parties.

We are committed to not retaliating against whistleblowers who use the channel in good faith. When a report involves members of the compliance function itself, the report is forwarded for independent investigation by the Vice President of

People and Culture, thus preserving the independence of the process.

In 2025, 1,093 complaints were received via the Whistleblower Channel, with the main topics related to bullying (580), discrimination (53), and academic issues (104). All the cases investigated, in which the findings were upheld, were brought before the Conduct Committee and disciplinary measures were decided upon, ranging from termination with just cause, dismissal, suspension, warning, and feedback.

Type and number of reported violations*

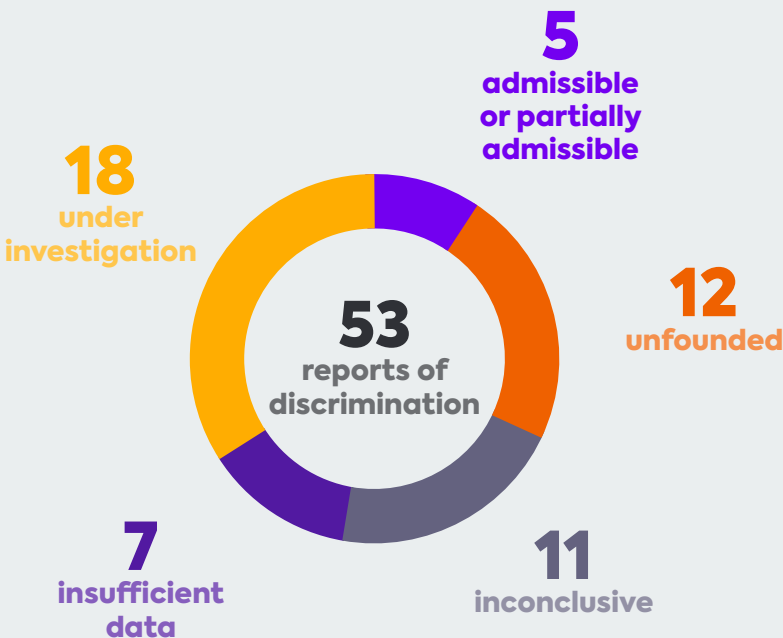
	2025
Corruption or bribery	0
Discrimination or harassment	146
Loss of customer privacy data	0
Conflicts of interest	4
Money laundering or insider trading	1

* Reports concluded as valid or partially valid at the time the report was closed



The Cogna Whistleblower Channel (CCC) can be accessed at canal.ouvidordigital.com.br/cogna, with access for complaints via WhatsApp or by phone 0800 591 2213 – code 700.

Reports of discrimination GRI 406-1



This change reflects the ongoing strengthening of integrity channels and progress in building a safer and more transparent organizational environment. Cogna has been promoting awareness-raising, communication, and training initiatives aimed at encouraging active listening and building trust in reporting tools, thereby increasing employee participation in the processes of identifying and addressing inappropriate behavior.

Risk Management

Risk management at Cogna is designed to support business sustainability, operational continuity, and strategic decision-making. This work is guided by an integrated approach that seeks to systematically identify, assess, monitor, and mitigate risks, in line with the Company's governance guidelines and strategy. Our risk matrix covers areas such as finance, regulation, data, management, ethics, transparency, integrity, and ESG matters, among others.

Governance of this issue involves different bodies, with clearly defined roles and responsibilities. The Board of Directors, supported by the Audit and Risk Committee, monitors key risks and mitigation strategies, while the Executive Board is responsible for implementing actions and incorporating risk management into operational processes. This model allows the issue to be addressed transversally, considering both structural risks and those arising from changes in the external environment, such as regulatory, technological, and socio-environmental aspects.

The risk management process is guided by the [Risk Management Policy](#), following a methodology that is based on best market practices, such as COSO-ERM (Committee of Sponsoring Organizations of the Treadway Commission) and ISO 31000/2018, as well as the guidelines of the Brazilian Institute of Corporate Governance (IBGC).

Cogna's approach to risk management follows the three lines of defense model. The first line consists of the business areas, which are responsible for identifying and managing the risks inherent in their activities, as well as implementing operational controls. The second line involves the corporate areas of Risk, Compliance, and Internal Controls, which establish methodologies, guidelines, policies, and monitoring mechanisms, in addition to supporting the different departments in assessing and mitigating risks. The third line is represented by the Internal Audit, which acts independently in assessing the effectiveness of controls, governance, and risk management processes.



Our Risk Management Policy is guided by best market practices.



For more details on risks related to climate change, see page 63)



Information security and data privacy

GRI 3-3 (Data Security and Infrastructure), 418-1, SV-ED-230a.1, SV-ED-230a.2, SV-ED-230a.3

Information Security is an important component of our operations and digital strategy in order to keep pace with the growing digitalization of academic and administrative processes and the expansion of cloud technologies. Our efforts are focused on data protection, system availability, information integrity, and the responsible use of technological resources, considering both cyber risks and regulatory requirements, and the expectations of students, employees, partners, and other groups with which we interact have regarding their privacy.

Information security management is conducted by a specialized team, led by a Chief Information Security Officer (CISO), who reports to the Vice President of Information Technology. This work is supported by a set of policies, standards, and procedures that guide the proper use of information and technological assets. Cogna establishes clear guidelines on the confidentiality, access, storage, sharing, and disposal of information, as well as individual responsibilities related to the use of credentials, devices, and corporate systems.

We operate in a predominantly cloud-native environment, with a strategy of using multiple cloud providers, which increases flexibility and scalability, but also requires consistent governance and adequate controls. Therefore, security is treated as an integral part of the technological architecture, with continuous monitoring, application of preventive and corrective controls, and coordinated response to events and vulnerabilities. In 2025, this model contributed to significant advances in availability and protection, with improved stability

rates during critical periods and systematic actions to identify and correct vulnerabilities, thereby reducing exposure to risks and strengthening the resilience of the digital environment. In the context of financial sustainability, one important action was the implementation of a cost management vision for cloud operations, to govern and optimize the use of cloud resources, ensuring efficiency and avoiding unnecessary expenses through automation.

Throughout 2025, we maintained initiatives such as mandatory training, theme-based campaigns, engagement activities, and practical threat simulation tests, including phishing. We maintain an official channel for reporting incidents and suspicious activities via a specific email address. We held the 4th Information Security Week, which featured various activities such as theme-based podcasts, talks from experts, an auditorium program, and a gaming arena where our employees had the opportunity to connect on topics ranging from data protection to artificial intelligence. We also made it mandatory for technical teams to approve suppliers, with the participation of the privacy, architecture, and information security areas, in addition to advancing the implementation of the data lifecycle project, the temporality table, and the temporality policy.

The maturity of information security processes is monitored using recognized benchmarks, such as that of the NIST (National Institute of Standards and Technology), allowing us to assess the stage of the controls, identify gaps, and direct improvement

priorities. In the last three years, we have not recorded any cases of data breaches.

To monitor the effectiveness of the measures implemented, the Information Security department undergoes regular internal and external audits, conducts penetration tests, and uses industry-standard frameworks to assess the effectiveness of its processes. The identified improvements result in an Information Security Master Plan, which includes a roadmap, similar to a PDCA cycle. We use formal and transparent mechanisms to communicate the results of the measures implemented to stakeholders, in the form of periodic performance reports, dashboards with key performance indicators made available to managers, and alignment meetings with key departments.

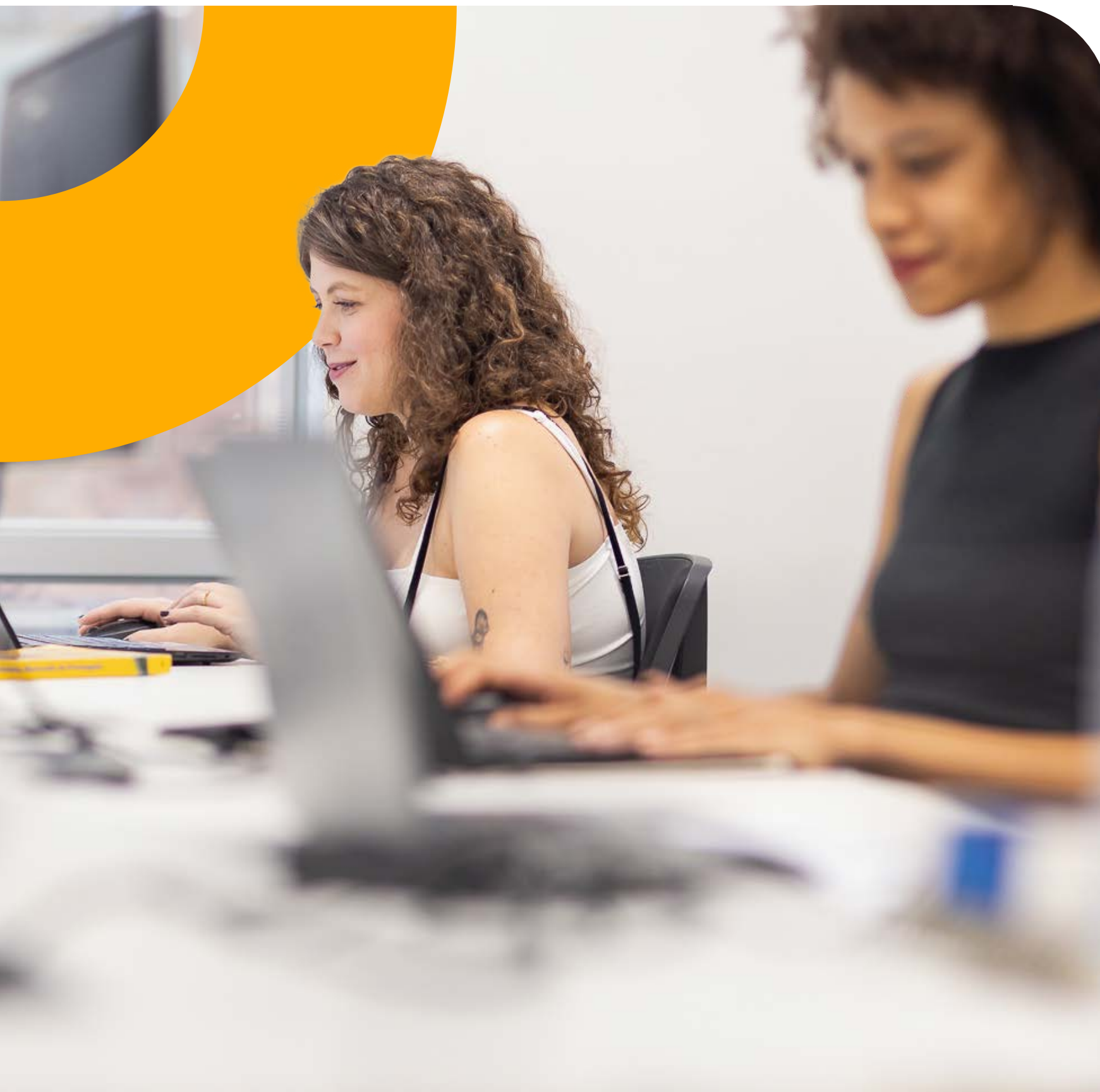
*A type of digital fraud that uses misleading messages to trick people into revealing confidential data or installing malicious software.



Our efforts are focused on data protection, system availability, information integrity, and the responsible use of technological resources.

We operate in a predominantly cloud-native environment





Personal data protection

Privacy and personal data protection are addressed in accordance with the General Data Protection Law (LGPD) and principles that guide the responsible handling of information. We adopt privacy governance practices that comply with the principles of purpose, necessity, and transparency in the processing of personal data, as well as control mechanisms designed to prevent unauthorized access and incompatible uses. The processing is carried out in a manner consistent with the Company's activities, legitimate purposes, and operations, always in accordance with the purposes previously communicated to the data subjects and the applicable legislation. Incident management and the definition of responsibilities are part of this scope, reinforcing the importance of prevention and the appropriate response in situations involving personal data or sensitive personal data. Governance is reinforced by structured risk assessments, including Privacy Impact Assessments and Data Protection Impact Reports (DPIAs), conducted whenever relevant risk scenarios are identified, such as new processing operations, significant changes to existing processes, the involvement of third parties, or the processing of sensitive personal data.

In accordance with the General Personal Data Protection Law (LGPD), we have a formally appointed Data Protection Officer (DPO) who is responsible for structuring, supervising, and maintaining governance in privacy and data protection, as well as acting as a point of contact with personal data subjects and the National Data Protection Authority (ANPD).

Data subjects may exercise their rights under the LGPD, including requests for access, correction, anonymization, blocking, deletion, or revocation of consent, through the Privacy Channel. All requests are analyzed individually, in light of the applicable legal bases, the purposes of the processing, and any existing legal or regulatory obligations. In 2025, we received 247 privacy-related requests, all of which arose from assisting data subjects in exercising their rights (such as requests for access or deletion provided for in the LGPD).



**The Privacy Portal can be
accessed here**



Business performance



IN THIS CHAPTER:

- Economic and sector overview
- Economic and financial performance

Economic and sector overview

The Brazilian education sector in 2025 was notable for the publication of the “New Regulatory Framework for Distance Learning,” consolidated with the publication of Decree No. 12,456/2025 and MEC Ordinance No. 381/2025. This reform, which gives educational institutions two years to comply, represents one of the most significant changes in distance higher education in recent years.

The new regulations replace the previous delivery methods with delivery formats and establish a new format known as hybrid learning. For each course format, the regulations specify minimum in-person attendance requirements. Courses in medicine, law, nursing, dentistry, and psychology must be offered exclusively in an in-person format,

and in-person courses must include at least 70% in-person instruction (except for medicine, which must be 100% in-person).

Courses in the fields of Education, Natural Sciences, Mathematics, and Statistics may be offered in a hybrid format, with at least 30% in-person instruction and 20% in-person or synchronous mediated activities. Courses in the fields of Health and Well-being; Engineering, Manufacturing and Construction, and Agriculture, Forestry, Fisheries, and Veterinary Medicine may be offered in a blended format with at least 40% in-person instruction and 20% in-person or synchronous mediated activities. The remaining courses may be offered in a distance learning format, with a requirement of 10% in-person activities

and 10% in-person or synchronous facilitated activities. In all cases, institutions must also comply with the restrictions on offering certain program formats as established by the National Curriculum Guidelines (DCN) and the National Catalog of Higher Education Technology Programs (CNCST). All courses can be offered in-person.

Among other requirements, the framework also stipulates that each course offered either partially or entirely online must have a minimum duration of ten weeks and include at least one in-person assessment. In general, exams should account for the majority of the final grade, with written assignments making up one-third of the total grade. The framework provides for basic infrastructure

for centers, such as libraries, administrative offices, and laboratories. It also provides for the introduction of the role of “educational mediator”, with minimum qualification requirements and a limit on the number of students per class for so-called synchronous mediated activities.

The market forces that influence our operations include regulatory changes, such as the New Framework for Distance Learning, technological advances, digital transformation, shifts in student profiles and expectations, as well as increased demand for flexibility and accessibility in education. These factors have a direct impact on our strategy, requiring constant adaptation, operational efficiency, and ongoing investment in innovation.

RAPID GROWTH



The New Regulatory Framework for Distance Learning represents one of the biggest changes in higher education distance learning in recent years.

Economic and financial performance

GRI 3-3 (Economic and financial sustainability)

In general terms, we manage our economic and financial information through practices such as cost and expense control; financial risk management; investment policies; and financial and budget planning. Progress is assessed using metrics such as adjusted net revenue, adjusted EBITDA, adjusted net income, as well as cash position and debt, whose indicators are compared to industry standards and market benchmarks, and are analyzed by the Audit Committee.

To that end, we engage our stakeholders, particularly investors and the financial markets, through market guidance and earnings calls. The effectiveness of financial measures is disclosed publicly and transparently through quarterly performance reports, audited financial statements, and this annual Integrated Report, as well as other information available on Cognia's Investor Relations [website](#).

In 2025, we took our subsidiary Vasta Educação private on Nasdaq, centralizing Cognia's operations and financial management, and strengthened our investment capacity by raising \$100 million from the IFC (International Finance Corporation). This capital was directed toward our digital transformation and sustainability initiatives, with a positive impact on our capacity to invest in technology and our digital infrastructure.

We expanded our student financing programs, such as *Pague Fácil* (Easy Pay), strengthening our

direct relationship with students and reducing our dependence on government financing programs, such as FIES, changing the dynamics of credit risk management and collection. On the other hand, the distance learning segment, which is crucial to our higher education operating model, underwent regulatory changes, especially in relation to Health courses. The changes brought about the need for adaptation, with potential cost increases, requiring revisions to the course offerings and operational structure to ensure compliance.

Our financial management has become more conservative and efficient, prioritizing the expansion of the recurring EBITDA, which totaled BRL 2.30 billion with a margin of 32.8%. To ensure these results, we apply detailed budget planning and strict cost control measures. We monitor our effectiveness on a monthly and quarterly basis by means of clear indicators and independent internal and external audits, the results of which are analyzed by our Audit Committee and incorporated annually into our strategic planning for the continuous adjustment of policies and operational procedures.

In the capital market, this financial discipline and operational improvement was reflected in a historic appreciation of our shares (COGN3), which led the Ibovespa gains with an increase of around 240% over the year. This was supported by our continuous deleveraging, reducing the net debt/EBITDA ratio from 1.35x to 1.21x. We ended the

BRL
2.3
billion
in recurring
EBITDA



RAPID GROWTH



IMPACT (ESG)



period with a cash balance of BRL 1.28 billion, ensuring the strength of our balance sheet.

Our value creation was confirmed by a return to positive net income, which totaled BRL 625.5 million, and by a robust free cash flow of BRL 716.2 million, an increase of 81.1% compared to 2024. These figures demonstrate the effectiveness of our management in converting operational performance into sustainable value for our stakeholders.



Our shares led the Ibovespa gains with an increase of around 240% over the year.

Direct economic value generated and distributed¹ (DVA) (BRL thousands) GRI 201-1

Category	2023	2024	2025
Revenue	5,810,754	6,230,920	6,722,101
Sales of goods, products, and services	6,023,698	6,577,982	7,191,127
Other revenues	9,272	- 14,714	5,740
Construction of company-owned assets	22,590	253,578	251,672
Provision/reversal of credit for doubtful liquidation	- 448,116	- 585,926	-726,438
Inputs acquired from third parties	- 1,635,781	- 1,635,781	-1,993,357
Costs of products, goods, and services sold	- 727,022	- 571,947	-487,048
Materials, energy, third-party services, and others	- 1,210,415	- 1,055,563	-1,506,309
Impairment of assets	36,678	- 8,271	-
Gross value added	3,909,995	4,595,139	4,728,744
Withholdings	- 926,373	- 926,373	-915,251
Net value added produced	2,992,950	3,668,766	3,813,493
Value added received in transfer	376,019	579,487	328,920
Result of equity equivalence	- 16,404	- 11,712	-15,620
Financial income	432,685	591,199	344,540
Total value added to be distributed	3,409,231	4,248,253	4,142,413
Staff	1,651,730	1,700,613	1,800,251
Direct compensation	1,400,392	1,441,782	1,515,621
Benefits	126,542	135,670	156,648
FGTS	124,796	123,161	127,982
Taxes, fees, and contributions	804,601	134,050	508,712
Federal	689,605	-8,601	359,723
State	1,600	4,579	2,680
Municipal	113,396	138,072	146,309
Remuneration of third-party capital	1,464,253	1,421,959	1,247,415
Financial expenses	1,304,831	1,255,475	1,090,136
Rentals	10,379	27,853	28,526
Copyright	149,043	138,631	128,753
Return on equity	-511,353	991,631	586,035
Distributed value added	3,409,231	4,248,253	4,142,413

¹The financial variations observed between the 2023, 2024, and 2025 fiscal years reflect the dynamics of Cogna's business strategy, adjustments resulting from operational and financial management, and the effects of the macroeconomic environment. Throughout the period, the Company implemented efficiency measures, asset reviews, cost rationalization, and expense restructuring. These movements resulted in fluctuations in the indicators of economic value generated and distributed, maintaining consistency with the strategy of generating sustainable value for stakeholders and alignment with business priorities.

Disclosures supplement



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SV-ED 000.D
SV-ED 260a.3
Distribution of
the labor force



Click on the
standard tag
to go straight
to the topic

Corporate governance

Learn more at [page 109](#)

Appointment and selection of the
highest governance body GRI 2-10

The members of the Board of Directors, Cogna’s highest governance body, are elected by the General Meeting for a two-year term, with the possibility of reelection. The Fiscal Council also has members elected by the General Meeting, who remain in office until the first Annual General Meeting after the election, with the possibility of reelection. The compositions of the Audit and Risk Committee, Strategy and Innovation Committee, People and ESG Committee, and Finance and M&A Committee are defined by the Board of Directors, with two-year terms and the possibility of reappointment.

The criteria adopted for appointing and selecting members of the highest governance body follow the Policy for Appointing Members of the Board of Directors, Committees, and Executive Board of Cogna, which encourages filling positions with candidates who represent the diversity of groups, including ethnicities, socioeconomic classes, nationalities, regional difference, people with disabilities, different generations, gender, and race. Candidates for independent director must submit a statement certifying that they meet the independence criteria set forth in the Novo Mercado Regulations.

Administrative bodies should be composed of members with the appropriate skills, knowledge, and experience. All candidates must be honorable, reputable individuals with an unblemished

reputation, who possess the skills, experience, qualifications, training, and availability required to perform the role.

Remuneration policies GRI 2-19

We have salary, variable remuneration, and benefits policies that are in line with market standards. The Salary Policy aims to ensure control of all salary movements, both for budgetary purposes and for talent retention and promotions. As for benefits, life insurance, health insurance, maternity/paternity leave, dental insurance, scholarships, and meal vouchers are provided (in accordance with collective bargaining agreement rules). Cogna’s Variable Remuneration Program (PRV) consists of a short-term incentive aimed at engaging all employees in achieving and exceeding results for the year.

For the senior leaders, a strategy has been adopted that comprises a total package, divided between base salary, short- and long-term incentives, and benefits. ESG targets related to the Cogna Commitments for a Better World have been part of all the Company’s Executive Committee variable compensation since 2022.

We have a long-term incentive program in which we distribute a volume of shares to specific levels according to the hierarchical level. Eligible employees must comply with vesting periods to be entitled to receive the shares, and, depending on the results of the targets, there is an acceleration or deflation of the total volume of shares. We ensure compliance with labor laws and collective bargaining agreements by paying our employees the minimum wages for their category plus benefits.

Process to determine
remuneration GRI 2-20

Our remuneration practice aims to attract, retain, and value professionals and talent at the Company and its direct or indirect subsidiaries, and to better align the interests of these professionals with the demands and challenges of our business. The Company uses specialized remuneration consulting services to structure its remuneration package to ensure best market practices, reinforcing a culture of high-performance meritocracy combined with strategic planning. The study considers the following comparison criteria: publicly traded companies, large companies with geographical coverage, governance practices, and good remuneration practices. The study covers all items of total compensation, including fixed compensation, long- and short-term incentives, and benefits. In addition to the Remuneration Policy and practices described above, the Company has a Variable Remuneration Plan (VCP, bonus) as a short-term incentive mechanism with annual validity. The VCP follows guidelines established in specific policies with individual contracts distributed to eligible employees, clarifying the rules of the plan and annual goals for the program (based on financial, ESG, commercial, operational, quality, and performance goals for each area). Financial goals, for example, are based on EBITDA, cash flow, and operating income; commercial goals are based on student recruitment and retention; operational and quality goals are associated with work plans (strategic projects), institutional evaluation, student satisfaction (NPS), and performance in Enade; while the individual performance of employees and that of the Company as a whole are based on a number of different indicators. The

objectives of the Variable Remuneration Program are: to retain and enhance the professional value of the Company’s executives and those of its direct or indirect subsidiaries; and to enable the Company and the companies under its control to better align the interests of these executives with the interests of the shareholders and the Company.

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Ratio of the total annual remuneration of the highest-paid individual in the organization to the average total annual remuneration of all employees (excluding the highest-paid individual)^{1,2,3} GRI 2-21

	2023	2024	2025
Highest remuneration paid during the year	18,353,111.02	11,435,860.61	13,382,185.93
Average annual total remuneration for all employees (except the highest paid individual)	117,373.44	122,636.16	120,666.07
Ratio (the remuneration of the highest-paid individual in the Company is equivalent to X times the average total annual remuneration of the other employees)	156.36	93.25	110.90
Ratio of the increase in remuneration for the highest-paid individual to the increase in average employee remuneration (excluding the highest-paid individual)	-	-	-10.59

Ratio of the total annual remuneration of the highest-paid individual in the organization to the median total annual remuneration of all employees (excluding the highest-paid individual)^{1,2,3} GRI 2-21

	2023	2024	2025
Highest remuneration paid during the year	18,353,111.02	11,435,860.61	13,382,185.93
Median total annual remuneration for all employees (excluding the highest-paid individual)	73,202.44	77,244.13	76,512.57
Ratio (the remuneration of the highest-paid individual in the Company is equivalent to X times the remuneration of other employees)	250.71%	148.05%	174.90
Ratio of the increase in remuneration for the highest-paid individual to the increase in average employee remuneration (excluding the highest-paid individual)	-	-	-17.97

¹ To calculate the highest total compensation, the following assumptions were used: base salary, benefits, short-term incentives, and long-term incentives recognized in the issuer's financial statements for the most recent fiscal year.

² To calculate the average and median for the remaining employees, all employees and statutory officers—excluding board members, apprentices, and interns—working 200 or more hours per month were included, based on the following premises: base salary, benefits, short-term incentives, and long-term incentives recognized in the issuer's financial results for the most recent fiscal year. For employees with less than 12 months of service, the average remuneration received during the period of employment was applied to the months not worked.

³ The observed variation reflects changes in the composition of remuneration during the period, particularly with regard to variable components such as bonuses and profit-sharing.

Institutional relations

Learn more on [page 114](#)

Membership associations GRI 2-28

Entity	Cogna's participation
ABDR – Brazilian Association of Reprographic Rights	Flávia Bravin (Director at Saber) is a member of the Advisory Board
ABED – Brazilian Association of Distance Education	Member
Abem – Brazilian Association of Medical Education	Participation of Uniderp/Eunápolis
ABF – Brazilian Franchising Association	Member
ABMES – Brazilian Association of Higher Education Institutions	Member
Abraes – Brazilian Association for the Development of Higher Education	Member
Abraspe – Brazilian Association of Teaching Systems and Platforms	Member
Abrelivros – Brazilian Association of Books and Educational Content	Flávia Bravin (director of Saber) holds the position of First Vice President
ANUP – National Association of Private Universities	Chaired by Juliano Griebeler (Director of Institutional Relations and Sustainability)
CBL – Brazilian Book Chamber	Flávia Bravin (Director at Saber) is a member of the ESG Committee and the Advisory Board, as well as the Founders' Council and the Council of Former Presidents of the CBL
Foprop – National Forum of Pro-Rectors for Research and Graduate Studies	Member
Fundadesp – National Foundation for the Development of Private Higher Education	The organization has a seat on the Board
IFRRO – The International Federation of Reproduction Rights Organizations	Flávia Bravin (Director at Saber) is a board member and global representative of publishers and the IPA – International Publishers Association.
PublisHer (Women in Publishing)	Flávia Bravin (Director at Saber) is a member of the board
CpE Network – National Science Network for Education	The organization is a partner and funder
Semesp – Association of Higher Education Institutions in the State of São Paulo	Roberto Valério (CEO of Cognia) joins the Board of Directors of the College Segment
SNEL – National Union of Book Publishers	Flávia Bravin (Director at Saber) serves as a member of the Board of Directors and technical advisor
IEDUQ	Member
MBC – Competitive Brazil Movement	Member
CONSAD – National Council of State Administration Departments	Member

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Ethics, integrity, and transparency

Learn more on [page 116](#)

Conflicts of interest

GRI 2-15

We have formal processes in place to prevent and mitigate conflicts of interest. The guidelines are based on the Code of Conduct, which defines actual, potential, or apparent conflicts of interest and establishes communication and assessment obligations. The members of the Audit Committee and the Board of Directors declare conflicts of interest when joining the bodies and update this information whenever necessary, with analysis by the Compliance Department. It should be noted that, in the period up to 2025, no relevant updates or changes to these statements were reported.

Whenever a conflict is identified, the main mitigation measure consists of the member involved abstaining from discussions, deliberations, or decisions on the matter, ensuring the integrity of the decision-making process. In this regard, the governance bodies rely on the advisory support of the Compliance Department for the interpretation of policies and monitoring of adherence to guidelines. Externally, we maintain transparency through the public disclosure of potential conflicts, in accordance with regulatory requirements; information on cross-shareholdings, the existence of a controlling shareholder, and transactions with related parties is disclosed annually in the Reference Form (FRE) and in the financial statements, available on the IR Portal (<https://ri.cogna.com.br/>). Internally,

the Compliance Department reports any identified cases quarterly to the Audit Committee, which in turn informs the Board of Directors, reinforcing our commitment to ethics and responsible decision-making.

In 2025, we received 54 reports of conflicts of interest via the Cognia Whistleblower Channel. Of this total, four were investigated and concluded as valid or partially valid, nine were concluded as invalid, six were concluded as inconclusive, and five presented insufficient data, with 30 reports still under investigation.

Policy commitments

GRI 2-23

Cogna establishes its policy commitments through its Code of Conduct, which guides ethical and responsible conduct in all its business activities and defines its position on compliance with anti-corruption, anti-money laundering, international trade, and antitrust laws. The code also establishes an explicit commitment to respect for human rights, reinforced by the Human Rights Policy and the Stakeholder Engagement Policy.

The policies include conducting due diligence in relationships with third parties through the Supplier Approval Policy, which establishes guidelines and procedures for evaluating and contracting business partners.

The approval level varies according to the criticality of the issue. All compliance policy documents are approved by the Chief Compliance Officer and, where applicable, by the Chief Financial Officer. The main documents—Code of Conduct,

Anti-Corruption Policy, and Risk Management Policy—have been approved by the Board of Directors.

The policies are publicly available on the institutional website and on the Investor Relations website and apply to all activities of Cognia and its stakeholders. Employees are informed through the Compliance Bulletin, the Internal Communication Center, and mandatory training on the UniCO platform; business partners access the policies on our websites, in addition to formally accepting the documents at the beginning of the relationship.

Incorporation of policy commitments

GRI 2-24

We incorporate our commitments to responsible business conduct across all our activities and business relationships, using governance structures, corporate policies, operational processes, controls, and training initiatives to ensure effective implementation at all organizational levels. The Compliance Department defines guidelines, provides guidance to departments, monitors compliance with policies, and reports relevant issues to governance bodies.

These commitments are formally integrated into the strategy, guiding decision-making and the execution of activities, and extend to risk assessment, internal control, and audit processes. The guidelines extend to suppliers, partners, and third parties through due diligence processes, specific contractual clauses, institutional communications, and the Supplier Code of Conduct.

To support this culture, we promote periodic training and communication initiatives aimed at employees and third parties. The training courses cover essential topics such as the Code of Conduct, Anti-Corruption Policy, diversity, and combating harassment and discrimination, issuing certificates that are valid for two years.

Financial assistance received from the government

GRI 201-4

We received BRL 459,615,611.00 in tax exemptions for scholarships granted through Prouni, compared to BRL 403,918,000.00 received in 2024. This change is due to an increase in the number of scholarships awarded and adjustments to Prouni's rules, which affect the amount of tax exemptions. The figures reported refer entirely to incentives granted in Brazil, where all of the Company's operations are concentrated, meaning no breakdown by other countries is required or provided. We would also like to note that no government entities hold a stake in Cognia Educação's shareholding structure, which is widely dispersed and consists primarily of private investors.

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Ratios of standard entry level wage by gender compared to local minimum wage, by gender ^{1,2} GRI 202-1

	2023		2024		2025	
	Men	Women	Men	Women	Men	Women
Lowest salary paid by the organization	BRL 1,320.00	BRL 1,320.00	BRL 1,412.00	BRL 1,412.00	BRL 1,518.00	BRL 1,518.00
Minimum wage determined by legislation or union	BRL 1,320.00	BRL 1,320.00	BRL 1,412.00	BRL 1,412.00	BRL 1,518.00	BRL 1,518.00
Percentage ratio	100%	100%	100%	100%	100%	100%

¹ For operating units, we consider all of the Company's business units.
² The difference between 2024 and 2025 reflects the adjustment to the national minimum wage, coupled with the lower wage paid by the Company.

Proportion of spending on local suppliers^{1,2} GRI 204-1

	2023	2024	2025
Budget for suppliers	3,803.10	3,421.20	2,018.30
Amount spent with local suppliers	212.2	432.8	262.4
Percentage of budget spent on local suppliers	5.60%	12.70%	13%

¹ Criteria used: purchases from suppliers located in the same states/municipalities as our business units (Cogna, Kroton, Saber, and Somos). In the study, we considered all purchases made by the Cogna, Kroton, Saber, and Somos units in 2025, considering only purchases processed by the Procurement department.
² The increase in the proportion of spending with local suppliers reflects Cogna's commitment to strengthening the regional economy and fostering more sustainable business relationships closer to its operations. This initiative is in line with the Company's strategy to promote local development.

Operations assessed for risks related to corruption GRI 205-1

In 2025, the assessment of corruption risks covered 100% of our operations, including our four business units: Cogna, Kroton, Saber and SOMOS. The assessment is part of the General Risk Analysis (GRA), which, since its implementation, has covered the holding company as a whole, incorporating the issue of Integrity into the corporate risk management process.

The GRA considers the risk related to the Integrity, Ethics, and Conduct Program, the mapping of which considers the following factors that may increase the likelihood of the risk materializing:

- Conduct by employees and/or third parties that is inconsistent with the Code of Conduct, such as corruption, fraud, moral and/or sexual harassment, or theft of materials;
- Failure to investigate reported irregularities, without adopting the appropriate administrative and disciplinary measures;
- Offering, promising, paying, or authorizing undue advantages in cash or items of value to public officials.

To ensure consistency and accuracy in risk assessment, we hold meetings with all the Vice-Presidents, in which we identify, discuss, and update risks and exposure scenarios.

Communication and training on anti-corruption policies and procedures GRI 205-2

In 2025, 100% of the six governing body members and 100% of the 27,471 employees were informed of our anti-corruption policies and procedures through the Code of Conduct, Anti-Corruption Policy, Compliance Bulletin, and Internal Communication Center. Of our business partners, 99.57% (a total of 3,924) were communicated, with formal acceptance recorded in the registration and approval process.

With regard to capacity building, anti-corruption training is held twice a year since it was implemented in 2024. In this first cycle, the Board of Directors was fully trained, which is why there was no new training for this group in 2025. For employees, considering the 2024/2025 cycle, training reached 81% of the eligible audience.

Confirmed incidents of corruption and measures taken GRI 205-3

In the last three years, we have not recorded any confirmed occurrence of corruption, nor any administrative or judicial proceedings arising from such cases.

Legal actions concerning anti-competitive behavior, anti-trust, and monopoly practices GRI 206-1

In the last three years, we have not recorded any pending or shelved lawsuits relating to anti-competitive behavior or violations of antitrust and anti-monopoly laws.

Political contributions GRI 415-1

We do not make financial contributions to political parties, politicians, or candidates, in accordance with the express prohibition set forth in Law No. 13,165 dated September 29, 2015, regarding donations by legal entities to election campaigns, and in line with our policies and internal control procedures.

Environmental impact

Learn more on [page 57](#)

Direct drivers of biodiversity loss GRI 101-6

As our activities are mainly educational, they do not cause significant impacts related to changes in land and sea use. Our units do not carry out construction, expansion, or industrial activities that involve the conversion of terrestrial or marine ecosystems.

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**New suppliers that were
screened using environmental
and social criteria** [GRI 308-1, 414-1](#)

We consider all suppliers which undergo the approval process to have been automatically evaluated on environmental and social criteria, as these are factors that are included in the search requirements for reputation analyses. In 2025, 61% of all suppliers were contracted based on environmental and social criteria. In 2024, Cognia made progress in integrating environmental and social criteria into its supplier screening process as part of its efforts to strengthen sustainable practices throughout its supply chain. This initiative reflects the consolidation of the Company’s responsible procurement policy and its commitment to fostering business relationships that align with its standards of sustainability and integrity.

**Occupational health
and safety**

Learn more on [page 108](#)

**Occupational health and safety
management system** [GRI 403-1](#)

We have an occupational health and safety management system that covers 100% of our employees and was implemented in compliance with legal requirements, based on the Regulatory Standards of the Ministry of Labor. We also have an Occupational Health and Safety (OHS) Policy

and a Specialized Occupational Health and Safety Service (SESMT), which guide actions aimed at preventing workplace accidents and occupational diseases. To carry out surveys at the units, develop programs, and manage and control occupational exams, in addition to our internal staff, which includes an Occupational Safety Engineer, Occupational Physician, Occupational Nurse, Occupational Safety Technicians, and Occupational Nursing Technicians, we have a contract with an Occupational Health Management company providing a SESMT technical team.

**Hazard identification, risk assessment,
and incident investigation** [GRI 403-2](#)

Risks related to occupational safety are part of the Risk Management Program (PGR), which involves developing action plans to monitor, eliminate, neutralize, or reduce identified risks. As assessment and control measures, Preliminary Risk Assessments (PRA) are performed and Safe Work Permits (PTS) are issued, in addition to regular inspections at work sites. For employees exposed to occupational accident and illness risks, collective protection equipment (CPE) and personal protective equipment (PPE) are provided. Campaigns are also carried out to encourage recognition of situations with the potential to cause accidents, in addition to SIPATs (Internal Accident Prevention Week) and themed campaigns in specific months, such as Green April, Yellow May, Yellow September, Pink October, and Blue November.

Health and safety data are monitored monthly using indicators tracked via a dashboard and

discussed at monthly meetings with the aim of continuously improving working conditions.

All employees can report potentially hazardous situations through the internal system. After registration, CIPE members and the SESMT team receive an email alert to take the necessary measures. For each near-miss report, a corrective action plan is drawn up and monitored on a monthly basis.

**Worker participation, consultation,
and communication on occupational
health and safety** [GRI 403-4](#)

We maintain open communication with employees through a call center, with 38 services related to health and safety, by means of which employees can make requests, suggestions, complaints, or report accidents and near misses. Each topic has a parameterized response time (SLA), and at the end of the service, a satisfaction survey is sent.

Any implementation or change in procedures or new tools and training related to health and safety is formally communicated to employees through an official announcement by the Internal Communication Center or sent via email.

**Worker training on occupational
health and safety** [GRI 403-5](#)

We have adopted different training methods for topics related to occupational health and safety, which were defined considering the risks identified in the Risk Management Program (PGR): in-person training (required by law when involving exclusively

practical activities), distance learning (with all content online), and hybrid training (the theoretical part offered through UniCO, our Corporate University, and the practical part being undertaken in person at the units).

**Prevention and mitigation of
occupational health and safety
impacts directly linked by
business relationships** [GRI 403-7](#)

Risks in the workplace are identified within the Risk Management Program (PGR), and action plans are developed to eliminate, neutralize, or reduce these risks. The measures include training, communications, knowledge pills, publication of specific procedures in risk areas (clinics/hospitals, laboratories), workplace inspections, “Near Miss” or the ‘3Ps’ (Stop, Think, Prevent) campaigns, Mega SIPAT, and Workplace Accident Alerts.

The main risks mapped in the operation include ergonomic risks in offices and biological risks in teaching clinics. For service providers, the focus is on the risk of accidents during building maintenance. We manage these risks through the PGR, and administrative and engineering measures.

In 2025, Mega SIPAT (Internal Week for the Prevention of Work-related Injuries) introduced an innovative platform of gamified activities that boosted team engagement. With the participation of nearly 3,000 employees, the event recorded more than 70,000 activities.

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Workers covered by an occupational health
and safety management system^{1,2,3} GRI 403-8

	2024	2025
Total number of employees covered by an occupational health and safety management system	24,016	27,471
Percentage of employees covered by an occupational health and safety management system	100%	100%

¹ All employees are covered by the Health and Safety System. Only service providers were excluded because they have their own health and safety management and monitoring system.

² We monitor legal compliance with requirements using a number of indicators, with this information being entered manually on a monthly basis. To date, we do not have internal or external audit systems in place.

³ Data reported for individuals based on the employee roster for the month of December of each year.

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

		2023		2024		2025
	Number	Rate	Number	Rate	Number	Rate
Total hours worked	38,118,082	-	38,627,353	-	41,711,271	-
Fatalities resulting from work-related injuries	0	0	0	0	0	0
Accidents with and without time off work ¹	45	1.18	50	1.29	50	1.19
Accidents with serious consequences ²	0	0	0	0	0	-
Mandatory reporting accidents ³	30	0.79	26	0.67 ⁴	32	0.76 ⁸
Lost days ⁵	271	7.11	193	4.99	282	6.76
Cases of occupational diseases subject to mandatory reporting ⁶	0	-	0	-	0	-
Fatalities resulting from occupational disease	0	-	0	-	0	-
Close calls related to work ⁷	1,029	-	1,040	-	1,186	-

Note: We do not track third-party data, as we believe that the responsibility for this information lies with the companies themselves. The rates follow the formula of ‘Total occurrences x 1,000,000/man-hours worked’.

¹ The most frequent accidents at Cognia in 2025 occurred in areas of circulation and outdoor areas, involving falls on the same level and fixed stairways, resulting in sprains, cuts, and abrasions. After this, the most frequent accidents occurred in laboratories, involving work tools, machinery, and equipment, causing minor cuts and bruises.

² Accidents that cause injury or limitation of the worker’s abilities for a period exceeding six months. Does not include fatalities.

³ Accidents resulting in time off work and fatalities must be reported. There were no fatalities.

⁴ The reduction in the rate of reportable workplace accidents reflects the positive impact of the ongoing occupational health and safety measures implemented by Cognia. Strengthening preventive training, improving working conditions, and promoting an organizational culture focused on safety awareness have contributed to a decrease in incidents. We closely monitor safety indicators, always seeking to improve practices to ensure a safer working environment for all employees.

⁵ The calculation begins the day after the occurrence and ends when the employee returns to work.

⁶ Serious occupational injury or illness resulting in absence from work, loss of consciousness, medical treatment beyond first aid, or loss or reduction of working capacity.

⁷ We do not use the term “incidents” at the Company. We treat situations that have the potential to cause damage as near misses, and accidents when the event has resulted in injury or any type of loss.

⁸ In 2025, the increase in mandatory reporting accidents is associated with the growth in the number of hours worked during the period. Added to this is the strengthening of our reporting culture and the continuous improvement of our practices.

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Employee training and education

Learn more on [page 101](#)

Average hours of training per year per employee, by gender [GRI 404-1](#)

	2023	2024	2025
Men	5.7	4.8	5.0
Women	5.7	4.5	4.2
TOTAL	5.7	4.6	4.5

Average hours of training per year per employee by employee category⁴ [GRI 404-1](#)

	2023	2024	2025
C-level ¹	1.3	2.6	0.3
Vice-Presidents ²	3.1	6.7	20.8
Executive Board	6.3	8.8	27.0
Management	4.2	4.1	21.2
Coordination	8.1	8.9	20.9
Course coordination	17.5	20.5	11.9
Teachers	3.8	2.9	1.1
Tutors	10.7	9.7	1.4
Administrative/operational	5.5	3.6	4.9
TOTAL	5.7	4.6	4.5

¹ C-level includes the CEO and all those who report directly to such individual, regardless of functional category, such as directors, vice presidents, and chief executive officers.

² The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cognia's CEO.

³ The sum of training hours for each functional category group differs from the overall total for employees, as the same person may belong to more than one functional category (dual affiliation). Example: a teacher who is also a course coordinator.

⁴ Overall, the average number of training hours remained stable. As training programs have continued over the years, the trend is toward a decrease in the number of hours, given that some of the programs or courses have already been completed by employees. For Vice Presidents, Executive Officers, Managers, and Coordinators, the variation observed in 2025 is due to the intensification of development initiatives focused on management positions. During the period, specific training programs were conducted for these groups, resulting in an increase in the average number of training hours.

Percentage of employees who received performance evaluations [GRI 404-3](#)

Employee category	Female	Male	TOTAL
C-level	0%	0%	0%
Vice Presidency (excluding C-level)	0%	67%	67%
Executive Board (excluding C-level)	87%	95%	91%
Management	79%	80%	79%
Coordination	72%	74%	73%
Course coordination	63%	56%	60%
Teachers	70%	69%	70%
Tutors	63%	60%	62%
Administrative/operational	22%	33%	25%
Grand total	38%	51%	43%

Human capital, diversity, and inclusion

Learn more on [page 94](#)

Collective bargaining agreements [GRI 2-30](#)

100% of employees are covered by collective bargaining agreements, which are not influenced or defined based on other agreements. Third-party data is not reported, as the organization believes that responsibility for this information lies with the companies themselves.

Employees by type of job and region ^{1,2,3,4} [GRI 2-7](#)

	2023			2024			2025		
	Full-time	Part-time	TOTAL	Full-time	Part-time	TOTAL	Full-time	Part-time	TOTAL
North	101	521	622	99	566	665	163	1,509	1,672
North East	801	2,616	3,417	748	2,764	3,512	1,074	3,838	4,912
South	618	3,970	4,588	569	4,749	5,318	764	3,073	3,837
South East	5,542	6,126	11,668	5,161	6,185	11,346	5,419	7,886	13,305
Midwest	812	2,446	3,258	740	2,435	3,175	885	2,860	3,745
TOTAL	7,874	15,679	23,553	7,317	16,699	24,016	8,305	19,166	27,471

¹ Board members, apprentices, and interns were not included in the total number of employees. For the breakdown by type of workday, we consider "full-time" to be a monthly workday > 150 hours and "reduced" to be a monthly workday <= 150 hours.

² The absolute total considers the closing of the payroll for the month of December of each year.

³ All professionals have a fixed number of hours.

⁴ The change reflects a strategic workforce adjustment process, aligned with the Company's operational priorities. Cognia remains committed to responsible personnel management, promoting efficiency, and ensuring that its workforce is suited to the specific demands of each region.

Employees by type of job and gender [GRI 2-7](#)

	2023			2024			2025		
	Full-time	Part-time	TOTAL	Full-time	Part-time	TOTAL	Full-time	Part-time	TOTAL
Men	4,585	10,333	14,918	4,252	11,186	15,438	3,445	6,227	9,722
Women	3,289	3,289	6,578	3,065	5,513	8,578	4,860	12,889	17,749
TOTAL	7,874	15,679	23,553	7,317	16,699	24,016	8,305	19,166	27,471

¹ Board members, apprentices, and interns were not included in the total number of employees. For the breakdown by type of workday, we consider "full-time" to be a monthly workday > 150 hours and "reduced" to be a monthly workday <= 150 hours.

² The absolute total considers the closing of the payroll for the month of December of each year.

³ All professionals have a fixed number of hours.

⁴ The change reflects a strategic workforce adjustment process, aligned with the Company's operational priorities. Cognia remains committed to responsible personnel management, promoting efficiency, and ensuring that its workforce is suited to the specific demands of each region.

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Employees, by gender and region [GRI 2-7](#)

	2023			2024			2025		
	Men	Women	TOTAL	Men	Women	TOTAL	Men	Women	TOTAL
North	237	385	622	261	404	665	515	1,157	1,672
North East	1,258	2,159	3,417	1,241	2,270	3,511	1,727	3,185	4,912
South	1,251	3,337	4,588	1,373	3,944	5,317	1,173	2,664	3,837
South East	4,725	6,943	11,668	4,552	6,797	11,349	4,977	8,328	13,305
Midwest	1,164	2,094	3,258	1,151	2,023	3,174	1,330	2,415	3,745
TOTAL	8,635	14,918	23,553	8,578	15,438	24,016	9,722	17,749	27,471

¹Board members, apprentices, and interns were not included in the total number of employees. For the breakdown by type of workday, we consider “full-time” to be a monthly workday > 150 hours and “reduced” to be a monthly workday <= 150 hours.

² The absolute total considers the closing of the payroll for the month of December of each year.

³ All professionals have a fixed number of hours.

⁴The change reflects a strategic workforce adjustment process, aligned with the Company’s operational priorities. Cognia remains committed to responsible personnel management, promoting efficiency, and ensuring that its workforce is suited to the specific demands of each region.

Workers who are not employees^{1,2} [GRI 2-8](#)

	2023			2024			2025		
	Men	Women	TOTAL	Men	Women	TOTAL	Men	Women	TOTAL
Apprentices	73	40	113	57	38	95	82	72	154
Interns	83	39	122	50	24	74	61	26	87
TOTAL	156	79	235	107	62	169	143	98	241

¹ For apprentices and interns, the absolute total considers the payroll closing for the month of December of each year.

² The change reflects a strategic workforce adjustment process, aligned with the Company’s operational priorities. The increase is related to the expansion of apprentice and intern programs during the year. The initiative reinforces the talent development strategy, as well as being a planned movement aligned with development and employability actions.

Number of teaching staff and all other staff [SV-ED 000.D](#)

	2023		2024		2025	
	Number	Rate	Number	Rate	Number	Rate
Teachers	6,519		6,603		7,497	

Employees by gender, age group, and region¹ [GRI 401-1](#)

	2023			2024			2025		
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Rate
By gender									
Men	2,856	32.75%	2,596	7.61%	3,722	10.33%			
Women	4,886	33.07%	5,080	14.89%	7,365	20.44%			
TOTAL	7,742	32.87%	7,676	22.50%	11,087	30.76%			

	2023		2024		2025	
	Number	Rate	Number	Rate	Number	Rate
By age group						
Under 30	2,825	51.53%	2,645	7.75%	3,709	10.29%
30 to 50	4,446	28.48%	4,586	13.44%	6,587	18.28%
Over 50	471	19.13%	445	1.30%	791	2.19%
TOTAL	7,742	32.87%	7,676	22.50%	11,087	30.76%
By region						
North	288	46.30%	220	0.64%	688	1.91%
North East	1,080	31.61%	1,051	3.08%	1,943	5.39%
South	1,630	29.37%	1,844	5.40%	1,559	4.33%
South East	3,787	32.46%	3,589	10.52%	5,490	15.23%
Midwest	957	35.53%	972	2.85%	1,407	3.90%
TOTAL	7,742	32.87%	7,676	22.50%	11,087	30.76%

Employees who left the company by gender, age group, and region¹ [GRI 401-1](#)

	2023		2024		2025	
	Number	Rate	Number	Rate	Number	Rate
By gender						
Men	2,767	32.56%	2,833	7.96%	2,774	7.70%
Women	4,636	31.91%	4,729	14.37%	5,448	15.12%
TOTAL	7,403	32.15%	7,562	22.33%	8,222	26.79%
By age group						
Under 30	1,859	42.72%	1,938	6.72%	2,080	8.03%
30 to 50	4,869	29.84%	5,014	14.07%	5,439	16.69%
Over 50	675	23.27%	610	1.55%	703	2.07%
TOTAL	7,403	32.15%	7,562	22.33%	8,222	26.79%
By region						
North	216	40.51%	184	0.59%	410	1.52%
North East	926	29.35%	1,036	3.06%	1,380	4.61%
South	1,124	30.01%	1,149	4.39%	1,177	3.80%
South East	4,102	33.81%	4,078	11.24%	4,128	13.35%
Midwest	1,035	30.57%	1,115	3.06%	1,127	3.52%
TOTAL	7,403	32.15%	7,562	22.33%	8,222	26.79%

¹ The change reflects a strategic workforce adjustment process, aligned with the Company’s operational priorities. Cognia remains committed to responsible personnel management, promoting efficiency, and ensuring that its workforce is suited to the specific demands of each region.

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Benefits provided to full-time employees
that are not provided to temporary
or part-time employees GRI 401-2

We offer health insurance to our employees with direct employment, in accordance with our internal policies. This benefit is not available to temporary or part-time employees. We consider all the business units: Cogna, SOMOS, Kroton, and Saber.

Parental leave^{1,2} GRI 401-3

We are reinforcing our commitment to the well-being and quality of life of our employees by joining the Citizen Company Program, which allows for extended parental leave. Within this context, six months of maternity leave and 20 days of paternity leave are granted, helping to strengthen family bonds, promote gender equality, and retain talent. This practice is in line with best management practices and promotes a more inclusive and sustainable working environment.

Parental leave^{1,2} GRI 401-3

	2023	2024	2025
Total number of employees entitled to take parental leave			
Men	11,310	12,533	12,694
Women	19,377	21,588	23,340
Total number of employees who took parental leave in the current year			
Men	105	115	114
Women	404	436	426
Employees who returned to work, during the reporting period, after their parental leave had ended			
Men	103	110	110
Women	314	373	278
Employees who returned to work after leave and remained employed 12 months after returning to work			
Men	84	75	81
Women	207	225	188
Rate of Return			
Men	99.00%	95.65%	96%
Women	84.00%	85.55%	65%
Retention Rate			
Men	90.00%	68.18%	74%
Women	46.00%	60.32%	50%

¹ Total number of employees entitled to parental leave = all employees who worked for the company during the year (not just those active in December).
² The variation in retention rates after leave can be influenced by several factors, including adjustments to individual employee needs and organizational dynamics. The Company continues to review its practices to ensure that all employees, regardless of gender, feel supported and motivated to return after leave.



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Minimum notice period regarding
operational changes GRI 402-1

There is no fixed prior date for communications related to operational changes, but we give reasonable and adequate notice to employees, always considering the nature and potential impacts of significant operational changes. Examples include giving at least 30 days' notice for changes to benefits (such as health insurance plans) and 15 days' notice for changes to working arrangements.

Employees by employee category and gender³ GRI 405-1

	2023		2024		2025	
	Men	Women	Men	Women	Men	Women
C-level ¹	83.30%	16.70%	76.92%	23.08%	72.73%	27.27%
Vice-Presidents ²	50.00%	50.00%	100.00%	0.00%	100.00%	0.00%
Executive Board	63.60%	36.40%	62.13%	37.87%	59.06%	40.94%
Management	51.10%	48.90%	50.25%	49.75%	49.22%	50.78%
Coordination	41.50%	58.50%	42.21%	57.79%	41.10%	58.90%
Course coordination	39.40%	60.60%	36.77%	63.23%	36.34%	63.66%
Teachers	46.80%	53.20%	45.93%	54.07%	44.90%	55.10%
Tutors	39.30%	60.70%	35.58%	64.42%	36.27%	63.73%
Administrative/operational	30.10%	69.90%	29.41%	70.59%	29.64%	70.36%
TOTAL	36.70%	63.30%	35.72%	64.28%	35.39%	64.61%

¹ C-level includes the CEO and all those who report directly to such individual, regardless of functional category, such as directors, vice presidents, and chief executive officers..

² The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cogná's CEO.

³ The variation can be attributed to a combination of factors, including internal transfers, natural career progression, and adjustments to organizational needs.

Employees by employee category and race³ GRI 405-1

Employee category	2023						2024						2025					
	White	Mixed race	Indigenous	Black	Asian-Brazilian	Not reported	White	Mixed race	Indigenous	Black	Asian-Brazilian	Not reported	White	Mixed race	Indigenous	Black	Asian-Brazilian	Not reported
C-level	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Vice Presidents	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Executive Board	73.33%	20.00%	0.00%	3.03%	3.64%	0.00%	72.19%	21.30%	0.00%	2.96%	3.55%	0.00%	71.93%	21.64%	0.00%	2.92%	3.51%	0.00%
Management	74.66%	15.92%	0.00%	6.28%	2.47%	0.67%	73.86%	17.51%	0.00%	5.84%	2.28%	0.51%	72.26%	19.02%	0.00%	6.04%	2.01%	0.67%
Coordination	61.67%	27.52%	0.12%	7.99%	2.21%	0.49%	61.29%	28.06%	0.00%	8.37%	1.80%	0.51%	58.02%	29.95%	0.13%	9.65%	2.13%	0.13%
Course coordination	66.74%	24.95%	0.22%	6.35%	1.31%	0.43%	69.06%	23.32%	0.22%	5.61%	1.12%	0.67%	65.63%	25.63%	0.28%	6.20%	0.85%	1.41%
Teachers	64.14%	23.99%	0.11%	5.03%	1.55%	5.18%	64.68%	24.32%	0.15%	5.41%	1.54%	3.89%	64.12%	25.57%	0.11%	5.92%	1.65%	2.63%
Tutors	55.48%	31.62%	0.11%	9.82%	1.60%	1.37%	59.66%	28.93%	0.04%	8.78%	1.88%	0.71%	57.87%	30.72%	0.04%	9.16%	1.50%	0.71%
Administrative/operational	48.09%	31.76%	0.20%	9.61%	1.91%	8.43%	47.92%	35.00%	0.18%	9.76%	1.94%	5.20%	45.74%	39.67%	0.21%	10.75%	1.84%	1.80%
TOTAL	54.62%	28.92%	16.00%	8.12%	1.81%	6.37%	55.15%	30.62%	15.00%	8.22%	1.82%	4.04%	53.17%	34.02%	0.16%	9.06%	1.76%	1.83%

¹ C-level includes the CEO and all those who report directly to such individual, regardless of functional category, such as directors, vice presidents, and chief executive officers.

² The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cogná's CEO.

³ The variation can be attributed to a combination of factors, including internal transfers, natural career progression, and adjustments to organizational needs.

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Employees by age group³ GRI 405-1

2023			2024			2025			
	Under 30	30 to 50	Over 50	Under 30	30 to 50	Over 50	Under 30	30 to 50	Over 50
C-level ¹	0.00%	91.70%	8.30%	0.00%	76.92%	23.08%	0.00%	72.73%	27.27%
Vice Presidents ²	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%
Executive Board	0.00%	77.60%	22.40%	0.00%	76.92%	23.08%	0.58%	74.85%	24.56%
Management	3.10%	87.40%	9.40%	2.54%	87.82%	9.64%	2.46%	88.37%	9.17%
Coordination	14.90%	79.40%	5.80%	11.58%	81.21%	7.21%	10.78%	80.83%	8.40%
Course coordination	6.10%	80.50%	13.40%	4.93%	80.49%	14.57%	3.10%	79.72%	17.18%
Teachers	8.50%	72.80%	18.70%	9.93%	72.29%	17.78%	8.50%	72.28%	19.22%
Tutors	21.90%	69.20%	8.90%	17.98%	72.12%	9.91%	16.97%	72.29%	10.74%
Administrative/ operational	32.70%	60.60%	6.70%	30.10%	61.95%	7.95%	30.22%	61.39%	8.39%
TOTAL	23.30%	66.30%	10.40%	20.52%	67.96%	11.52%	21.44%	66.75%	11.81%

¹ C-level includes the CEO and all those who report directly to such individual, regardless of functional category, such as directors, vice presidents, and chief executive officers.

² The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cognia’s CEO.

³ The variation can be attributed to a combination of factors, including internal transfers, natural career progression, and adjustments to organizational needs.

Employees from underrepresented and/or vulnerable groups, by employee category (%)³ GRI 405-1

PWDs	2023	2024	2025
C-level ¹	0.00%	0.00%	0.00%
Vice-Presidents ²	0.00%	0.00%	0.00%
Executive Board	2.40%	1.80%	2.92%
Management	0.05%	1.30%	1.34%
Coordination	0.07%	1.20%	1.88%
Course coordination	1.20%	1.80%	2.82%
Teachers	0.08%	1.70%	1.83%
Tutors	0.06%	2.80%	2.48%
Administrative/operational	1.10%	1.60%	2.69%
TOTAL	1.00%	1.80%	2.39%

¹ C-level includes the CEO and all those who report directly to such individual, regardless of functional category, such as directors, vice presidents, and chief executive officers.

² The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cognia’s CEO.

³ The variation can be attributed to a combination of factors, including internal transfers, natural career progression, and adjustments to organizational needs.

Ratio of basic salary and remuneration of women to men by employee category^{1, 2, 3, 4, 5} GRI 405-2

2023			2024			2025		
	Basic salary	Remuneration	Basic salary	Remuneration	Basic salary	Remuneration		
C-level ³	76.00%	67.00%	77.00%	67.00%	80.00%	48.00%		
Vice Presidents ⁴	95.00%	82.00%	0.00%	0.00%	0.00%	0.00%		
Executive Board	88.00%	81.00%	93.00%	94.00%	83.00%	91.00%		
Management	103.00%	100.00%	96.00%	97.00%	89.00%	87.00%		
Coordination	61.00%	59.00%	64.00%	59.00%	64.00%	75.40%		
Course coordination	92.00%	92.00%	89.00%	89.00%	95.00%	91.00%		
Teachers ⁵	121.00%	121.00%	119.00%	119.00%	108.00%	154.00%		
Tutors	108.00%	105.00%	130.00%	129.00%	114.00%	82.00%		
Administrative/ operational	97.00%	98.00%	97.00%	97.00%	100.00%	92.00%		

The variation observed in the ratio between the base salary of women and men reflects the composition of the workforce and the different occupational profiles within the employee category analyzed. Factors such as length of service, working hours, region of operation, and qualifications can directly influence this average. All employees were included for calculation of this indicator, with the exception of apprentices, interns, and board members, using the following formula: the average of the amounts received by women divided by the average of the amounts received by men, multiplied by 100. The basic salary is considered to be the monthly salary, and the remuneration is considered to be the monthly salary multiplied by 13.3, plus the Long-Term Incentive (LTI) and the Short-Term Incentive (STI).

¹ LTI—for calculation of this, the share price of the last 90 trading days is considered, considering the end date 31-Dec-2025.

² ICP—for calculation of this, an estimated value of the last multiple reported for each employee in the current year is considered.

³ C-level includes the CEO and all those who report directly to such individual, with different functional and remuneration categories, such as directors, vice presidents, and chief executive officers.

⁴ The line of vice presidents corresponds to the VPs of Vasta/SOMOS who do not report directly to Cognia’s CEO. In Cognia’s structure, there are no vice presidents who are not at the C-level.

⁵ Only for the employee category “Teachers” was the database for November used, due to a particularity of the education sector, in which this group, which is paid by the hour, has a reduced working day in December, due to the academic calendar.

Operations and suppliers in
which the right to freedom
of association and collective
bargaining may be at risk GRI 407-1

Based on our supplier approval and internal monitoring processes, over the last three years we have not identified any of our own operations or suppliers where the right to freedom of association or collective bargaining is at significant risk.

Operations and suppliers at significant
risk for incidents of child labor, forced
or compulsory labor 408- 1, 409-1

We have assessed that there is a low probability of child labor, exposure of young workers to hazardous activities, or forced or compulsory labor occurring in our operations and supply chain, although we recognize that the impact would be high if any such occurrence were identified.

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The approval process for strategic suppliers involves document analysis of legal, economic, labor, environmental, ethical conduct, social responsibility, eco-efficiency, and human rights aspects, which are considered fundamental criteria for contracting. Furthermore, in order for a supplier to register, it must adhere to Cogna’s Code of Conduct and the specific Code of Conduct for Suppliers, documents that expressly prohibit child labor, forced labor, and slave-like labor, whether in its direct activities or in its supply chain. In addition, we have an automated platform that identifies supplier risks with greater accuracy.

Incidents of violations involving rights
of indigenous peoples GRI 411-1

In the last three years, there have been no reports of violations of indigenous peoples’ rights, and it has not been necessary to draw up reparation plans related to this issue.

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Cogna disclosure

	2024	2025
Women’s participation in the total workforce (as a percentage of the total workforce).	64%	65%
Percentage of women in all management positions, including junior, middle, and senior management (as a percentage of total management positions).	55%	57%
Percentage of women in junior management positions, i.e., first level of management (as a percentage of total junior management positions).	60%	61%
Percentage of women in Senior Management positions, i.e., no more than two levels below the CEO or comparable positions (as a percentage of total Senior Management positions).	23%	27%
Percentage of women in management positions in revenue-generating functions (e.g., sales) relative to the total number of managers in these areas (i.e., excluding support functions such as HR, IT, Legal, etc.).	57%	59%
Percentage of women in STEM-related positions (as a percentage of total STEM positions).	21%	26%

Employability and
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Learn more on [page 84](#)

Job placement rate SV-ED 260a.3

In 2025, our job placement rate was 90%. The estimate is based on the percentage of graduates employed who completed their degrees in the last five years, as determined by internal employability surveys.

GRI and SASB Content Indexes and Cogna-specific disclosures

Statement of use	Cogna has reported in accordance with the GRI Standards for the period from January 1, 2025, to December 31, 2025.
GRI 1 used	GRI 1: Foundation 2021

GRI Standard / Other Source	Contents	Location	Omitted requirements	Omission Reason	Explanation	SDGs
General content						
The organization and its reporting practices						
GRI 2: General disclosures 2021	2-1 Organizational details	9				
	2-2 Entities included in the organization’s sustainability reporting	5				
	2-3 Reporting period, frequency and contact point	5				
	2-5 External assurance	147				
Activities and workers						
GRI 2: General disclosures 2021	2-6 Activities, value chain and other business relationships	9, 17 and 117				
	2-7 Employees	134 and 135				8, 10
	2-8 Workers who are not employees	135				8
Governance						
GRI 2: General disclosures 2021	2-9 Governance structure and composition	110 and 111				
	2-10 Nomination and selection of the highest governance body	128				
	2-11 Chair of the highest governance body	112				
	2-12 Role of the highest governance body in overseeing the management of impacts	26 and 111				
	2-13 Delegation of responsibility for managing impacts	111				
	2-14 Role of the highest governance body in sustainability reporting	6				
	2-15 Conflicts of interest	130				
	2-16 Communication of crucial concerns	117				
	2-17 Collective knowledge of the highest governance body	111 and 112				
	2-18 Evaluation of the performance of the highest governance body	111				
	2-19 Remuneration policies	128				
	2-20 Process to determine remuneration	111 and 128				
	2-21 Annual total remuneration ratio	129				

GRI Standard / Other Source	Contents	Location	Omitted requirements	Omission Reason	Explanation	SDGs
Strategy, policies and practices						
GRI 2: General disclosures 2021	2-22 Statement on sustainable development strategy	4				
	2-23 Policy commitments	130				16
	2-24 Embedding policy commitments	130				
	2-25 Processes to remediate negative impacts	116, 117 and 119				
	2-26 Mechanisms for seeking advice and raising concerns	119				16
	2-27 Compliance with laws and regulations	116				
	2-28 Membership associations	129				
Stakeholder engagement						
GRI 2: General disclosures 2021	2-29 Approach to stakeholder engagement	17				
	2-30 Collective bargaining agreements	134				8
Material topics						
GRI 3: Material topics 2021	3-1 Process to determine material topics	6				
	3-2 List of material topics	7				
Access to education						
GRI 3: Material topics 2021	3-3 Management of material topics	66				
Cogna disclosures	Social project indicators	66				
	Social Return on Investment (SROI)	66				
Student and customer satisfaction						
GRI 3: Material topics 2021	3-3 Management of material topics	89				
Cogna disclosures	Net Promoter Score (NPS)	17 and 90				
	Plurall Satisfaction Assessment (Likert scale)	90				
	Satisfaction survey – CSAT – Higher Education	90				
Quality of teaching and services offered						
GRI 3: Material topics 2021	3-3 Management of material topics	89				
Cogna disclosures	Course Score (CC)	92				
	Institutional Score (IC)	92				
	National Student Performance Exam (Enade)	92				
	Indicator of Difference between Observed and Expected Performance (IDD)	92				
	General Course Index (IGC)	92				
	Scientific production – <i>stricto sensu</i>	35 and 83				

GRI Standard / Other Source	Contents	Location	Omitted requirements	Omission		SDGs
				Reason	Explanation	
Ethics, transparency, and compliance						
GRI 3: Material topics 2021	3-3 Management of material topics	116 and 117				
GRI 201: Economic Performance 2016	201-1 Direct economic value generated and distributed	126				
GRI 205: Anti-corruption 2016	205-1 Operations assessed for risks related to corruption	131				16
	205-2 Communication and training about anti-corruption policies and procedures	131				16
	205-3 Confirmed incidents of corruption and measures taken	116, 117 and 131				16
GRI 206: Anti-competitive Behavior 2016	206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices	116 and 131				16
GRI 415: Public Policy 2016	415-1 Political contributions	131				16
Health, safety, and well-being (internal and external)						
GRI 3: Material topics 2021	3-3 Management of material topics	108				
GRI 403: Occupational health and safety 2018	403-1 Occupational health and safety management system	132				8
	403-2 Hazard identification, risk assessment, and incident investigation	132				8
	403-3 Occupational health services	108				8
	403-4 Worker participation, consultation, and communication on occupational health and safety	132				8
	403-5 Worker training on occupational health and safety	132				8
	403-6 Health promotion	108				8
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships	132				8
	403-8 Workers covered by an occupational health and safety management system	133				8
	403-9 Work-related injuries	133				3,8,16
	403-10 Work-related ill health	133				3,8,16
Cogna disclosures	eNPS (employee NPS)	98				
	Satisfaction survey—CSAT—SOMOS	90				
Data security and infrastructure						
GRI 3: Material topics 2021	3-3 Management of material topics	121				
GRI 418: Customer privacy 2016	418-1 – Substantiated complaints concerning breaches of customer privacy and losses of customer data	121				16
SASB: Data security	SV-ED-230a.1 Description of approach to identifying and addressing data security risks	121				16

GRI Standard / Other Source	Contents	Location	Omitted requirements	Omission		SDGs
				Reason	Explanation	
SASB: Data security	SV-ED-230a.2 Description of policies and practices relating to collection, usage and retention of student information	121				16
	SV-ED-230a.3 (1) Number of data violations, (2) percentage involving personally identifiable information (PII), (3) number of students affected	121				16
Innovation and technology						
GRI 3: Material topics 2021	3-3 Management of material topics	23				
Training and education for employees and teachers						
GRI 3: Material topics 2021	3-3 Management of material topics	101				
GRI 404: Training and education 2016	404-1 Average hours of training per year, per employee	134				4,5,8,10
	404-2 Programs for upgrading employee skills and transition assistance programs	We do not have structured career transition programs aimed at helping employees remain employable after leaving the company or preparing them for retirement. Page 107				8
	404-3 Percent of employees receiving regular performance and career development reviews	134				5,8,10
Cogna disclosures	Scholarships	101				
Diversity and inclusion						
GRI 3: Material topics 2021	3-3 Management of material topics	106				
GRI 401: Employment 2016	401-3 Parental leave	136				5,8
GRI 405: Diversity and equal opportunity 2016	405-1 Diversity of governance bodies and employees	112, 137 and 138				5,8
	405-2 Ratio of basic salary and remuneration of women to men	138				5,8,10
GRI 406: Non-discrimination 2016	406-1 Incidents of discrimination and corrective actions taken	119				5,8
Cogna disclosures	Distribution of the workforce	139				
Employability and entrepreneurship						
GRI 3: Material topics 2021	3-3 Management of material topics	84				
SASB—Quality of education and paid employment	SV-ED 260a.3- Job placement rate	139				
Economic and financial sustainability						
GRI 3: Material topics 2021	3-3 Management of material topics	125				

GRI Standard / Other Source	Contents	Location	Omitted requirements	Omission		SDGs
				Reason	Explanation	
GRI 401: Employment 2016	401-1 New employee hires and employee turnover	135				5, 8, 10
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	136				3, 5, 8
GRI 402: Employment 2016	402-1 Minimum notice periods regarding operational changes	137				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	138				8
GRI 408: Child labor 2016	408-1 Operations and suppliers at significant risk for incidents of child labor	138				
GRI 409: Forced or compulsory labor 2016	409-1 Operations and suppliers at significant risk for incidents of forced or compulsory labor	138				
GRI 411: Rights of indigenous peoples 2016	411-1 Incidents of violations involving rights of indigenous peoples	139				2
GRI 413: Local communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	100% of our operations—which include Cognia and its business units Kroton, SOMOS, and Saber—have implemented engagement initiatives, impact assessments, and/or development programs focused on local communities. Pages 26, 47 and 52				
GRI 414: Supplier social assessment 2016	414-1 New suppliers that were screened using social criteria	132				5, 8, 16
GRI 417: Marketing and Labeling 2016	417-3 Incidents of non-compliance concerning marketing communications	116				16
SASB: Activity Metrics	SV-ED 000.D Number of: (1) teaching staff and (2) all other staff	135				4

TCFD content index

Recommendation	Contents	Location
Governance		
Recommendation A	Describe how the Board oversees risks and opportunities related to climate change.	62
Recommendation B	Describe the role of management in assessing and managing risks and opportunities related to climate change	62
Strategy		
Recommendation A	Describe the risks and opportunities related to climate change that the organization has identified in the short, medium, and long term.	62 and 63
Recommendation B	Describe the impacts of climate change risks and opportunities on the organization’s business, strategy, and financial planning.	62 and 63
Risk Management		
Recommendation A	Describe the organization’s processes for identifying and assessing climate-related risks.	60 and 62
Recommendation B	Describe the processes used by the organization to manage climate-related risks.	60 and 62
Recommendation C	Describe how the processes used by the organization to identify, assess, and manage climate-related risks are integrated into the organization’s overall risk management.	60 and 62
Metrics and targets		
Recommendation A	Report the metrics used by the organization to assess risks and opportunities related to climate change in accordance with its strategy and risk management process.	32

LIMITED ASSURANCE REPORT

KPMG Auditores Independentes Ltda.

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Independent Limited Assurance Report

To the Board of Directors and Shareholders of Cog-
na Educação S.A.

São Paulo – SP

Limited assurance report on the Environmental, Social and Governance (ESG) information included in **Cogna Educação S.A.’s 2025 Integrated Report for the year ended December 31, 2025**

Conclusion

We have performed a limited assurance engage-
ment on whether the Environmental, Social and
Governance (ESG) information included in **Cogna
Educação S.A.’s 2025 Integrated Report** (the “Re-
port”) for the year ended December 31, 2025, pre-
pared in accordance with the Global Reporting
Initiative (GRI) Standards, the Sustainability Ac-
counting Standards Board (SASB) standards, and
Technical Guidance CPC 09 approved by CVM
Resolution No. 14/2020, aligned with the Interna-
tional Integrated Reporting Framework issued by
the IIRC (the “Criteria”).

Based on the procedures performed and the
evidence obtained, we are not aware of any
matter that causes us to believe that the Envi-
ronmental, Social and Governance (ESG) infor-
mation included in **Cogna Educação S.A.’s 2025
Integrated Report** for the year ended December
31, 2025 has not been prepared, in all material
respects, in accordance with the Global Repor-
ting Initiative (GRI) Standards, the Sustainability
Accounting Standards Board (SASB) standards,
and Technical Guidance CPC 09 approved by
CVM Resolution No.14/2020, aligned with the

International Integrated Reporting Framework
issued by the IIRC.

Our conclusion on the Environmental, Social and
Governance (ESG) information included in the
Company’s Report does not extend to any other
information, including the Reference Form, links,
images, proprietary indicators, commitments,
data and information, as well as recommendations
from the Task Force on Climate-related Financial
Disclosures (TCFD), the IBC Stakeholder Capitalism
Metrics of the World Economic Forum, or the cor-
relation between material topics and sustainability
indicators with the United Nations (UN) Sustainab-
le Development Goals (SDGs) and the Company’s
strategic objectives that accompany or are inclu-
ded in the Report.

Basis for conclusion

We conducted our work in accordance with NBC
TO 3000 (Revised) – Assurance Engagements
Other Than Audits or Reviews and the International
Standard on Assurance Engagements (ISAE) 3000
(Revised), Assurance Engagements Other Than
Audits or Reviews of Historical Financial Informa-
tion, issued respectively by the Brazilian Federal
Accounting Council (CFC) and the International
Auditing and Assurance Standards Board (IAASB).
Our responsibilities under these standards are fur-
ther described in the “Our responsibilities” section
of this report.

We have complied with the independence and
other ethical requirements of the Code of Ethics
for Professional Accountants and the Professional
Standards (including Independence Standards)
issued by the Brazilian Federal Accounting Council
(CFC), which are based on the fundamental prin-
ciples of integrity, objectivity, professional compe-
tence and due care, confidentiality and professio-
nal conduct.

Our firm applies NBC PA 01 – Quality Management
for Firms of Independent Auditors and the Interna-
tional Standard on Quality Management (ISQM) 1,
Quality Management for Firms that Perform Audits
or Reviews of Financial Statements, or Other As-
surance or Related Services Engagements, issued
respectively by the CFC and IAASB. These stan-
dards require the firm to design, implement and
operate a system of quality management, inclu-
ding policies or procedures regarding compliance
with ethical requirements, professional standards,
and applicable legal and regulatory requirements.

We believe that the evidence we obtained is suf-
ficient and appropriate to provide a basis for our
conclusion.

Responsibilities of the Company for the Report

The Company’s Management is responsible for:

- designing, implementing and maintaining internal controls relevant to the preparation of the information included in the Report so that it is free from material misstatement, whether due to fraud or error;
- selecting the Criteria as appropriate for the preparation of the information included in the Report and for appropriately referring to or describing such Criteria; and
- properly preparing and presenting the information included in the Report in accordance with the Criteria.

Our Responsibilities

Our responsibilities are to:

- plan and perform the engagement to obtain limited assurance about whether the Report is free from material misstatement, whether due to fraud or error;
- form an independent conclusion based on the procedures performed and the evidence obtained; and
- report our conclusion to the Board of Directors and Shareholders of the Company.

Summary of the work performed as a basis for our conclusion

We exercised professional judgment and maintained professional skepticism throughout the engagement. We designed and performed our procedures to obtain evidence regarding the Report that is sufficient and appropriate to provide a basis for our conclusion. The procedures selected depended on our understanding of the Report and other engagement circumstances, as well as our consideration of the areas in which material misstatements were likely to arise. In performing our work, we carried out the following procedures:

- a. we planned the engagement, considering the relevance, the volume of quantitative and qualitative information, and the operational systems and internal controls used as a basis for the preparation of the information included in the Report;
- b. we obtained an understanding of the calculation methodologies and procedures used to compile the indicators through inquiries and interviews with the managers responsible for preparing the information;
- c. we applied analytical procedures to the quantitative information and made inquiries regarding the qualitative information and its correlation with the indicators disclosed in the Report; and
- d. we assessed the processes used to prepare the Report and its structure and content, in accordance with the Criteria.

The procedures performed in a limited assurance engagement vary in nature and timing and are less extensive than those performed in a reasonable assurance engagement. Accordingly, the level of assurance obtained in a limited assurance engagement is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed.

São Paulo, June 15, 2026



KPMG Auditores Independentes Ltda.
CRC 2SP-014428/O-6

Original report in Portuguese signed by
Flavio Gozzoli Gonçalves
Accountant – CRC 1SP290557/O-2

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GENERAL COORDINATION OF THE REPORT

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CONTENT, STANDARDS CONSULTATION, GRAPHIC DESIGN, AND LAYOUT

Grupo Report

TRANSLATION

Grupo Report

PHOTOS AND VIDEOS

Cogna Collection
PC Pereira

PROOFREADING:

Steve Wingrove

