
Cruzeiro do Sul
Educacional
2022
Annual and
Sustainability Report

Cruzeiro do Sul Educacional

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HIGHLIGHTS 2022

Increase

in the number of students and, organically, revenue



Record-breaking re-enrollment



With the #allforre-enrollment campaign, we reached a record-breaking number of re-enrollments since 2016, which reveals the students' level of satisfaction with the quality of our teaching and services provided

Internal restructuring, with the creation of a business unit



We've conducted management changes, moving from a vertical to a **matrix model**, with the creation of two vice-presidencies: On-site Teaching and Online Teaching. The new business units reflect our growth journeys.

Accreditation with grade 5, MEC's highest



We were rated as a 5 in the University Cruzeiro do Sul Reaccreditation Assessment Report, which considers the aspects of Institutional Planning and Assessment, Academic Policies, Institutional Development, Management Policies, and Infrastructure.

Increased number of locations across Brazil



We have invested on increasing our offer of distance learning courses and we have opened **188 new locations**, especially in the regions Southeast and Northeast.

Message from CEO

GRI 2-22



2022 was marked by challenges and accomplishments for Cruzeiro do Sul Educational amidst a politically and economically challenging context. We consolidated important projects, such as the development of a new corporate strategy focused on the development of On-Site/Medicine and Distance Learning/Long Life Learning teaching verticals. To ensure the strategy's fulfillment, we restructured the organization's leadership with the creation of vice presidencies dedicated to the development of these verticals, and reinforced our attention to student success, with the establishment of the Academic and Innovation Board, and relevant changes in the service pillar with the design and implementation of the Digital Evolution path.

Academic performance was, once again, acknowledged in the scope of the Ministry of Education (MEC) indicators. University Cruzeiro do Sul, the largest unit and the group's origin, was re-accredited with the highest rating, a 5. The universities also stood out in international rankings. UNIFRAN was considered Brazil's best private university in the Times Higher Education survey, which assesses institutions regarding the United Nations (UN)'s 17 Sustainable Development Goals (SDGs).

The teaching staff and researchers also stood out – dozens of them are among the most influential in Latin America, according to the AD Scientific Index ranking. Furthermore, two UNIFRAN researchers were selected to present their study's at UN's Climate Change Conference (COP 27). The collaborative project between NASA researchers and the teaching staff of the graduate program

in Astrophysics and Computational Physics at UNICID also stands out, it addresses the update of code used for telescope data analysis.

There has also been progress made in the ESG agenda, improving governance with the organization of Board committees, and the reorganization of boards and governance of key business processes. Always aiming towards high-quality education standards, the services provided were expanded, with a positive impact on the community. There were 6.9 million services provided at the clinics and legal centers.

Compliance channels have also been reinforced, as well as internal systems, which have been improved to strengthen decision-making processes. The Diversity and Inclusion area has been created to propose practical actions on the theme, and institutionalize initiatives already conducted by the teaching institutions. Resources have also been invested towards raising awareness in society and developing research related to the environment and sustainability.

Following the same line, the on-site modality has been strengthened, with the operational adjustments necessary to ensure the safety and well-being of students and employees. New laboratories have been made available, significantly contributing to learning through the most modern teaching technologies. Simultaneously, there's been progress to online education, reaching 1,404 locations across the Country, expanding the brand's capillarity and bringing quality education to thousands of people.

With recent technological and social changes and the redefinition of strategic paths, employees were challenged to reinvent themselves to meet new competitive parameters and the needs of future students. We owe the year's success to the resilience and engagement of the thousands of employees, the teaching staff, and leaders in this process of evolution. To them, I say thank you.

Throughout 2022, we established solid foundations to support our growth in the upcoming years, advancing in terms of digital transformation, and improving our services to students, prioritizing innovative and excellent teaching, and generating positive impact for thousands of Brazilian citizens.

We remain optimistic regarding the development of our institutions and the Higher Education sector, trusting education's power of change towards the Country's development and the improvement of people's quality of life.

Fábio Fossen
CEO
Cruzeiro do Sul Educacional

Identity

Profile GRI 2-1 I 2-2 I 2-6 I 2-7

We are Cruzeiro do Sul Educational, one of the segment's largest complexes in Brazil, for 57 years dedicated to providing quality education and investing in the training of citizens. Our history began with Colégio Cruzeiro do Sul, from which we began our gradual growth until we had gathered a constellation of 14 higher education institutions and five basic education institutions. Among our differentials, there are strong brands, that share our values and principles and preserve their identities, respecting the particularities of their regions of interaction.

We offer on-site and distance-learning courses, with diversified entry at all levels – from early childhood education to higher education, including postgraduate (lato sensu and stricto sensu), and free extension and language courses. We also plan, in the short-term, to increase the number of technical courses offered. At the end of 2022, we offered 1,382 courses. Our institutions, with over 7 thousand employees, welcomed 404 thousand students during the period.

With headquarters in the capital city of São Paulo, since February 2021 we are a publicly-held company, governed by our Bylaws and by the legal provisions applicable to the Novo Mercado Regulation of the national stock exchange, B3.

Mission, Vision, and Values GRI 2-23

Mission

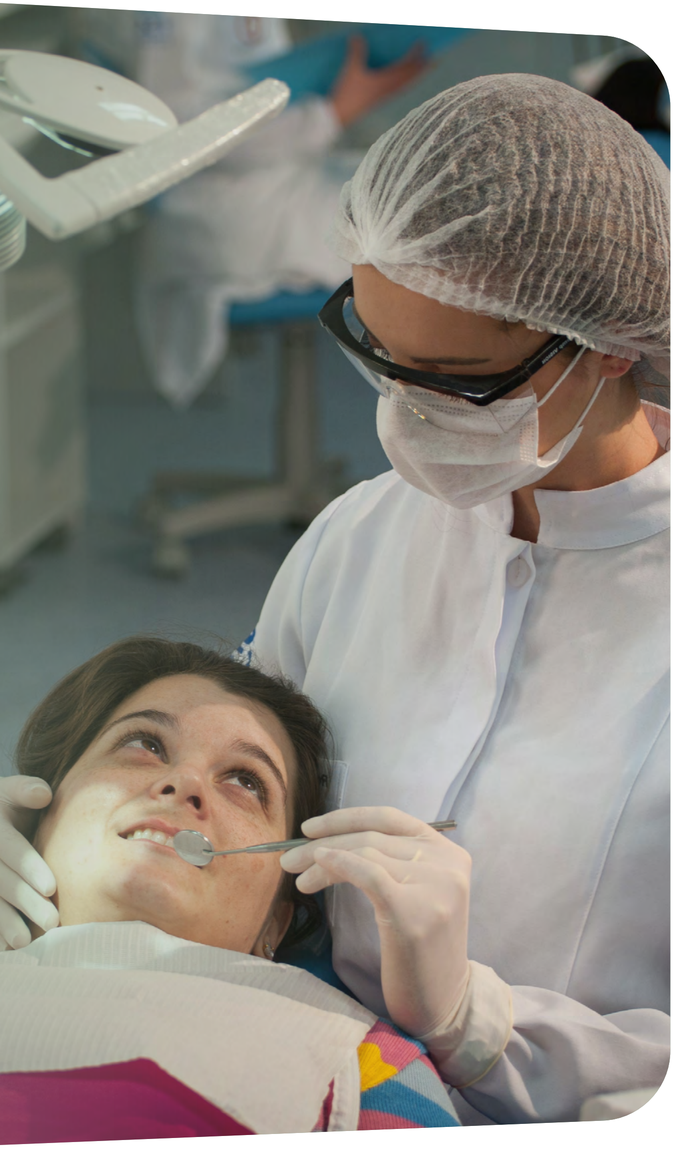
Developing the teaching, research, and extension triad of our institutions in synergy, so that they become relevant in the national scenario, with recognized brands in their respective markets, forming citizens and professionals who effectively contribute to local and national development.

Vision

Establish ourselves as the best higher education group in Brazil, with academically relevant institutions in the national scenario and recognized brands in their respective markets, achieving the best assessment indicators in teaching, research, and extension.

Values

- Ethics
- Transparency
- Innovation
- Responsibility
- Respect towards diversity and identity
- Social commitment
- Commitment towards local and regional development



Educational pillars

Six pillars support our way of teaching and guide all our courses, on-site and online, including students, teaching staff, and the community around us. Through them, we seek to ensure students' success, encouraging in them values such as innovation, entrepreneurship, and critical thinking, so that they graduate as citizens prepared to meet the challenges of the job market

Students as the protagonists – Developing and fulfilling actions with creativity, leadership, empathy, autonomy, and social responsibility. More than a professional, our students are agents of change.

Entrepreneurship – Boosting our students' entrepreneurial skills, so that they are able to develop innovative solutions, and add value to society. We encourage cross-cutting and interdisciplinary projects, online and gamified platforms.

Flexibility – Experiencing curricular flexibility – choosing online subjects, establishing an on-site schedule, study time and location, allowing optimal use and student involvement in varied activities.

Training trainers – Providing the best experiences in our learning process, with the support of new methodologies and technological tools, making learning more engaging, challenging, stimulating, and transformative.

Innovation – Encouraging innovation through scientific research, promoting a mindset that is favorable to creativity and innovation as the foundation of all our academic initiatives and talent development.

Critical thinking – Providing support for balanced and assertive decision-making. Critical thinking is essential for the full development of a citizen who is more conscious (locally and globally).

Structure GRI 2-6

Our schools and Higher Education Institutions (HEI) are equipped with cutting-edge infrastructure to provide the best learning conditions to students. We maintain our classrooms and libraries equipped with advanced technological resources; specialized centers, laboratories, and clinics with the market's most up-to-date devices; in addition to modern buildings and a large green area.

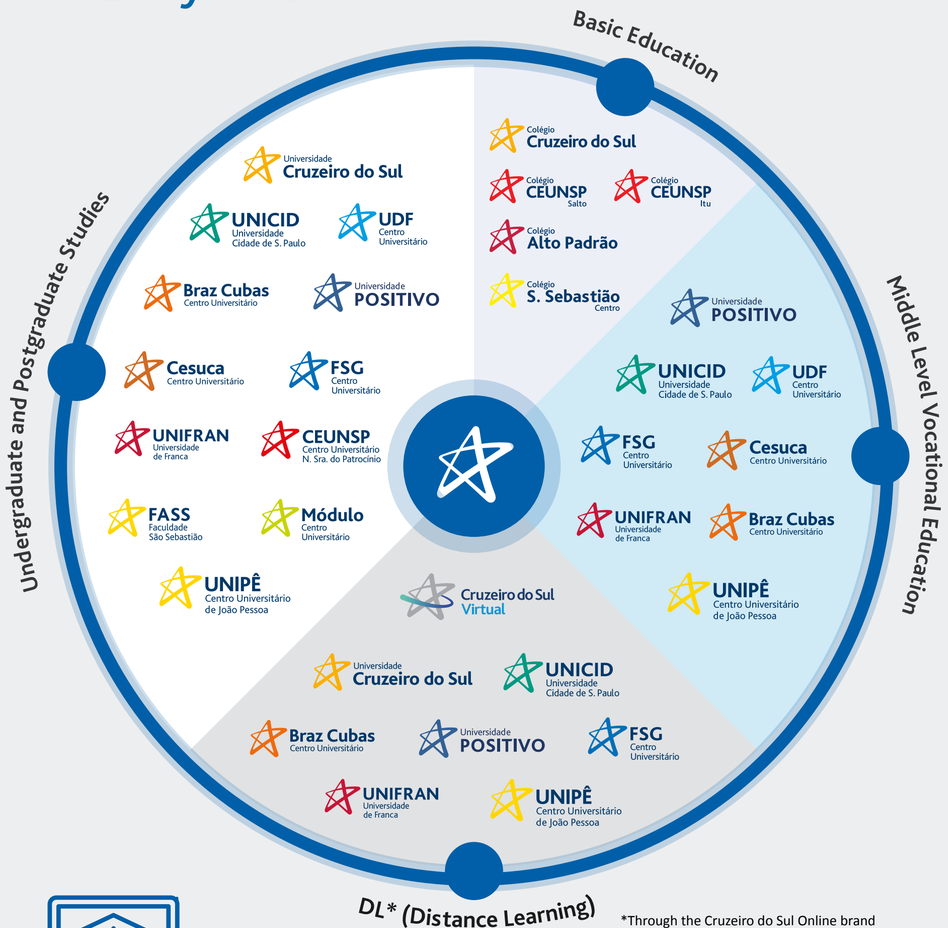
Examples of such differentials include Unicid Pinheiros' Medicine campus, in Sao Paulo (SP), and the UP Experience complex, in Parana (PR). In the first, we implemented an advanced training center for doctors and dentists that combines, in over 8 thousand m², a simulated hospital, spaces for training in medical skills – with mannequins and simulators – and Morpho-functional, Surgical Technique and Functional Practices laboratories.

Unicid and UP are partners with the Miami Anatomical Research Center, Marc, which grants a differentiated experience of improving professional training, with studies with fresh biological parts. Technology is adopted in the training of minimally invasive surgery through laparoscopy or robotics. Large hospitals and companies in São Paulo, such as Johnson & Johnson, and Smith & Nephew, use our facilities to train their professionals.



As for UP Experience, it is composed of Teatro Positivo, UP Expo, and the campuses of the Universidade Positivo, being the largest and most complete cultural, sports and scientific center in Paraná for holding events. Positivo Theater is the largest one in the state, able to hold 2,400 people, and annually receiving great music, dance, and theater performances, contributing to the democratization of access to culture and knowledge. As for UPX Sports, it has at least ten spaces to practice sports, receiving over a thousand people on a daily bases. The location is also a stage for hosting regional and national events and competitions.

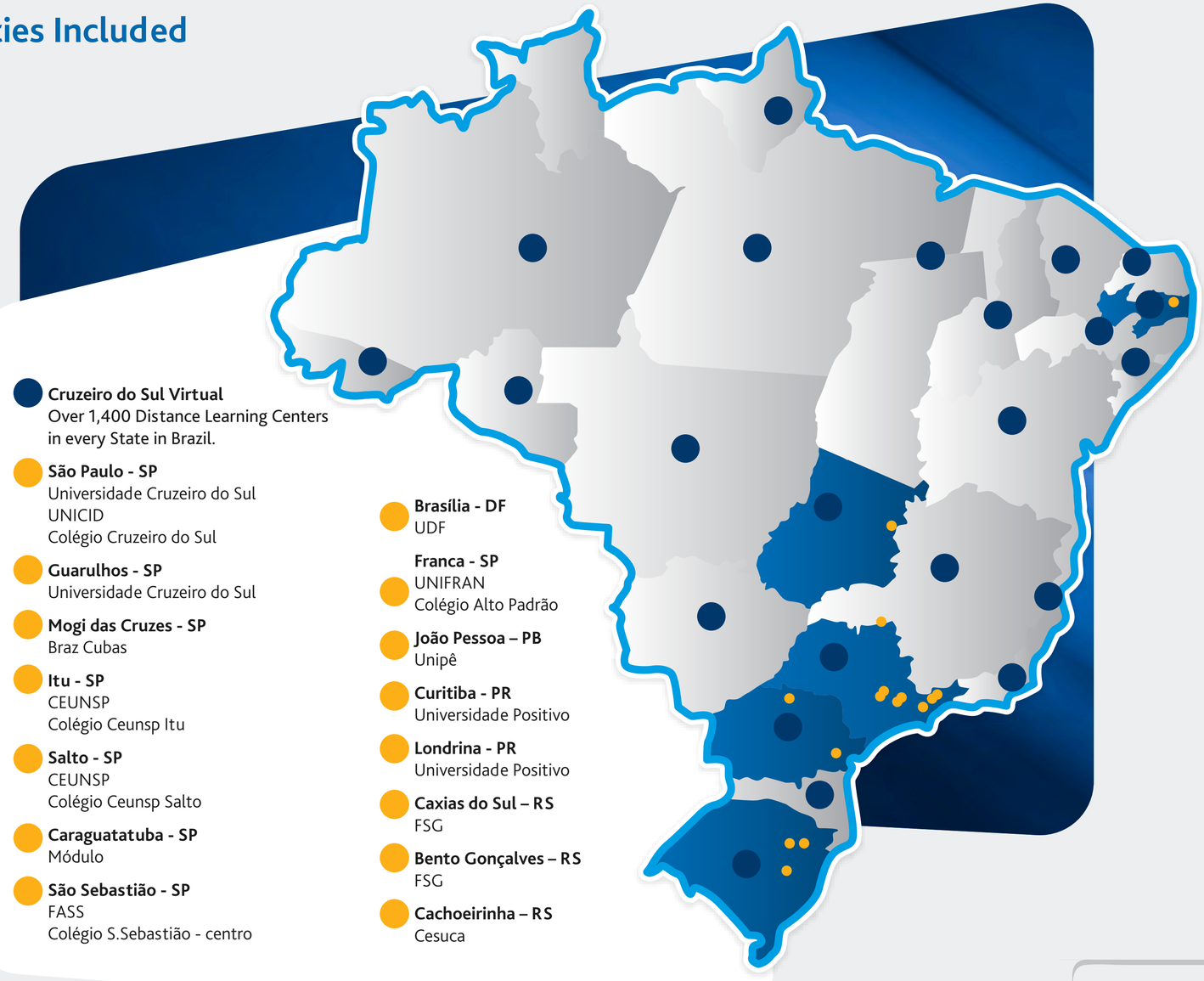
Our Ecosystem



*Through the Cruzeiro do Sul Online brand

+1,400 *Distance Learning Centers in every State in Brazil*

Cities Included



- **Cruzeiro do Sul Virtual**
  Over 1,400 Distance Learning Centers in every State in Brazil.
- **São Paulo - SP**
  Universidade Cruzeiro do Sul
  UNICID
  Colégio Cruzeiro do Sul
- **Guarulhos - SP**
  Universidade Cruzeiro do Sul
- **Mogi das Cruzes - SP**
  Braz Cubas
- **Itu - SP**
  CEUNSP
  Colégio Ceunsp Itu
- **Salto - SP**
  CEUNSP
  Colégio Ceunsp Salto
- **Caraguatatuba - SP**
  Módulo
- **São Sebastião - SP**
  FASS
  Colégio S.Sebastião - centro
- **Brasília - DF**
  UDF
- **Franca - SP**
  UNIFRAN
  Colégio Alto Padrão
- **João Pessoa – PB**
  Unipê
- **Curitiba - PR**
  Universidade Positivo
- **Londrina - PR**
  Universidade Positivo
- **Caxias do Sul – RS**
  FSG
- **Bento Gonçalves – RS**
  FSG
- **Cachoeirinha – RS**
  Cesuca

Acknowledgment

In 2022, we received a series of awards and certifications which attest to the success of our long-term investments in the teaching, research, and extension tripod – included in the Federal Constitution and in the Law on Brazilian Education Guidelines and Bases. We were also recognized for our solid relationship with investors, the press, and audiences, which demonstrates our employees' professionalism.

Valor 1,000 – We achieved the third position among the ten greatest in the education field in the Country in the annual Valor 1,000 ranking. In addition, we stood out in the following assessments: Financial Leverage (1st place), EBITDA Margin and Profitability (2nd place), Net Revenue Progress (3rd place), Net Revenue (5th place), and Interest Coverage (5th place). In the overall ranking, which includes companies of all segments, we were 465th place.

IstoÉ Dinheiro – We were positioned among the 1,000 highest of IstoÉ Dinheiro and the fifth in the educational field.

Exame's Best & Biggest – We occupied fifth place in the educational field in Exame's magazine ranking .

Época Business Yearly 360º – Best Companies in Brazil – We achieved the 294th position in the overall ranking, 171st position in ESG and Governance, and 90th in Innovation.

Times Higher Education (THE) – Unifran was ranked first among Brazilian private institutions by the Impact Ranking (IR) of the British group Times Higher Education (THE), which assesses performance in meeting the United Nations Sustainable Performance Goals..

SCImago Institutions Rankings (SIR) – Four of our Universities were classified in the ranking that assesses HEIs and showcases them for their performance in research, innovation, and social impact. Universidade Positivo, University of Franca (Unifran), the City University of Sao Paulo (Unicid), and University Cruzeiro do Sul were ranked among the best in Latin America.

AD Scientific Index – Our researchers (28) were ranked in the index that selects the 10,000 most influential people in Latin America. Researcher Dr. Rui Curi, from University Cruzeiro do Sul, stood out among the 10,000 greatest and most influential researchers in the world. The raking adopts a system of classification and analysis based on the scientific development and added value of researchers' scientific productivity. Over 1.3 million scientists and 20,445 Universities/ Institutions were investigated in 217 countries.

Socially Responsible – All our institutions received the Socially Responsible award granted by the Brazilian Association of Higher Education Holders (Abmes). The award showcases institutions that have promoted actions dedicated to social well-being and sustainable development of communities with the collaboration of academic communities.

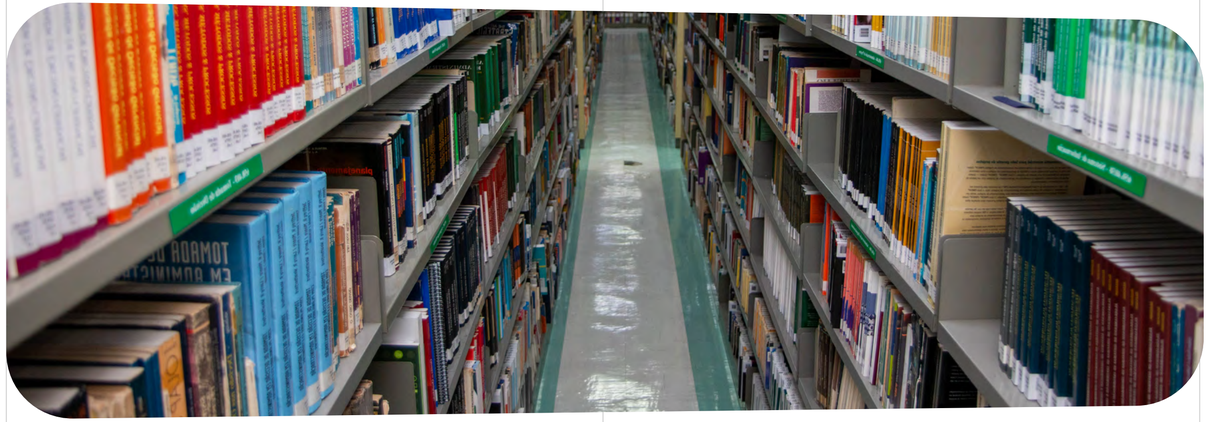
Brazil's Most Innovative Companies – We appeared among the 150 Most Innovative Companies in Brazil for the first time, according to the Valor Inovação 2022 Special, in 5th place in the Education field and 118th place in the overall ranking.

College Guide – Our courses earned 1,747 stars in the College Guide 2022. 535 on-site and distance learning courses were assessed, 235 of them achieving 4 and 5 stars. The edition assessed over 15 thousand graduation courses across Brazil.

Performance in the press – For the second time, we were recognized as one of the companies that communicates best with journalists, in the Education field. The award was promoted by the Communication Business Platform and the Center for Communication Studies (CECOM) based on the nomination, from 25,000 journalists, of three companies in each of the 30 fields assessed.

Reclame Aqui – For the first time, we were nominated for the award, which recognizes the best and most effective institutions in solving audience problems according to popular opinion. We won third place in the Education – Colleges and Universities category.

Investor rankings – In our first year as a publicly traded company, we were featured in two Education field rankings by North-American magazine Institutional Investor, one of the most renowned publications specializing in the equities sector. We were ranked third in both Investor Relations (IR) team and IR professional – IR Executive Director Luis Felipe Bresaola – in the evaluation of investors (buy side).



Badge HEI Friend of Scientific Initiation – Semesp I – Our Institutions Braz Cubas, Ceusnp, Fass, Module, UDF, Unicid, Unipê, Unifran, UP and University Cruzeiro do Sul hold the certification, which seeks to increase the visibility of scientific initiation as an important step in the students' professional training process.

MEC Assessment – We received a Rating of 5 (on a scale from 1 to 5) in the Assessment Report for the Accreditation of University Cruzeiro do Sul, by the Ministry of Education, meeting all the established criteria with excellence.

Highlights from the MEC assessment – Regarding Course Concept (CC), which considers pedagogical plan, faculty and infrastructure, 96% were rated a 4 and 5, on a scale from 1 to 5. As for the Institutional Concept (CI), which assesses our institutions based on their institutional development and planning, academic and management politics, 100% are at a 4 and 5 – there was also, in 2022, the re-accreditation of Cruzeiro do Sul University and the distance-learning institution University Center of Serra Gaúcha (FSG), both with the highest MEC concept. In the Preliminary Concept of Courses (PCC), we have 98% of the courses assessed with a satisfactory concept and in the General Course Index (GCI), 100% of those assessed have a satisfactory concept, considering the latest indicators published by MEC in 2019 (last result released by INEP).

Strategy and management





In 2022, we concluded our strategic planning, project Acrux, which established our paths for the next five years. The process included the involvement of the presidency, deans and advisors, and it resulted in several internal restructurings aimed at increasing our operational efficiency and product portfolio. We've also revised our management, moving from a vertical to a matrix model, with the creation of two vice-presidencies: On-site Teaching and Online Teaching.

These initiatives allow us to identify and plan for the expansion of our areas of activity. We have opened units and launched courses, in addition to reactivating the unit of long-life learning businesses, and we have become accredited to offer technical courses. We have also maintained our investments in progressing client relationship and redesigning our digital channels, by adopting digital marketing best practices. In the scope of learning management, we have purchased several platforms that have enabled the intensification of our digital transformation.

Growth Drivers

According to the Higher Education Census 2020/2021, of the National Institute of Educational Studies and Investigations Anísio Teixeira (Inep), of every ten students who enrolled in the private higher education system in 2021, in Brazil, seven have opted for distance learning, which highlights the teaching modality and the opportunities it provides. This finding is aligned with our decision to invest in the expansion of online teaching, with the opening locations in new cities, especially in the Country's North and Northeast regions.

If so far we had been adopting the purchase of on-site HEI as the only growth dimension, meaning, territorial expansion, in 2022 we increased our area of activity, investing in continuous graduation. We will continue offering courses at our units, in addition to starting other fronts, such as technical courses.

Long-term, we seek sustainable growth, with a consistent number of enrollments, both on-site as well as online, reflecting our market-recognized operational discipline.

Virtual Platforms

In 2022, we purchased and implement a series of platforms to greater benefit our students. In addition to enabling quick access to content and other perks, the tools contribute towards learning motivation and improvement. In already existing online environment, we applied more user-friendly interfaces, with updates to content organization.

In addition, we now have immersive and interactive features in on-site and online graduation courses, such as simulations, animations, and 360º videos that support the learning process. Those are available on Platform A, which has been integrated to our online environment. During the first year in use, 49.5% of distance learning students stated having accessed the features.

Throughout the year, our teaching staff developed, with external partners, three virtual reality simulators that represent a construction site and can be used by students of Electrical, Mechanical, and Civil Engineering courses, among others.

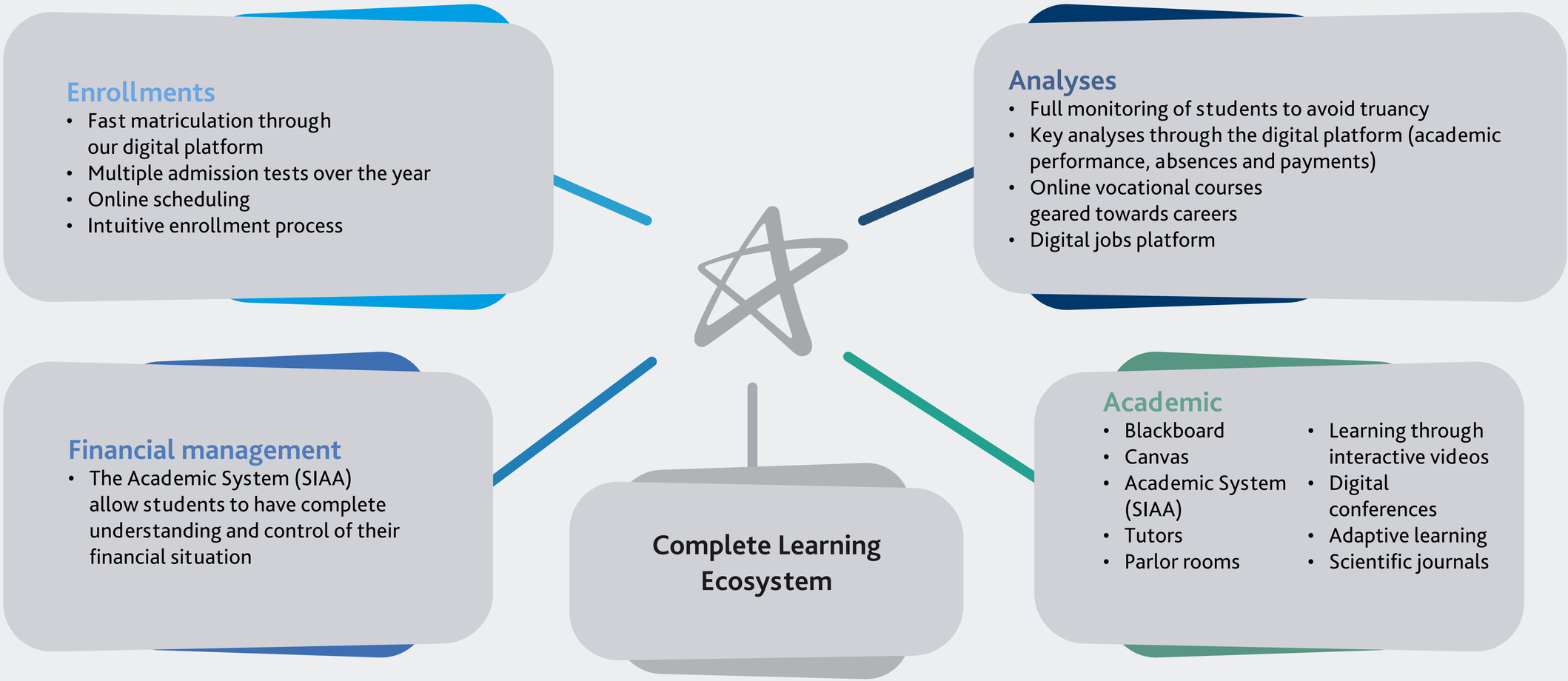
In addition, our Medicine courses have a specific platform, called Jaleko, which provides simulations, animations, and 3D videos to students, as well as materials such as residency exams and medical cases.

In the legal area, students use Metajuri, an immersive 3D environment that helps them with legal practice through professional experiences. The system can be accessed from several devices (smartphones, laptops, and virtual reality goggles), and it was designed for teaching through co-presence and users' engagement with the tools.

In terms of extension, we implemented, on a pilot basis, in Physical Education courses, the Link platform, which allows activities to be managed and recorded, and opens space for the community to present their issues, deepening the dialog between the university and society.

In addition to these innovations, distance learning students stay in contact with the Cruzeiro do Sul Virtual platform, which provides our trainings and centers students' entire trajectory. The environment includes admission, financial management, and all academic aspects.





In 2022, we concluded the integration of these platforms, combining them with others already in use such as the Blackboard (LMS), assessment spaces, and the Integrated Academic Administration System (SIAA). The inclusion of the Workalove work and career platform in all our HEIs is currently in progress, until now only available for distance learning courses. We have also acquired platform Avalia, which enables globalized assessments.

Business model

Our business model, aligned with our Mission, Vision, and Values, consists in utilizing our human, intellectual, productive, social and relationship, financial, and natural capital to create positive impact to all stakeholders. Through these resources, we create value to society by providing high-quality education services.



Funds

Human capital

Our talent is essential for our constellation to shine.
Our constellation is composed of, approximately, 7.3 thousand stars between our own and third-party employees. We are a hub of talented professionals and our commitment is to invest in, and increase people's development strategies, as well as to attract new talent.

Intellectual Capital

Scientific and academic pioneering, technology, innovation
and brand strength are the important value levers Group Capacity in applying knowledge, which is a highlight in the national and international academic community, their brands, technology, innovation, and research to promote high-quality academic and professional training, in all education levels, from early childhood education to postgraduate studies, with onsite and online learning courses that contribute to improving the quality of life for all and for future generations..

Productive Capital

Strong presence that sets us apart
The capillarity of our operations, and our limitless outreach for learning provided by online learning, sets us apart. Our facilities are strategically located and receive continuous investment for process improvement and modernization of technological resources and infrastructure, which makes us one of the most representative and diverse higher education groups in Brazil.

Social and Relationship Capital

The strong ties that bind us
The relationships that CSED establishes with different stakeholders, and the positive social impact it causes through their operations.

Financial capital

The generated results
Financial resources that result from an efficient and disciplined operation, and that are used both for business development as well as in shareholder remuneration.

Natural capital

Practices and processes aimed at engaging HEIs in efforts
to minimize the impact of activities on the environment



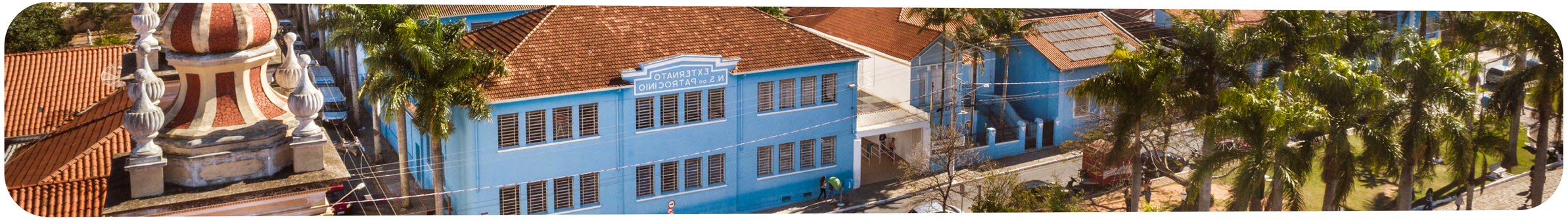
Value Generation

Positively impacting society
Our mission is to transform our resources to positively impact society, through the training of qualified and respected citizens and professionals who shall effectively contribute to local and national development.

Inclusive High-quality Education
that transforms people's lives – Our Way of Teaching
We annually transform the reality of 55 thousand students graduating with high-quality education. A university diploma opens doors and adds economic value to people and their families, often influencing the social level of generations

This is Our Way of Teaching: we actively partake in the students' learning process, professional development, and the construction of their life project, providing and highlighting their leading role as protagonists
Yearly, we expand our offer of courses, for on-site and online learning, all accredited with the best MEC ratings, and we take operations to new places. With that, we open up an even wider range of opportunities to enroll in higher education. In addition, we expand access to education to the less privileged layer of society, and we prepare ourselves to welcome 11,258 students with disabilities a year, 25,011 spots in a financing program.

Social Responsibility and Health
Our learning ecosystem connects students, teaching staff, methodologies, community, and the job market, to provide the best experience in academic training, that goes beyond the classroom, since we are committed to training citizens, agents of change. In 2022, our students conducted over 6.9 million services to the community, putting all their learning into practice in favor of the society surrounding the HEIs.



ESG Agenda

We believe that the ESG agenda is inherent to education companies, since the services they provide positively and directly impact society through the citizen training of millions of students. In 2022, we made adjustments to our governance structure, adopting the best practices in the market, and we made progress in the sustainability area with the incorporation of projects on the theme at our HEIs and by raising community awareness.

Our ESG management area's mission is to ensure compliance with the sustainability agenda, and the good progress of projects and action plans related to the social, environmental, and corporate governance pillars, working in partnership with the People Committee, the Internal Sustainability Commission, and the Work Centers, as well as external service providers, managers, and employees.

In 2022, we established a set of goals, objectives, and indicators aimed at our sustainable development and the improvement of society's economic and socio-environmental conditions, widely discussed with leaderships. We also conducted internal trainings and events, such as the III Week of Social Responsibility and ESG, and the I Week of Health and Environment. Throughout the period, 68,605 students received training on themes related to the ESG agenda – such as the Environmental Issue and Sustainability, Human Rights and the Aspect of Diversity, Training on Afro-Brazilian History and Culture, and the Prevention of Drug and Alcohol Misuse.

Our purpose is to contribute to the improvement of the quality of life of all those directly and indirectly involved with our business, towards a more sustainable and resilient society. Through education, it is possible to optimize socio-economic development surrounding the operations, being a reference in terms of positive social impact.





Innovation and Technology

GRI 3-3 – Innovation and technology I

Infrastructure transition and restructuring of professionals to online teaching

The way we teach and learn undergoes evolution thanks to advances in technology such as Internet 3.0 and 5G. Aware of this development, which we refer to as Learning's Digital Evolution, we have adopted some trends such as immersive and interactive resources, disruptive learning environments, online smart library, competence-based assessment, and gamification. Also, in alignment with the aspects of innovation technology, in 2022 we created the Vice-Presidency of Online Teaching and the Academic Board of Innovation. To prevent possible negative impacts – among them the need for constant structure renewal to keep up with rapid changes –, we have maintained partnerships for the creation of our online laboratories and learning resources.

The development of our own virtual reality simulators for Electrical Engineering, Civil Engineering, and Architecture and Urbanism courses represents a qualitative and expressive leap in terms of autonomy in terms of suppliers of similar products, not only from an aspect of financial sustainability, but also for the genuine addition of value to the product. This development, by teachers of the respective courses, has allowed us to acquire experience for future accomplishments and the creation of custom-made products.

The addition of interactive objects and 360º videos seeks to improve students' experience in each subject, and enable access to exclusive and interactive content specifically designed for different areas, through mobile devices or computers. At physical locations, we have invested and improved computer infrastructure, data links, and Wi-Fi connection to facilitate the incorporation of innovation.

In 2022, we participated in the International Congress on Distance Education (Ciaed) with a stand in the metaverse, which presented our academic model and other interactive resources. The lectures at the physical stand were also broadcast in the virtual space. In other occasions, we have gathered with all deans and the People, Management, and Sustainability area in the metaverse, in addition to having promoted an experimental class within the scope of the Master of Science and Mathematics Teaching, in which students could interact with the resources of Platform A in the Metaverse.

We are living in a moment of transition, from an academic model focused on content to a competency model. Instead of informing only the name of each subject, we have been making adjustments to also present the skills provided, and change the way they are assessed, so that, in addition to their grade, the student will know more about their performance on each subject. Thus, they shall have a wider and more consistent view of how they have been preparing themselves to the job market.

Digitalization is heavily present in activities. We dedicate resources and energy to support distance-learning and improve learning processes, on-site or online, as well as administrative processes to foster engaging and vibrating education.

Our concern with the continuous training of our teaching staff, reflecting on teachers' performance, associated with students' development of technological skills, have generated positive effects on the profile of graduates, resulting in greater employability and the success of our students.

In order to track the effectiveness of our actions, we have adopted resources such as assessments from MEC and the Self-assessment Committee (CPA), rankings, and benchmarking.

Online Diploma

Since 2021, all our HEIs are able to issue and register diplomas digitally. In 2022, 69,055 units were produced. The issuance includes a series of measures to ensure the security and authenticity of the data, such as an alphanumeric validation code and a QR Code. Digitization complies with MEC Ordinance No. 330/2018, from 04/05/2018.

Virtual Student Wallet

On the same line, since 2020 we have adopted the Virtual Student Wallet, which resulted in us no longer producing 83,292 thousand units of plastic, contributing to the preservation of natural resources. The wallet, accessed via app, is used for the identification of our employees and students, obtaining benefits and discounts provided by law, and entry to our units through QR Code. In 2022, it was already available to 100% of our students in Brazil and abroad.





Training Teachers Digitally

With digital transformation, teachers have had to adapt to other ways of teaching, which has been encouraged at our HEIs. To promote continuous training, introduce the potential of new features and how to utilize them, we have created Maker Club, a collaborative space for creativity and innovation with on-site and online pedagogical trainings.

Ongoing initiatives in HEI training programs have been gathered at the Club, which, through weekly meetings, addresses contemporary issues that are revolutionizing the ways of teaching and learning by revealing engagement solutions for new generations of students. Maker also intends to handle new didactic and pedagogical strategies, active methodologies, and theories on learning and teaching.

In addition, we have created Expedition Innovare, which consists of a movement of open innovation. In search of synergy and to share innovative and successful pedagogical practices, we visit our HEIs to identify and share the news adopted.

Customized paths GRI 3-3 – Research and scientific production

Our students, both in on-site and distance-learning graduates, have the option of studying additional subjects and free online courses, according to their area of expertise. Thus, they may add-on to their graduation in a customized way, increasing their professional profile with abilities and skills that meet market demands. Optional subjects, available for several knowledge areas, can be used on school transcripts or as a complementary activity. Paths are planned in steps, in a way that, to advance levels, a minimum score is required.

The theme of research and scientific production is managed by the deans of the HEIs with the goal of mitigating the negative impacts surrounding it, such as violation of intellectual property of third parties, for example, and of optimizing positive impact – among those the greater possibility of raising financial resources due to the dissemination of indicators of excellence in research and postgraduate studies (stricto sensu). The effectiveness of actions in this regard is tracked based on international recognitions of researchers and scores. Research data is widely disclosed on Capes, CNPQ, and Fapesp platforms, among others, in a way to also enable the monitoring of our progress.

In addition, São Paulo State professors/researchers follow the code of good scientific practices developed and disseminated by the State of São Paulo Research Foundation (FAPESP) in line with our understanding that generating knowledge has a positive impact on the country's development and on people's quality of life. Examples include the intense adoption of technology, the theses and dissertations defended, the research internships abroad by PhD students, the articles published and others that contribute to minimize possible negative impacts related to the theme, such as the violation of intellectual property.

Cruzeiro do Sul Educacional 2022

Item	Total
Published articles (2017-2020)	4,664
Theses and dissertations defended (Master's and Doctoral Degrees)	237
PhD students to completed a research internship abroad (CAPES or FAPESP fellows)	9
Professors/researchers abroad (visitors, post-docs and short-term visits)	23**
Patents	27***
Scientific and Technological Research Groups Certified by CNPq	102
Professors/Researchers CNPq Grant Holders Productivity CNPq	38
Professors/Researchers among the best and most influential Scientists (AD Scientific Index - Top. 10,000)	39

* Data from 2021 and 2022 is still being gathered and submitted to Capes.
**Considering two from UP
*** We have 11 granted patents, 16 filed (three in 2021) and one licensed between Brazil, Japan, Europe and the United States.

Master's and Doctoral Degrees

Teaching Institution	Master's degree holders	Doctoral graduates
City University of Sao Paulo (Universidade Cidade de São Paulo – UNICID)	42	5
Universidade Cruzeiro do Sul	26	13
University of Franca (Universidade de Franca – UNIFRAN)	41	20
University Centre of the Federal District (Centro Universitário do Distrito Federal – UDF)	28	0
Joao Pessoa University Center (Centro Universitário de João Pessoa – UNIPÊ)	20	0
Universidade Positivo (Universidade Positivo – UP)	27	15
Total	**184**	**53**

AD Scientific Index

Teaching Institution	World	Latin America	Brazil
Universidade Cruzeiro do Sul	1	9	13
City University of Sao Paulo (Universidade Cidade de São Paulo – UNICID)		6	9
University of Franca (Universidade de Franca – UNIFRAN)		8	11
University Centre of the Federal District (Centro Universitário do Distrito Federal – UDF)		1	1
Joao Pessoa University Center (Centro Universitário de João Pessoa – UNIPÊ)		1	1
Universidade Positivo (Universidade Positivo – UP)		3	4
	1	**28**	**39**



28 *researchers among the 10,000 most influential in Latin America*





Happy People Learning (Gente Feliz Aprendendo)

Student/user experience is incredibly important to us. In such an agile world, with extensive technology available, it doesn't make sense for them to face a queue, for example, in order to solve administrative issues. This thinking motivated the creation of the Gente Feliz Aprendendo (Happy People Learning) project, with the goal of providing an experience with no bureaucratic troubles through increased automation and self-service.

We thus seek a conceptual shift since the focus is on identifying and solving the root cause of problems. In that regard, a series of measures are in motion with the ultimate goal being the student's investment in their academic journey with us.

Providing a more fluid experience to students.

Support Channels

Estela – Virtual assistant with IBM Watson's artificial intelligence that serves, interacts, and provides guidance, through a chat, available 24 hours a day.

CAA Chat (Student Service Center) – Destined for direct and online contact with our support team, always triggered when Estela is unable to provide an answer. Available from Monday to Friday from 9am to 8:30pm.

CAA Online – Feature available in the Student Area where there are more than 97% services available online. Through the channel, independently and at any time, the student can open requests for assistance from internal areas, such as Course Coordination, Secretary's Office, Finance, Treasury and Educational Credit. It is also possible to monitor the progress of processes and interactions with requests, and view academic records.

Scheduling for On-site CAA – On more complex cases, it is possible to schedule on-site assistance with our virtual assistant at the Student Service Center.

Virtual Man

The tool, developed by the University of São Paulo (USP) and used in partnership with Cruzeiro do Sul Virtual, promotes the integration of the learning of anatomy, physiology, pathophysiology and diagnostic imaging methods through the use of interactive learning objects such as digital media, 3D printers, tablets and smartphones. Three aspects stand out in this context: the modeling of digital objects, meaning the composition of structures in 3D computer graphics; the use of dynamic resources (animation) to explain the functioning of physiological and pathophysiological processes in an objective and clear way; and teaching coordination for the didactic organization of the contents.

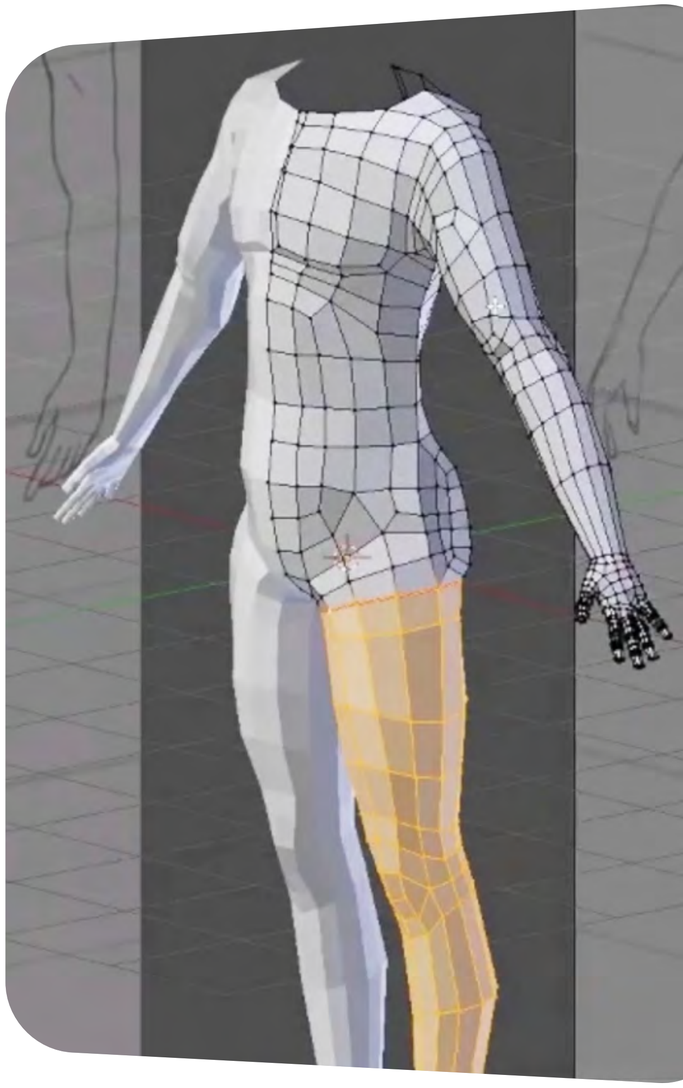
The features from the use of the Virtual Man, with a focus on the teaching and learning proposal of the courses in the health area, spark innovative learning possibilities, since the existing collection in the 3D tool encourages students to observe and analyze specific videos, associate images with reference texts, identify significant details in the content transmitted, customize anatomical objects, and even create physical objects of anatomical parts in three dimensions with realistic quality, through 3D printers. In the year, 341 of our teaching staff were trained to work with the tool, and 9,133 students were involved in its adoption.

Risk management

We pay attention to risk management on several fronts, such as those related to business, compliance, legislation, and digital security. We regularly map possible risk or impact factors in our work area. Areas dedicated to the theme are involved in meetings to develop services and/or flow and process changes, acting in a consulting format, with recommendations to mitigate risks. Risk management process guidelines are exposed in specific politics.

Our legal area is also involved in the analysis of new projects to help in the development and mitigation of inherent risks. Practices in that regard, aligned with our strategic planning, are rooted in the values and guidelines of our Code of Conduct.

Decision-making happens within the bodies provided for in the governance structure, in accordance with the guidelines that guide companies listed in the Novo Mercado segment. We maintain several





internal policies, available on the corporate network, to which all employees have access to, and we conduct constant training on ethical conduct, relationship with the Public Power, donations and sponsorships.

In 2022, the legal area was strengthened with the creation of the Legal and Compliance Department, which answers to the Chief Executive Officer (CEO). The structuring of the Compliance area, with dedicated management, also indicates maturity and commitment to the constant improvement in the dissemination of our values and guidelines, with its performance focused on two main pillars, compliance and data privacy.

General Personal Data Protection Law (LGPD)

Digital compliance and LGPD are the focus of attention of our teams and our institutional commitment. We submit quarterly reports to the Ethics and Conduct Committee, as well as to the Audit Committee on the progress of the LGPD and cybersecurity fronts, in addition to the recurring activities of managing the Privacy Channel, consultancies provided to internal business areas, and a biweekly work agenda between the Compliance, Cybersecurity, DPO and related Executive Directors, addressing topics such as the measures and projects necessary for managing the Privacy Program and compliance with security and privacy guidelines. After mapping personal data processing activities, we conduct supplier assessment, contract review, legitimate interest assessments and impact reports, and publish our Privacy Policy. We are constantly managing risks, especially regarding our business partners such as locations and suppliers that handle personal data. We launched LGPD booklets, one of them applicable to the reality of the locations, and developed e-learning on the subject, aimed at unit employees. We also conduct the following actions: Implementing a third-party assessment flow:

- Application of the privacy by design flow, which enables privacy risk assessment since the conception of products and services;
- We conduct workshops to introduce practical guidelines for high exposure areas, such as commercial and customer service teams and schools;
- Adopting a banner and cookies policy on the Institutions' websites;
- Including more robust clauses in contracts;
- Updating the External Privacy Policy; and
- Publishing our Internal Privacy Policy, Information Security Incident Response Policy, and the Incident Response Plan for personal data breaches.

Privacy Channel

The online communication platform allows all audiences we interact with to clear doubts, request information on how their personal data is handled, and request cancellation of the sending of communications and the correction or deletion of their data. All demands are assessed by the Compliance team and directed to treatment, following the response deadlines provided for and recommended by Law 13.709/2018. With the Privacy Channel, data subjects receive feedback on inquiries, and evidence of the measures taken to address requests is registered.

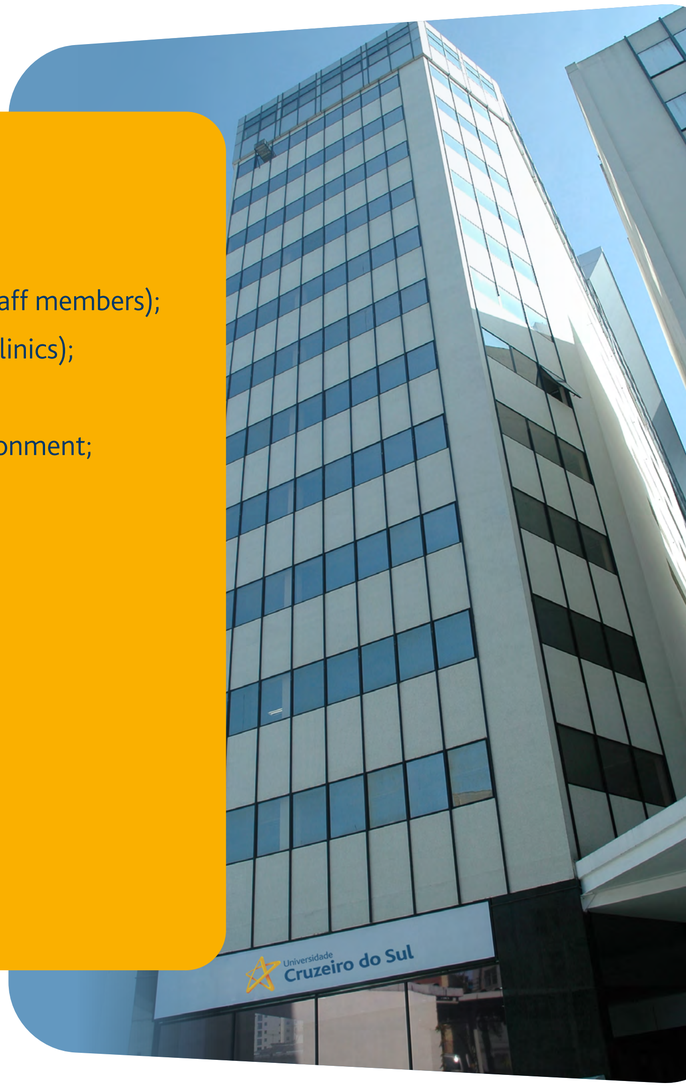
Crisis Management

For the effective management of critical incidents and minimal possible negative impacts on the business, we published our Crisis Management Policy. The document establishes the protocols that must be respected by employees, managers, partners, and third parties who relate to us or act on our behalf, in situations capable of producing concrete or potential image, financial, operational, regulatory or legal damage.

Our Crisis Committee is composed of three fixed members: Compliance Manager, Litigation Legal Manager, and Communications & Marketing Manager, as well as other rotating members, selected according to the Education Institution involved and the nature of the crisis incident to be managed.

Training Offered

- E-learning: LGPD for partner Locations;
- E-learning: Racial discrimination;
- Professional conduct and respect towards diversity and identity (for staff members);
- Workshop: LGPD (for schools, commercial team, support teams, and clinics);
- Workshop: Anti-corruption (for Managers, Deans, and Directors);
- Live: LGPD and the challenges of its compliance in the corporate environment;
- Live: Compliance Program as a management support tool;
- Live: CSED Compliance Program: action fronts and reporting channel;
- Training on Competition Compliance (for the Executive Board);
- Workshop: Interaction with Public Authorities;
- E-learning: Code of Conduct;
- E-learning: LGPD;
- Workshop: Compliance and LGPD for Commercial Consultants;
- Workshop: Compliance in Procurement;
- Workshop: Privacy by Design; and
- Anti-corruption e-learning



Corporate Governance





Best Practices GRI 2-23

Ethics and transparency are some of our values, formalized in our Code of Conduct, approved by the Board of Directors and applicable to all employees – who sign a term of knowledge and acceptance of their commitments, as well as our shareholders, directors, managers, advisors, and any third party that has a link with Cruzeiro do Sul Educacional. Guided by best practices and the principles of the Universal Declaration of Human Rights, the document expresses guidelines on governance, respect towards identity and diversity, non-discrimination, and being anti moral and sexual harassment and abuse of power, among others. It also includes rules related to integrity and the fight against corruption - topics on which any deviations can be reported to the Safe Channel.

In 2022, one of the initiatives to improve this structure was connecting the Ethics and Conduct Committee to the statutory Audit Committee, composed of three independent members. The measure represents progress in terms of governance by giving the body greater independence and autonomy.

Another piece of news this year was our partnership with Enactus, a network of leaders compromised to use business as catalysts for positive social and environmental impact. Present in more than 30 countries, the organization seeks to bring business and academic environments closer, encouraging social entrepreneurship.

We also maintain a close relationship with other organizations in our working sector or those that defend our ideals, such as the Union of Maintaining Entities for Higher Education Institutions of São Paulo State (Semesp), the Brazilian Association of Private Universities (ANUP), the National Confederation of Educational Establishments (Confenen), the Brazilian Association of Higher Education Holders (Abmes), the Brazilian Association for Distance Education (ABED) and the National Foundation for the Development of Private Higher Education (Funadesp).

All our policies and guidelines – among them our Anti-corruption Policy, approved by the CEO – provide for the possibility of monitoring and auditing to follow up on their compliance and effectiveness. To do so, we rely on the Compliance and Internal Audit areas and the Ethics and Conduct and Audit committees. We also map factors that may represent risks or impacts related to our area, or the services we provide. This assessment is periodically revised, so as to monitor changes in the internal and external scenario, including the development of products/services and work areas.

Our Code of Conduct and other standards are available for access at https://ri.cruzeirodosuleducacional.com.br/governanca-corporativa/estatuto-e-politicas/

In addition, we maintain a flow in which risk areas are invited to partake in service development meetings and/or process changes, so as to act consultatively, providing recommendations that may minimize risks and ensure compliance with applicable laws and/or regulations.

Safe Channel GRI 2-25 I 2-26

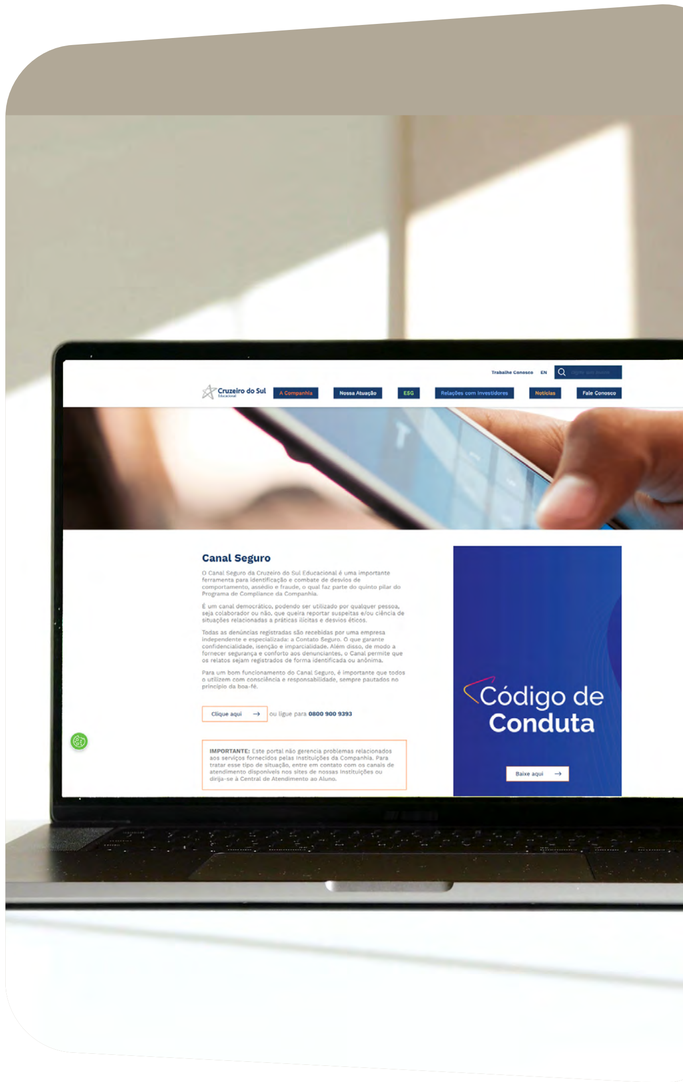
We care to know the opinion and main complaints of the audiences we interact with, making communication channels available so that complaints and reports may be filed to be assessed and handled by internal areas. We also actively monitor market risks we are subject to, applying remediation measures and process adjustments whenever we identify shortcomings in relation to an emerging risk.

With a strategic role in our Compliance Program, the Safe Channel has been widely disclosed at our presentations and trainings conducted by the Compliance area, and in recurring communications, shared at our intranet, Cruzeiro Network, in addition to e-mails to all employees. The tool is open to receiving reports on misconduct, whether identified or anonymous, ensuring secrecy, confidentiality and proper investigation of reports.

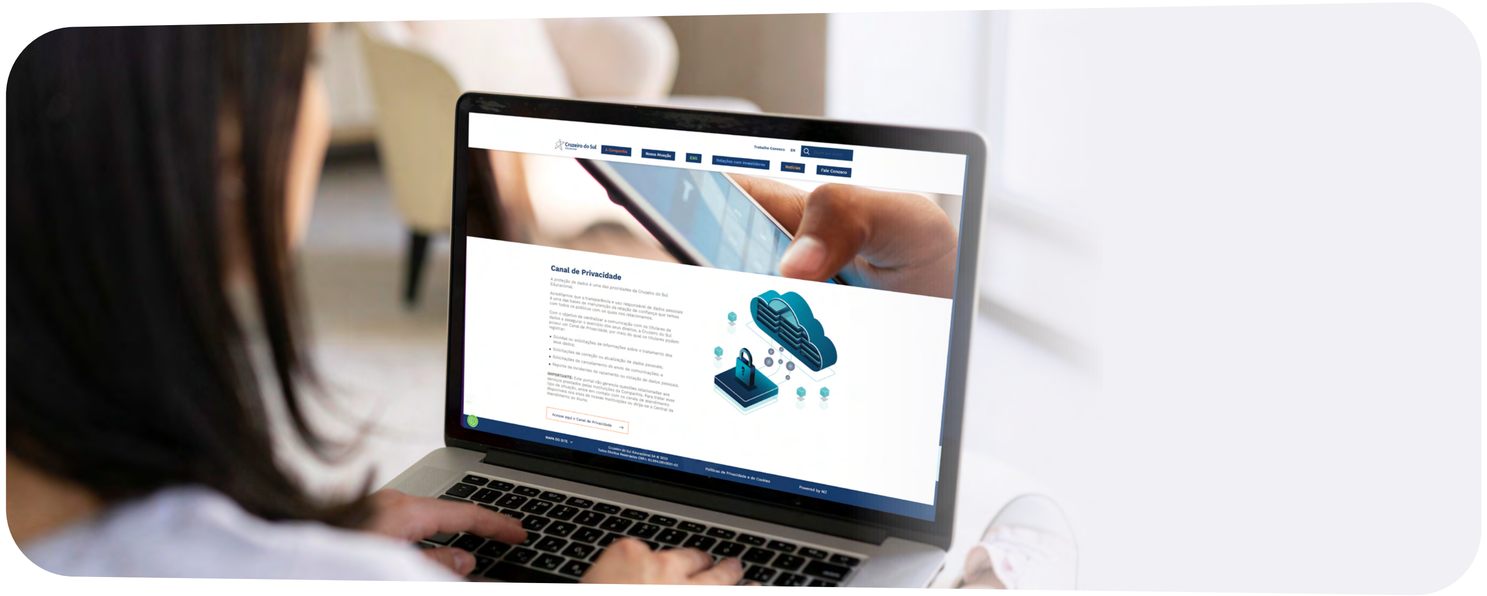
All reports are analyzed and forwarded to be handled by the Compliance area, which conducts the investigation process impartially and deliberates its conclusion, which may include the application of disciplinary measures and educational or preventive action plans. More critical cases or those involving different management levels are deliberated by the Ethics and Conduct Committee in accordance with their Rules of Procedure.

In 2022, we received 1,031 reports through the Safe Channel, which resulted in 152 complaints, and we concluded the period with 23 demands under investigation. We maintain indicators related to the channel's operation, including monitoring of key categories and SLA compliance. In all cases, the reporting user receives a protocol that allows the monitoring of the investigation's status, the upload of complementary documents on their report, and, at the end, they receive information regarding the date and conclusion of such procedure. Some remediation processes involve employee training and feedback, activities that are conducted and/or monitored by the business partners of the People, Management and Sustainability area, and monitored by the Compliance area, in order to mitigate the risk of possible behavior recurrence following feedback.

The Compliance Area can also be triggered to answer questions, provide internal advice, or receive reports of concerns or complaints by e-mail



and in-person. In addition, in 2022, the Compliance Ambassadors program was launched, through which representatives were elected in all business units with the objective of facilitating communication, sharing content, and clarifying doubts, ensuring that compliance culture is disseminated and practiced by all our employees.



Anti-corruption GRI 205-1

Significant risks related to corruption identified by risk assessment are: facilitation payment, or corruption acts obtaining licenses and operating permits; apparent corruption in interactions with public officials; donations, sponsorships, and payment of counterparts to public bodies; and joint and several liability for business partners' or intermediary partners' actions.

The guarantee of integrity and the fight against corruption are foreseen in our Code of Conduct and, to materialize them, we have adopted a series of initiatives, such as the inclusion of anti-corruption clauses in our contracts, assessment of donations and sponsorships, personalized assessment of contracts with the Public Power, monitoring of politically exposed people in our management or decision-making positions, in addition to conducting training involving employees and directors. We also notify members of the Audit Committee – as well as the Board of Directors – on policies and procedures related to compliance.

We understand that the search towards best practices is ongoing. Thus, in 2022, we reviewed some of our guiding documents, in order to reflect our current governance through simple language and easily understood concepts. Among them, our Anti-corruption Policy, the Procedure of Internal Audit, and the Manual of Interaction with Public Authorities – which has been altered to assign more responsibility to deans and, consequently, more autonomy to HEIs.

30 *good practice multipliers in all HEIs*



Two policies were also created, Compliance, and Donations and Sponsorship. AS for the Compliance ambassadors program, with 30 good practice multipliers in all HEIs, it is equivalent to an extension of the Compliance area, acting so that our values and policies are well-understood and shared across all institutions, ensuring the capillarity and representativeness of Compliance issues.

All our operations undergo periodic risk assessment, mindful of those that suggest a higher degree of sensitivity. In addition, risk observation also happens through assessments and by monitoring new processes and products, so as to enable prior identification of potential threats.

Furthermore, established contacts that indicate any potential risk of corruption, according to the guidelines of our policies and procedures, are previously assessed by the Compliance area, with the goal of minimizing possible weaknesses, or creating recommendations to the business areas involved.

Employees who received anti-corruption training, per work category GRI 205-2

Functional category	Total	%
Board	9	100.0%
Deans	8	88.89%
Managers	52	92.86%
Academic Coordinators	19	79.17%
Administrative Coordinators	80	86.96%
Supervisors	138	87.90%
Teaching staff	2,023	66.90%
Mentors	307	38.81%
Administration	2,212	75.75%
Apprentices	84	118.31%
Interns	104	142.47%
Total	**5,036**	**69.69 %**

Annotation – This includes employees who have been terminated in 2022, and participated in the training.

Employees who received anti-corruption training, per region

Region	Quantity	%
Northeast	431	63.66%
Midwest	376	72.31%
South	821	57.61%
Southeast	3,408	74.02%
Total	**5,036**	**69.69%**

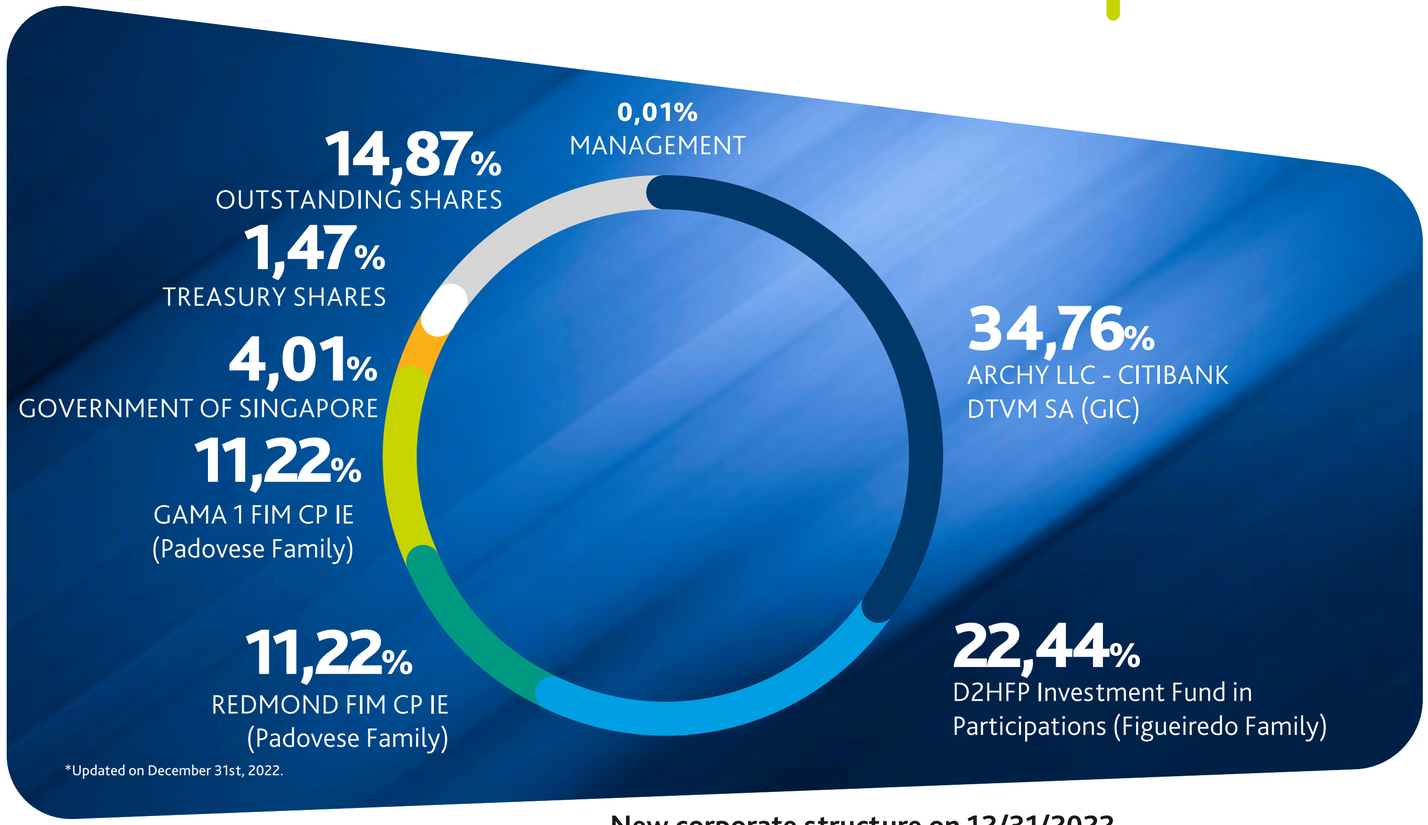
Annotation – This includes employees who have been terminated in 2022, and participated in the training.

Na Moral

The University Centre of the Federal District (UDF) is a partner of the Public Ministry of Federal Districts and Territories (MPDFT) for the "Na Moral" initiative. The extension project seeks to strengthen a culture of ethics, integrity, and citizenship at local communities, encouraging engagement from students and teachers surrounding the mission to transform the school and, later on, the community, in an ecosystem of integrity.

The idea is to practically contribute to international, constitutional, and legal commitments assumed by Brazil to maintain public awareness and information campaigns, prevention policies and public education programs, in basic and higher education, to foster intransigence to corruption.

The UDF contributed with the transformation of the "Na Moral" game for the online version and for its application to 8th and 9th grade students in Elementary School, of the State Department of Education of the Federal District, and High School. It also made it easier to develop class plan, activities, and workshops related to the project, as well as conflict mediation and non-violent communication for professors and students.



New corporate structure on 12/31/2022

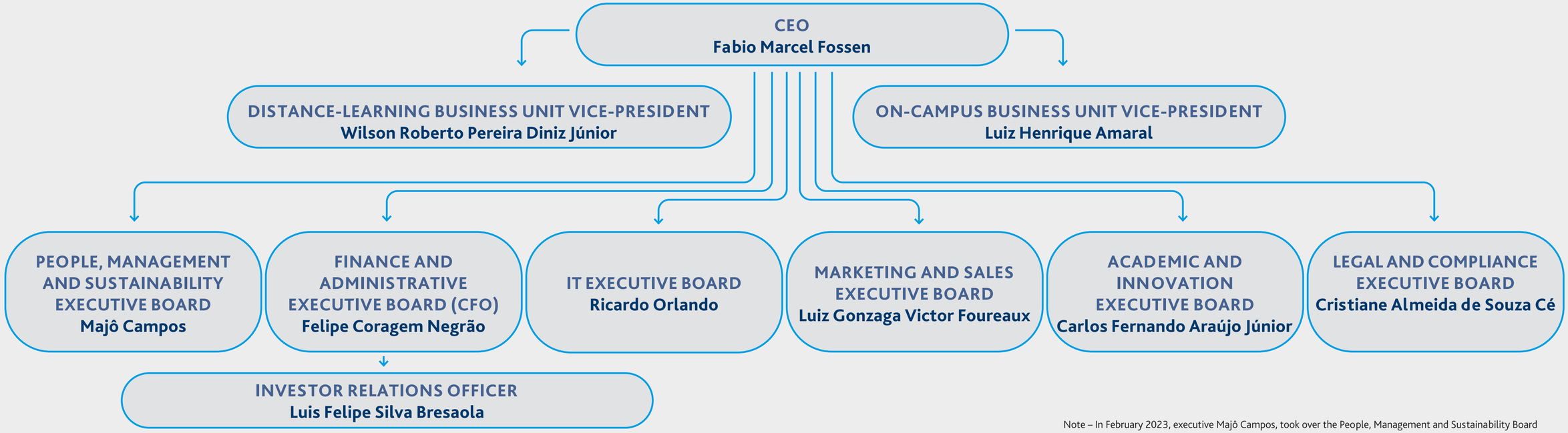
	Name	Number of shares %	%
Control Block	ARCHY LLC - CITIBANK DTVM SA (GIC)	132,707,280	34.76%
	D2HF-FI IN PARTICIPATION (Figueiredo Family)	85,679,880	22.44%
	REDMOND FIM CP IE (Padovese Family)	42,839,940	11.22%
	GAMA 1 FIM CP IE (Padovese Family)	42,839,940	11.22%
	GOVERNMENT OF SINGAPORE	15,300,000	4.01%
	MANAGEMENT	19,408	0.01%
	TREASURY SHARES	5,602,700	1.47%
	OUTSTANDING SHARES	56,833,092	14.87%
	TOTAL SHARES	**381,822,240**	**100.00%**

Governance structure GRI 2-9 I 2-10 I 2-17 I 2-16 I 2-18

Since 2021, when we went public, our founding families have acted strategically, serving on the Board of Directors and thematic committees. Every three months, these boards gather with the CEO to ensure the preservation of values that guide our business, responsible for the success of our trajectory.

Aiming for continuous governance improvement, we created two vice-presidencies in 2022 – for On-site Teaching and Online Teaching –, adopting a leadership model capable of providing agile responses to market and customer demands. Our HEIs are managed by qualified professionals, who answer directly to the On-Site and Online vice-presidencies.

Work groups are also established to discuss topics related to seven pillars: Human Rights and Inclusion; Socio-environmental Responsibility; Entrepreneurship and Working Conditions; Health and Well-being; Academic Innovation and Outreach Practices; Internationalization and Cooperation Networks; and Product and Waste Management. The groups are composed of teachers representing the HEIs and have the support of the administrative areas for the realization of social impact projects.



Note – In February 2023, executive Majô Campos, took over the People, Management and Sustainability Board

Qualified professionals with proven technical, professional, or academic experience who are aligned with our values and culture, are nominated to be a part of the Board of Directors, its Committees and the Executive Board. The nomination considers criteria such as complementarity of experience, academic background, time availability to perform the role, and diversity.

There are also informal performance assessment mechanisms for members of the Board of Directors, the committee(s) they report to and for the Executive Board, as provided for in item 12.1 of our Reference Form. Both the body and its individuals are assessed. We use both objective and subjective assessments: the former may result from the achievement of annual goals, while the subjective is conducted by superiors, peers and/or subordinates, as determined by the Board of Directors. These assessments are conducted on an annual basis and, according to results, action plans are implemented, to improve the bodies' performance.



Board of Directors GRI 2-11 I 2-12 I 2-13 I 2-14 I 2-15 | 2-16

The Board of Directors is composed of nine effective members, shareholders and non-shareholders, seven of whom are over 50 years old (78% of the members) and one of whom is female (11% of the members), all elected and dismissible at any time by the General Meeting. At least two or 20% of members (whichever is higher), must be composed of independent directors, in accordance with the criteria and requirements established by the Novo Mercado Regulations. Currently, we have three independents advisors (33% of members). Mandates last for two years, with a possibility for re-election. The Board gathers ordinarily once every quarter and extraordinarily whenever necessary.

With the support of the Chief Executive Officer and the Advisory Committees to the Board of Directors, the body is responsible for establishing our direction in the short, medium and long term as well as defining internal Mission, Vision and Values, in addition to approving all organizational policies, always ensuring the maintenance of ethics and transparency in our relationship with all stakeholders.

The process to identify risks and impacts is conducted by the Internal Control and Internal Audit areas, coordinated by the Audit Committee (statutory), and monitored by the Board of Directors through ordinary and extraordinary meetings. As such, reports and necessary measures for risk and impact management are proposed by the Audit Committee and approved by the Board of Directors, that guides its implementation through the Board.

The body's attributions also include analyzing and approving the Sustainability Report's content, as well as reviewing and adapting internal controls to reinforce the document's credibility, approving its disclosure to shareholders and the market in general, in a formal meeting. The Board of Directors also adopts, in addition to the standards provided for in Law No. 6,404/1976, rules and mechanisms for identifying and managing conflicts of interest, as established in our Bylaws, in the Internal Regulations of the Board of Directors and the Audit Committee, and in internal policies, such as the Policy on Related Party Transactions, and the Securities Trading Policy.

As for risks and impacts, those are identified by the Internal Control and Internal Audit areas, and informed to the Audit Committee (statutory), which analyses the possible mitigation measures, directly reporting them to the Board of Directors.

The Board of Directors is advised by six committees: Audit; Finance and M&A; Innovation and Strategy; People; Ethics; and Academic. With the exception of the Audit Committee, others are non-statutory. Decision-making and supervising the management of impact to operations is their responsibility.

Considering the body's commitment towards our longevity, under long-term and sustainable perspectives, that incorporates considerations of economic, social, environmental, and good corporate governance order, its members continuously seek to implement the market's best development practices in our activities.

We conduct a robust assessment, through which we map factors that may represent risks or impacts related to our area, or the services we provide. This assessment is periodically revised to monitor changes in the internal and external scenario, including the development of products/services and work areas.





Board of Directors*

Name	Gender	Executive or non-executive function	Independence	Mandate	Number of other positions and commitments, as well as the nature of these commitments
Wolfgang Stephan Schwerdtle	Male	President of the Board of Directors	No	04/29/2022 to 04/29/2024	Member of the People Committee
Gustavo Cellet Marques	Male	Advisor	No	04/29/2022 to 04/29/2024	Member of the Finance and M&A Committee and Innovation and Strategy Committee
Débora Ferreira Figueiredo	Female	Advisor	No	04/29/2022 to 04/29/2024	Member of the Finance and M&A Committee, People Committee, Academic Committee, and Innovation and Strategy Committee
Fábio Ferreira Figueiredo	Male	Advisor	No	04/29/2022 to 04/29/2024	Member of the Finance and M&A Committee and People Committee
Fernando Padovese	Male	Advisor	No	04/29/2022 to 04/29/2024	Member of the Finance and M&A Committee and People Committee
Renato Padovese	Male	Advisor	No	04/29/2022 to 04/29/2024	Member of the Finance and M&A Committee, People Committee, Academic Committee, and Innovation and Strategy Committee
Carlos Alberto Nogueira Pires da Silva	Male	Advisor	Yes	04/29/2022 to 04/29/2024	Member of the Audit Committee and Innovation and Strategy Committee
Renato Russo	Male	Advisor	Yes	04/29/2022 to 04/29/2024	Member of the Audit Committee
Rodrigo Capelato	Male	Advisor	Yes	04/29/2022 to 04/29/2024	Member of the Audit Committee and Academic Committee

* Advisors Débora Figueiredo, Fábio Figueiredo, Renato Padovese, and Fernando Padovese are indirect controlling shareholders.

Competence Matrix – Advisors and members of the Assessment Committee

Skills	Carlos Alberto Nogueira Pires da Silva (A)	Débora Ferreira Figueiredo (C)	Fábio Ferreira Figueiredo (B)	Fernando Padovese (B)	Gustavo Cellet Marques (B)	Renato Padovese (C)	Renato Russo (A)	Rodrigo Capelato (A)	Wolfgang Stephan Schwerdtle (C) Presidente
Corporate Governance	●	●			●	●	●	●	●
Finance and M&A	●		●	●	●		●	●	●
Education Sector		●	●	●		●		●	
People Management		●				●			●
Data Security							●		
Risk and Compliance Management							●		
Marketing and Sales	●	●							
Date of election	29/4/2022	29/4/2022	29/4/2022	29/4/2022	29/4/2022	29/4/2022	29/4/2022	29/4/2022	29/4/2022
Independent Member	×						×	×	
Training	Administration	Social Communication	Law	Administration	Engineering	Pharmacy and Biochemistry	Social Sciences	Economy	Economy
Age group	54	49	54	55	31	53	62	52	53
Gender	male	female	male	male	male	male	male	male	male
Advisory committees									

(A) Audit Committee
(B) Finance and M&A Committee
(C) - People Committee

Audit Committee

Name	Gender	Executive or non-executive function	Independence	Number of other positions and commitments, as well as the nature of these commitments
Renato Russo	Male	Committee Coordinator	Yes	Member of the Board of Directors
Carlos Alberto Nogueira Pires da Silva	Male	Member of the Committee	Yes	Member of the Board of Directors and Committee of Innovation and Strategy
Rodrigo Capelato	Male	Member of the Committee	Yes	Member of the Board of Directors and Academic Committee

Finance and M&A Committee GRI 2-16

Name	Gender	Executive or non-executive function	Independence	Number of other positions and commitments, as well as the nature of these commitments
Jaime Leoncio Singer	Male	Committee Coordinator	No (External)	-
Débora Ferreira Figueiredo	Female	Member of the Committee	No	Member of the Board of Directors, People Committee, Academic Committee, and Innovation and Strategy Committee
Fábio Ferreira Figueiredo	Male	Member of the Committee	No	Member of the Board of Directors and People Committee
Fernando Padovese	Male	Member of the Committee	No	Member of the Board of Directors and People Committee
Renato Padovese	Male	Member of the Committee	No	Member of the Board of Directors, People Committee, Academic Committee, and Innovation and Strategy Committee
Gustavo Cellet Marques	Male	Member of the Committee	No	Member of the Board of Directors and Committee of Innovation and Strategy

The Academic Committee and the Innovation and Strategy Committee were abolished on March 28th, 2023, to optimize our governance structure.

People Committee

Name	Gender	Executive or non-executive function	Independence	Number of other positions and commitments, as well as the nature of these commitments
Marcelo Arantes de Carvalho	Male	Committee Coordinator	No (External)	-
Débora Ferreira Figueiredo	Female	Member of the Committee	No	Member of the Board of Directors, Finance and M&A Committee, Academic Committee, and Innovation and Strategy Committee
Fábio Ferreira Figueiredo	Male	Member of the Committee	No	Member of the Board of Directors and Finance Committee
Fernando Padovese	Male	Member of the Committee	No	Member of the Board of Directors and Finance Committee
Renato Padovese	Male	Member of the Committee	No	Member of the Board of Directors, Finance and M&A Committee, Academic Committee, and Innovation and Strategy Committee
Wolfgang Stephan Schwerdtle	Male	Member of the Committee	No	Member of the Board of Directors





Innovation and Strategy Committee

Name	Gender	Executive or non-executive function	Independence	Number of other positions and commitments, as well as the nature of these commitments
Débora Ferreira Figueiredo	Female	Committee Coordinator	No	Member of the Board of Directors, Finance and M&A Committee, People Committee, and Academic Committee
Renato Padovese	Male	Member of the Committee	No	Member of the Board of Directors, Finance and M&A Committee, People Committee, and Academic Committee
Carlos Alberto Nogueira Pires da Silva	Male	Member of the Committee	Yes	Member of the Board of Directors and Audit Committee
Gustavo Cellet Marques	Male	Member of the Committee	No	Member of the Board of Directors and Finance and M&A Committee

Academic Committee

Nome	Gênero	Função executiva ou não executiva	Independência	Número de outros cargos e compromissos. bem como a natureza desses compromissos
Renato Padovese	Male	Committee Coordinator	No	Member of the Board of Directors, Finance and M&A Committee, People Committee, and Innovation and Strategy Committee
Débora Ferreira Figueiredo	Female	Member of the Committee	No	Member of the Board of Directors, Finance and M&A Committee, People Committee, and Innovation and Strategy Committee
Rodrigo Capelato	Male	Member of the Committee	Yes	Member of the Board of Directors and Audit Committee
Fábio José Garcia dos Reis	Male	Member of the Committee	Yes	-

Ethics Committee

Name	Gender	Executive or non-executive function	Independence	Number of other positions and commitments, as well as the nature of these commitments
Fabio Marcel Fossen	Male	Member of the Committee	No	CEO
Majô Campos*	Female	Member of the Committee	No	Human Resources Director
Cristiane Cé	Female	Member of the Committee	No	*Legal and Compliance Director*
Rafael Viegas (membro não votante)	Male	Member of the Committee	No	Internal Audit Manager

* On 04/17/2023, Majô Campos (People, Management, and Sustainability Director) became a member of the Ethics Committee.

The Academic Committee and the Innovation and Strategy Committee were abolished on March 28th, 2023, to optimize our governance structure.



Audit Committee

Statutory advisory body directly connected to the Board of Directors, with operational autonomy and its own budget approved by the Board. It is composed of at least three members, elected by the Board of Directors, for a two-year mandate, with a possibility for re-election. At least one of its members must be independent and another one with recognized experience on corporate accounting matters. The Audit Committee gathers ordinarily once every quarter and extraordinarily whenever necessary. In 2022, the Ethics and Conduct Committee, previously connected to the Presidency, began reporting directly to the Audit Committee.

Its responsibilities include (i) express their opinion on the hiring of independent auditing; (ii) assess quarterly information and internal policies; (iii) monitoring risk mapping and management; (iv) identifying conflicts of interest and opportunities to improve internal controls; and (v) ensuring that the structure is scaled to fulfill the role of good corporate governance, among other attributions.

Composition

Name	Position	Election date	Mandate
Renato Russo	Coordinator	10/05/2022	2 years
Carlos Alberto Nogueira Pires da Silva	Member	10/05/2022	2 years
Rodrigo Capelato	Member	10/05/2022	2 years

Finance and M&A Committee

Advisory body (non-statutory) directly connected to the Board of Directors, composed of up to five effective members, nominated and untitled by the Board of Directors for two-year mandates, with re-election being a possibility. It is responsible for supervising, analyzing, and having an opinion on operations and other aspects of a finance nature and relating to the capital market, in addition to monitoring internal financial management and planning. Other attributes include (i) advising the Board of Directors on business combinations and operations; (ii) assessment of internal financial policies (including hedge and credit limits on cash applications), as well as currency mismatches and debt-to-equity ratio (leverage); (iii) assessment of the annual and multi-annual budget proposal of the Executive Board to be approved by the Board of Directors and other proposals of the Executive Board; (iv) monitoring of short, medium and long-term financial planning and cash flow; and other matters requested by the Board of Directors.

Composition

Name	Position	Election date	Mandate
Jaime Leoncio Singer	Coordinator	03/22/2022	2 years
Renato Padovese	Member	03/22/2022	2 years
Gustavo Cellet Marques	Member	03/22/2022	2 years
Débora Ferreira Figueiredo	Member	04/11/2022	2 years
Fábio Ferreira Figueiredo	Member	03/22/2022	2 years
Renato Padovese	Member	07/22/2022	2 years

Ethics and Conduct Committee – Advisory body (non-statutory) to the Board of Directors, the Audit Committee, and the Presidency. It is composed of four fixed members, being the CEO, the Director of People, Management, and Sustainability, the Legal and Compliance Director, and the Manager of Internal Audit. It may also include guest members, according to the nature of the cases assessed. It is the body's responsibility to ensure the fulfillment of our commitment to acting in an ethical, honest and transparent manner, and that activities are conducted in compliance with current national and international laws, best corporate governance practices, and in line with our values. Another attribution of the committee is to assess all crucial concerns, and report them to the Statutory Audit Committee, that answers directly to the Board of Directors. Reports happen through ordinary quarterly meetings, with the possibility of also happening in extraordinary meetings, depending on the criticality of the subject.

Composition

Name	Position	Election date
Fabio Marcel Fossen	Membro	19/07/2022
Cristiane Almeida de Souza Cé	Membro	18/07/2022
Rafael Viegas	Membro	09/06/2021
Majô Campos	Membro	17/04/2023

Academic Committee – Advisory body (non-statutory) to the Board of Directors, composed of up to five effective members, nominated and untitled by the Board of Directors for two-year mandates, with re-election being a possibility. Its attribution includes supervising, assessing, and having an opinion on any issues related to teaching, research, and extension activities conducted by us and the member societies of the group.

Composition

Name	Position	Election date	Mandate
Renato Padovese	Coordinator	02/10/2022	2 years
Débora Ferreira Figueiredo	Member	02/10/2022	2 years
Rodrigo Capelato	Member	02/10/2022	2 years
Fábio José Garcia dos Reis	Member	03/22/2022	2 years





Innovation & Strategy Committee – Advisory body (non-statutory) to the Board of Directors, composed of up to five effective members, nominated and untitled by the Board of Directors for two-year mandates, with re-election being a possibility. It is responsible for supervising, assessing, and having an opinion on operations and other issues of strategic nature and relating to the capital and innovation marketing, such as monitoring market trends, strategic planning, marketing and innovation, and identifying potential work demands, businesses, markets, and niches; monitoring the development and implementation of the Strategic Planning, proposing adjustments if necessary; advising the administration in the process of digital transformation and innovation; assessing and proposing education services, products, and courses; and monitoring marketing and communication strategies, including brands'.

Composition

Name	Position	Election date	Mandate
Débora Ferreira Figueiredo	Coordinator	02/10/2022	2 years
Renato Padovese	Member	02/10/2022	2 years
Carlos Alberto Nogueira Pires da Silva	Member	02/10/2022	2 years
Gustavo Cellet Marques	Member	02/10/2022	2 years

People Committee – Advisory body (non-statutory) to the Board of Directors, composed of up to five effective members, nominated and untitled by the Board of Directors for two-year mandates, with re-election being a possibility. It is responsible for assessing and having an opinion on subjects related to the development of their administrators and professionals, work environment and culture, and processes related to people management, organizational culture, unions, and corporate governance.

Composition

Name	Position	Election date	Mandate
Marcelo Arantes de Carvalho	Coordinator	03/22/2022	2 years
Wolfgang Stephan Schwerdtle	Member	02/10/2022	2 years
Renato Padovese	Member	02/10/2022	2 years
Débora Ferreira Figueiredo	Member	04/11/2022	2 years
Fábio Ferreira Figueiredo	Member	04/11/2022	2 years
Renato Padovese	Member	07/2/2022	2 years

Financial-economical performance

Gri 3-3 – Operational Growth Continuity





To maintain sustainable financial operations, that promote an economical return to shareholders, we rely on a strong operational and governance structure, with strategic committees that periodically verify and monitor financial and strategic paths. One resulting negative impact would be not achieving the expected and projected results, which would directly affect shareholders. However, in 2022, we surpassed projected results, in addition to having made our investment strategy and structure, as well as governance, stronger.

Monthly financial and operational monitoring reports are issued and compared with projected ones to anticipate any actual negative impacts – monthly assessed by the Board. In case of negative impacts, the areas involved are triggered and goals are established for necessary correction or changes. The same happens regarding opportunities, which are assessed by the areas involved and, according to the assessment, seized.

The content of the monthly reports includes the development of operations, assessment of budgeted and fulfilled aspects, macro-overview, and the performance of field actions. If any difficulties are identified, the Board discusses the theme and develops an action plan – shared only with the Board of Directors.

Impacts are analyzed by the Board, also on a monthly basis, and, if they're negative, the areas involved are triggered to make the necessary adjustments. The same happens in the case of opportunities being detected, which are then analyzed and, if that's the case, implemented in the areas involved. Committee meetings happen periodically, with the Board of Directors and investors to monitor the execution of the strategic plan and business continuity. Management and mandatory reports in compliance with the Novo Mercado subsidize management and investment decision-making.

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

	2019	2020	2021	2022
Revenues	1,479,943	1,718,631	1,788,996	1,984,164
Net revenue	1,479,943	1,718,631	1,788,996	1,984,164
Distributed economic value	1,359,072	1,753,424	1,706,041	1,977,558
Operational costs	474,121	591,655	572,640	619,466
Employee wages and benefits	551,703	738.151	643.446	702.498,
Payments to capital providers	193,723	232,797	293.118	433,431
Payments to government	139,525	190,821	196,837	222,163
Retained economic value	120,871	34,793	82,955	6,606



Relationship with *stakeholders*

GRI 2-29





As one of the largest Brazilian educational groups, we interact with a great number of people, which compose different audiences, whose demands we always seek to meet in a transparent and respectful manner. Our stakeholders are clients, including millions of students and their family members, teaching staff and researchers, employees, maintainers of distance learning locations, suppliers, the communities served by our institutions, and investors. In addition to the legal information shared by our Relationship with Investors team (RI), we maintain a set of communication channels with our audiences to provide guidance, answer queries, and grant visibility to our actions.

Stakeholders	Communication channels	Engagement
Students	Student Area, WhatsApp, job portal, e-mail marketing, text messages, call center, institutional websites, social media	Researches (CPA) with the goal of improving student services and teaching quality.
Graduates	*e-mail, social media, institutional websites, call center*	Researches (CPA) with the goal of improving Student Services and Teaching Quality.
Partner Locations	*Rocket Chat, institutional e-mail, and weekly livestreams.*	Researches (CPA), workshops, contacts with the goal of establishing new partnerships, and improving Student Services and Teaching Quality.
Society	*Press release, social media, advertising (outdoor, TV, radio, printed, bus door, stress furniture, etc.), institutional websites*	Personalized customer support, Fairs and Events around the HEIs, visits and reunions at private and public partners (schools, hospitals, NGOs), participation in relevant sector entities and movements in Brazil and abroad, such as Brazilian Association of Private Universities (ANUP) and Union of Maintaining Entities for Higher Education Institutions of São Paulo State (SEMESP), with the goal of contributing to regional development and improving the quality of teaching with practice.
Investors	*RI website, e-mails, WhatsApp, cellphone, in-person meetings, and one-on-one online events, events and meetings for investors and market analysts. Main material provided: material sharing results, communication and relevant facts, reference form*	Quarterly disclosure of results (market call) to share the results generated from efficient and disciplined operation, towards business development and expansion, as well as disclosure of notice to shareholders about the dividend distribution.
Suppliers	Supplier system (Nimbi), e-mail, institutional websites, cellphone, Teams and WhatsApp	Different contacts, research to develop business partners with the goal of achieving better results in the economic, production and compliance scope, as well as ensuring process transparency and better market conditions.
Administrative Employees	Online meetings and events, e-mail, social media, RedeCruzeiro (intranet)	Interviews, internal research, trainings with the goal of investing and increasing people's development strategies, and attract new talents.
Teaching Staff	*E-mails, online events and meetings, Microsoft Teams, academic information system (SIAA)*	Interviews, researches (CPA), online training with the goal of improving student services and teaching quality.

Stakeholders	Communication channels	Engagement
External Community	Institutional Portal – Institutional communication channel with daily updates, with posts with every news (courses, events, seminars, accomplishments, infrastructure), services available (grades, invoice, contact), and links to different sectors' websites (CPA, Library, Postgraduate studies, etc.).	
	E-mail – Messages sent to registered e-mails, with information regarding our work and the vestibular exam calendar, the re-enrollment period and the date, time and place of the vestibular exam.	
	Events, activities, and actions – Allow for the integration of the institutional committee, and, on special occasions, the outside community. In 2021, only online, broadcast on YouTube, Facebook, Collaborate, or another streaming platform.	
	Ad campaigns – Developed based on the analysis of the assessment of the results achieved in the previous campaign. They always follow the brand's strategic positioning and can be developed to meet occasional demands, such as the opening of a new campus (Santo Amaro, Guarulhos, and Villa-Lobos). In 2022, media used included TV, radio, subway, bus billboard, as well as digital channels, which have been gaining relevance in recent years.	
	WhatsApp – Support channel for candidates and interested parties both online, as well as with a real person, focusing on undergraduate and postgraduate courses.	
	Social media – Important engagement channels, which allow for interaction and increase the reach of messages. The latest internal occurrences are posted, in addition to topics of interest to students, such as career, education, technology, trends, and important warnings/information. In 2022, livestreaming broadcast continued on Facebook, Instagram, and YouTube.	
	Text messages – Electronic messages sent to registered cellphones, which serve basically two audiences: students, with specific information, such as the beginning of the school semester, re-enrollment, an occasional last-minute change to an academic activity (e.g., classes being cancelled due to a strike), and candidates, with a reminder of the exam's date and publication of the result, for example.	
	Press Advisory – Coordinated by an internal team (Corporate Communication), the service focuses on creating and meeting our demands in communication vehicles, with our goal of becoming a source of information on different subjects and areas of knowledge, as well as contributing to the strengthening of credibility among different audiences.	

Stakeholders	Communication channels	Engagement
External Community	Student Area – Access service restrict to the student body through a password/login, that provides services such as online enrollment, issuance of invoices, monitoring of CAA processes, access to grades and absences, in addition to other services of interest to users. It is a service that students may access online from wherever they are.	
	Teacher Manual – Online and annual, made available at the start of the Graduation Planning with information and guidelines from Deans, Pro-Deans, and other areas and sectors, offering teachers all information related to professional practice. The manual is available at the Teacher area.	
	Student Manual – Made available in digital format in our portal, in students' restricted area, with several information of interest, such as the academic calendar, assessment systems, etc.	
	#RedeCruzeiro – Internal portal of restricted access, under the responsibility of the HR Directorate, with the goal of facilitating employees' daily lives. With daily updates, it gathers each institution's most relevant news, access to management platforms and tools, and all corporate guidelines and policies, streamlining and facilitating access to information from several areas. Its content is dynamic, produced in partnership with teams that handle our social media networks, portals, and press office, for effective and integrated communication across different communication channels.	
	Coordination Discipline – Its goal is maintaining the coordinator's communication with the student body throughout the entire course, in terms of sharing important events, suggestions for complementary activities, and reinforcing notices such as assessment deadlines – test dates and scheduling – and deadlines for validating complementary activities, among others. The AVA Blackboard subject is a constant channel of asynchronous information. In addition, customer support virtual rooms have been created – shifts that have revealed themselves to be excellent tools for maintaining permanent contact. As such, both course coordination and their assistants may help students in those virtual chat rooms, making the support more dynamic.	
	Integrated Academic Administration System (SIAA) – Online system that can be accessed on a web browser, aiming to facilitate the teaching staff's access to academic-administrative information, as well as register their availability, teaching plans, grades, absences, class diaries, monitoring reports, etc. The system's developed applications are registered in the IDP and available during on-site visits.	
	Student Service Center (CAA) – Space where students may have their demands heard. In it, an Ombudsman process was installed. Reports may be filed in-person at Campuses.	
	Compliance – Safe Channel – Virtual space to give employees a voice, to identify situations and behaviors that aren't in compliance with institutional guidelines and values and, as such, implement action plans that help us correct this path.	





Employees GRI 2-7 | 2-8

Employee appreciation and ensuring a safe, healthy, and inclusive organizational environment are commitments managed by the People, Management, and Sustainability Board – dedicated to identifying and applying continuous improvements in our corporate culture, talent retention, attraction, hiring, training, and appreciation.

At the end of 2022, we had 7,299 employees, with 73 being temporary employees, and 144 interns and apprentices, whom we involve in initiatives such as the Talent Management Program and the Succession Plan, that strengthen the internal recruiting process. Data monitoring of people management, specially turnover, happens through indicators analyzed on a monthly basis.

We seek our employees' development with the offer of trainings and preparation to encourage formal education. In that sense, all have rights to scholarships at our HEIs. In 2022, 2,909 scholarships were offered to employees and their dependent.

(See, in the GRI Annex, employee profile data – GRI 2-7 – and on new hires and turnover – GRI 401-1)

Attracting and retaining talent GRI 2-19 I 2-20

One of the entry doors to our team is the Internship Program. We have also adopted tools in that same regard, such as the Gupy Selection ATS Platform shared on LinkedIn, Catho, Infojobs, and Net Vagas. Additionally, for project search we maintain LinkedIn Recruiter.

In terms of talent retention, we adopt a policy of fair remuneration, based on salary surveys to ensure competitive income. We use external compensation consultancies (Korn Ferry and Carreirta Muller) to gather data to support our competitiveness assessments. The policy considers moves from the start of the salary range, regardless of gender or any other diversity aspect. We do not adopt a range lower than minimum-wage.

Our long-term incentive programs seek to align main executives' variable compensation, in the reference period (the CEO, the vice-presidents, and the executive directors), with capital gains and the return of shareholders' investments, in addition to encouraging beneficiaries to make decisions, adopt actions, and lead their teams to exceed expectations of capital gain and return of shareholders' investments. Rules and conditions related to granting the Long-Term Incentive are based on Phantom Shares actions, approved by the General Meeting.

(See, in the GRI Annex, the reason between male and female remuneration – GRI 405-2)

Development and training

GRI 404-2 I 3-3 – Training and education | 3-3 - Infrastructure transition and restructuring of professionals to online teaching

We offer several trainings to employees through partners and, especially, through our Corporate University, which, in 2022, focused on providing content related to the digital demand, in addition to having maintaining personalized development paths that encourage self-learning and the skills that are essential to our business. Custom-made courses are also offered, according to the areas' needs.

In 2022, we conducted 84,991 hours of corporate development and training, which totaled 4,843 participations, which equals a total of 17.55 hours of training per employee. Tutors and teachers are involved in training related to themes such as human resources, work relationships, and legal and compliance issues, in addition to new ways of teaching and learning within Maker Club (see page 23).

Employees' performance assessment is attributed by area mangers, who rely on the support of the People, Management, and Sustainability Directors. With the Talent Management program, launched in 2022, we established regular result, performance, and skill assessment of professionals, gathering key information regarding the development and management of our talents' career.

During the year, we also conducted the definition and breakdown of goals for managers and directors, conducting the talent review process of managers with individual feedback. We trained all managers and over 150 team leaders on how to conduct continuous feedback for team employees.

We still don't maintain a corporate outplacement policy or program for employees transitioning careers or going into retirement, however, in 2023 we will include this initiative in the HR strategy and we will seek validation with the Executive Board.

(See, in the GRI Annex, data on average training hours in the year – GRI 404-1, percentage of employees who received regular performance assessment – GRI 404-3 and the rate of the lowest salary and local minimum-wage salary – GRI 202-1)





84,991
hours of training

4,843
participants

Health, Safety, and Quality of life

GRI 403-1 I 403-2 I 403-3 I 403-4 I 403-6 I 403-8 I 403-9 | 403-10 | 3-3 – Health and safety

To ensure our employees' health, safety, and well-being, we maintain the Management of Health, Safety, and Environment (HSE), and a Policy of Health, Work Safety, and Environmental Protection, aligned with our Code of Conduct and applicable laws. We rigorously follow all legal demands, among them Regulatory Standards (NRs) of the Ministry of Labor. We also continuously identify and manage situations that might present risks, and act preemptively periodically monitoring indicators. All professionals (100%, meaning, 7,299), are included in the workers' health and safety management system –excepting the 915 outsourced workers, which is also in accordance with all legal requirements. At our units, there are teams of occupational safety technicians, outpatient clinics (at HEIs located in São Paulo, Curitiba, Franca, and João Pessoa), or an accredited network of occupational health services.

We provide our employees, students, and others who use our facilities a healthy environment, subject to careful cleaning and hygienic processes, sterilization and bacteriological controls of air, pests and water drinkability, with the use of products that do not cause harm to people and the environment.

Still regarding our facilities, we have a corporate conservation and safety plan, as well as reports on risks and hazardous situations pointed out by labor legislation – such as contact with flammables and explosives, with ionizing radiation and electrically energized systems. Work with electricity in an unprotected environment is a typical accident and commuting risk, identified in reports made by the Work Safety team and reinforced through a specific report. As for the risks of occurrence of work illnesses (exposure to chemical, biological, and physical agents), those are identified by the risk management program (PGR) and are followed by documents drafted by the Occupational Health Medical Control Program (PCMSO). All employees receive training to mitigate risks and adopt Personal Protection Equipment (PPE), and Collective Protection Equipment (CPE) when necessary. Since 2019, we have maintained a hazard report, which includes risk analysis and the possibility for professionals to report situations they believe to be dangerous. They also undergo retraining on NR-10 and NR-35 standards, and partake in the Internal Week for the Prevention of Work Accidents (SIPAT). As for the members of the Internal Accident Prevention Committee (CIPA), they gather on a monthly basis and receive relevant information on work accident, and control measures.





In addition, we maintain the Health and Wellness Hub (Nubem), which seeks to enable institutional means, materials, and people for research and extension in the health area, and employees' well-being. The body encourages the participation of the academic community, promoting better understanding on themes related to health, quality of life, and the development of social-emotional skills.

In 2022, within Nubem, a positive education project was conducted for teachers and tutors, as well as yoga and meditation classes, and courses on mindfulness and integrative and complementary practices, among others. Among the initiatives, the course on happiness stood out, with 15,000 registrants, as well as the Humanathon event, which featured two days of activities on quality of life and relationship skills.

Employees also have access to occupational health services. Medical exams are conducted periodically with a view to preventing and identifying health problems. Medical certificates are also assessed to identify situations and locations with a high number of incidents and the relation of the cause with the work.

Additionally, we promote campaigns for periodic health examinations; the integration of the Psychology and Nursing clinics for services at collaborative laboratories; health pills shared on the intranet; livestreams with themes related to emotional health; action on Children's Day and on dates such as White January, Pink October, and Blue November.

Module University Center also maintains a multidisciplinary project, which seeks to promote improved ergonomics and the health of workers on several campus fields. During weekly meetings, assistant professors provide guidance on ergonomics, teach stretching exercises, and give a quick massage to employees.

(See, in the GRI Annex, data on work accidents – GRI 403-9)

Diversity and inclusion

GRI 3-3 – Regional support and development I 3-3 – Diversity and inclusion in the education environment I 3-3 – Social inclusion through higher education

We have regionalized accessibility centers, which facilitates the pedagogical organization's care towards students with different needs. Promoting the protection of human rights, and zero tolerance policies in situations of prejudice strengthens an embracing culture and inclusive environment. That is because obsolete infrastructure and technology can demotivate students and staff members who need these resources.

The theme gained more space in 2022 with the development of a specific area to build it internally. Beyond increasing diversity and inclusion initiatives, the idea is to institutionalize the approach of several projects carried out at HEIs.

Specifically regarding the inclusion of People with Disabilities, a partnership was established with the Talento Incluir group to attract professionals with this profile. We conducted a survey of the areas that should be physically adapted to serve this audience, considering aspects of ergonomics, autonomy, and well-being. Furthermore, we offer Libras training for employees in the Student Service area, and create guidance videos on assistive techniques that train the teaching staff to prepare inclusive teaching material for distance education.

We also developed the Cruzeiro do Sul Educational Inclusion Project (Picse), in partnership with the Accessibility and Postgraduate Team (Nace), dedicated to students with disabilities, with the offer of exclusive spots for the position of technical research assistant. The project shows our commitment not only in hiring these professionals, but also in their integration in search of true development and inclusion.

We also promoted literacy in Diversity and Inclusion for leaders, including deans and managers, also in partnership with Talento Incluir, and launched the D&I booklet – Diverse Stars, which addresses themes such as gender equity, race, color and ethnicity, ageism, cultural, national, and religious diversity, and LGBTQIAP+, in addition to reporting channels for cases of discrimination and harassment.

In addition, we hosted livestreams on the LGBTQIAP+ movement in June, which is considered to be LGBTQIAP+ Pride Month, as well as on race, color and ethnicity, during Black Awareness month, in November. We invited a black employee to tell her story for the My Legacy initiative, and shared communication on the theme in our internal channels. For 2023, we are preparing a module on Diversity and Inclusion for our Corporate University.





In the same sense, University Center of Serra Gaúcha (FSG) conducts the extension project Diversity Focus, which includes lectures, workshops, and trainings on the theme of diversity and social vulnerability. Throughout the year, around 150 activities were promoted.

Another one of the institution's initiative is the Bar and Restaurant Service Course for the vulnerable population of Caxias do Sul (RS), which had two editions dedicated to women, black people, the low-income population, and the LGBTQIAP+ audience.

Diversity was also a central theme at roundtables promoted by the Module University Centre, that addressed, among other topics, the challenges of low-income black women in solidarity economic entrepreneurship and Breaking Taboos: A dialogue on sexual diversity and gender, during Human Rights Week.

As for University of Franca (Unifran), it conducted the II Women of Brazil Forum – The Inclusion of Black Women in the Job Market. The event was led by the Women of Brazil Group, and hosted on the institution's online platform. The lecture Network Advances and Challenges in Combatting Violence Against Women – What Have We Learned? The network of combatting violence against women aims towards the development of effective assistance and prevention strategies, as well as policies that ensure women's empowerment and human rights.

In the City University of Sao Paulo (UNICID), Psychology students created the Neusa Santos Anti-racism Collective, which seeks to provide a voice to anti-racism psychology, and show the value of black people's intellectual and cultural contributions, positioning them as the protagonists of several stories. In 2022, in partnership with Unesco and institutional support, they participated in the III Campaign for the Eradication of Racism in Higher Education, with several internal actions, events, and work to raise awareness among the academic community. Among several of the collective's actions, the creation of the group to welcome black and brown students to the Psychology course, academic events and weeks, participation in congresses, roundtables, mediation in the hiring of teachers, and the creation of the PluriversaCast podcast, with an Instagram page (@can.neusasantos) stand out.

Promoting the protection of human rights, and zero tolerance policies in situations of prejudice strengthens an embracing culture and inclusive environment. This way of acting was acknowledged during the On-site Graduation Assessment conducted in 2022. Overall satisfaction scores were 78.98% and 79.59%, respectively, for the aspects “The institution promotes and encourages accessibility and inclusion actions for the access and stay of people with disabilities”, and “The institution promotes and encourages actions of environmental and/or social responsibility and/or respect towards diversity”.

In terms of social inclusion, we promote it through local partnerships, that enable community interaction, directly and indirectly, and problem solving. Partners in that regard include public and private schools, NGOs, and representative bodies such as the Security Council, for example. There's minimal negative impact and it may be a result from relationships in non-compliance with our internal policies, but without the Educational Institution's collusion. The commitment we take on regarding these partners is to act ethically in the search for local problem solving through extension proposals. To this end, we seek engagement through pondering in dialogues with the community, and locations' own development actions.

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Paulistão Feminino

Since we believe that education must support societal development in all fronts, help fight prejudice, and boost women's role, we sponsor São Paulo's Women's Championship, called Paulistão Feminino.

We grant scholarships to the championship's winning team, which is yet another driver for female empowerment through recognition.

In addition, the traditional MVP award, which popularly elects the match's most outstanding player, in all rounds of Paulistão 2022, received our support and sponsorship. Another initiative included the offer of scholarships to the players.





Students GRI 3-3 – Student Support I 3-3 – Teaching Quality

We offer courses of recognized quality, attested by relevant MEC indicators, a powerful pedagogical project, and outstanding infrastructure. Our HEIs are traditional and recognized brands in the market, which makes a difference in professional insertion. As for distance-education courses, those grant the students greater flexibility with the same academic excellence. Thus, real positive impacts include the country's increased professional/educational level and graduation rate; the quality of the teaching staff, the teaching modality, and program content; innovation; employability; and good relations with the community, among others. In addition, we are guided by Educational Pillars (see the "Identity" chapter) in our way of teaching. In order to prevent or mitigate any potential negative impacts, we conduct research cycles, through our Self-assessment Committee (CPA), responsible for the self-assessment processes that subsidize institutional management and play an important role in assessing the quality of service offered and student satisfaction, in addition to identifying needs and improvement opportunities. Annually, the assessment instrument is used to meet new demands.

Additionally, stakeholders are involved, through management areas, in decision-making regarding improvements to the quality of teaching, with real feedback through external assessments and the Ministry of Education indicators. This is an ongoing process, which involves discussions in several levels of management and assessment of course results, in the teaching-structuring core and collegiate bodies. We disclose indicators periodically.

We also adopt measures to promote student success in the online environment, based on three basic components: engagement, relationship, and experience. All our distance learning course tutors receive training from the perspective of positive education, which promotes positive emotions, meaning, and vitality.

We seek to better know our students' profile and involve them through self-efficacy instruments – a concept that involves believing in their own ability to accomplish goals. Lower levels of self-efficacy are associated with evasion. We seek to understand to which extent students are willing to spend time and energy on learning and we contact them to solve difficulties shown.

We identify weaknesses in institutional processes that directly impact student satisfaction, with self-service standing out, which doesn't cover all service channels, that demands, on some occasions, turning to manual flows to meet requests, extending the deadline for resolution and feedback. However, we work constantly to mitigate negative impacts.

We also conduct a Career Tracking Plan (PAC) where the course coordinator talks to new students about their objectives with the course chosen, career, and work. PAC is associated with the Workalove platform, where the student assesses their own profile through DISC test, which considers their abilities. We also make available the skills acquired with each completed subject, so that companies with available vacancies may access the platform in search of a student with the desired profile.

In 2022, we established a partnership with Google to provide content to our students, offering certifications for the job market before graduation. With the partnership, we will offer two undergraduate and two postgraduate courses, in the area of Cloud Computing and Business Intelligence (BI). Classes will be taught by Google professionals and our teaching staff. In 2023, we intend to increase our partnerships with the offer, through our HEIs, of courses that include partial certifications and micro-credentials in the areas of engineering and technology.

In addition, our support channels are undergoing constant modernization, focused on making the student experience more and more agile and assertive. The following tools are available:

Estela – Virtual assistant with IBM Watson's artificial intelligence – one of the most advanced technologies in the market – that serves, interacts, and provides guidance, through a chat, available 24 hours a day.

CAA Chat (Student Service Center) – Destined for direct and online contact with our support team, always triggered when Estela is unable to provide an answer. Available from Monday to Friday from 9am to 8:30pm.

CAA Online – Feature available in the Student Area where there are more than 97% services available online. Through this channel, the student, independently and at any time, can open requests for assistance from several internal areas, such as Course Coordination, Secretary's Office, Finance, Treasury and Educational Credit, while it is also possible to follow the progress of processes, the interactions with their requests, as well as to see their academic records.

Scheduling for On-site CAA – On more complex cases, it is possible to schedule on-site assistance with our virtual assistant at the Student Service Center.



Distance-learning Center – Representing the Institution in the region where they are active, with the responsibility of welcoming distance-learning students.

In order to track the efficiency of the actions that ensure high-quality teaching, assessment by MEC, the Coordination of Improvement of Higher Education Personnel (Capes), and civil society organizations and press bodies in Brazil and abroad are used. Regarding our objectives, goals, and indicators, internal and external assessments and rankings are adopted.

Through internal surveys such as the Customer Satisfaction Score (CSTA) and the Self-Assessment Committee (CPA), in addition to reports on Reclame Aqui and those received in our support channels, we identify students' real needs and internally analyze our processes to map possibilities for improvement. The support channels are managed on a daily basis, monitoring volume, average waiting time, and average service time (answer). In addition, we maintain satisfaction surveys, such as the one conducted in 2022 among students in distance-learning and on-site graduation courses: we achieved an average satisfaction rate among our students of approximately 80% regarding the quality of our education services.

Based on the reasons for students having contacted us, we identify and propose improvements to systems and workflows. Examples include sending invoices through e-mail and text messages, previously available only in the student area, and installing an access button to the tuition payment process right at the entrance.

The strategic position of the Student Support management began focusing on the study of the "root cause" regarding the inconsistencies that impact their journey, motivated to identify internal weaknesses and map possibilities of improvement. In addition, we increase our service capacity through several fronts and online channels to enable the best possible experience in terms of the services provided. This bond consists in hearing, embracing, and meeting students' demands.



Suppliers GRI 2-6

In 2022, our supply chain was composed of 4,032 active partners, meaning, with whom we have completed purchase processes in the last 12 months. Those are, mostly, re-sale, official distributors of manufacturers in categories such as IT, manufacturers – for example, computers and laptops –, inputs from laboratories and services related to technology, works, human resources, marketing, and distance learning. Those are managed by a Procurement Policy, launched in 2022, which establishes basic rules so that they may add a lower price, higher quality of product or service, and shorter delivery or service time. We established purchase categories with the highest potential for impact, and establish requirements to mitigate negative effects and boost their positive effects. We maintain a transparent process of competition, applying a methodology that includes the best market practices. Supplier selection happens based on data from our purchasing platform (Nimbi), where interested parties can register, after receiving our invitation, by filling in the requirements.



While approving suppliers, when risks to data privacy are identified, they are submitted to risk and integrity assessment on the Onetrust platform, in order to safeguard data privacy. This process' review is already in progress, to increase its speed and efficiency, inserting the approval step in the flow of the procurement tool. The measure must result in the analysis being conducted prior to the hiring step, being a criteria – as a matter of fact – that may result in the elimination of companies interested in participating in tenders. Our contracts with suppliers and other partners include clauses on respect of human rights, with explicit mention of the prohibition of illegal work, underage work and discriminatory practices.

4,032

active partners in the supplier chain



To improve our practices, in 2022 we created the Procurement Management, which grants us experience in adopting best market practices and governance in procurement processes. In the second semester, we published our Procurement Policy, which establishes registration roles and responsibilities (requesters, approvers, and buyers), separation of activities, and information flow in the tender process.

In 2023, this policy will be updated and adapted to new market requirements to reflect our governance and internal safety criteria and risk management. The review will be conducted in partnership with the compliance and legal area. A manual for suppliers will also be drafted.

Another plan is the creation of the Corporate Registration Coordination, including suppliers and Master Data Governance (GDM), and the review of supplier, product, and service registration. Next, we promoted the re-registration of all suppliers, who will be submitted for review for financial and reputational approval, as well as a compliance and privacy risk assessment.

Proportion of spending on local suppliers GRI 204-1

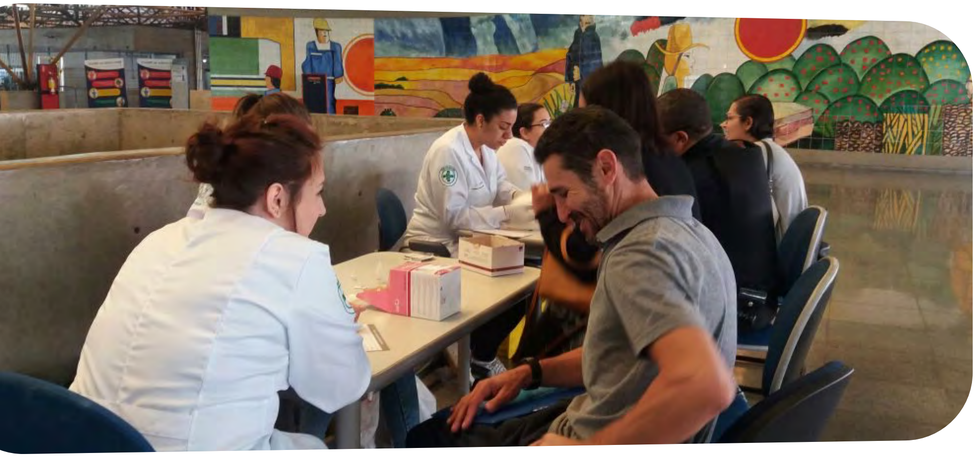
Location	2021	2022
Northeast	61%	62%
Midwest	52%	52%
Southeast	96%	93%
South	61%	66%

Note: we consider “important operational units” to be all our companies

Communities

GRI 203-1 I 203-2 I 3-3 – Regional support and development

The education sector is among those with the greatest power for change. By providing high-quality education to millions of people, we boost quality of life and facilitate social and economic advancement. We also contribution to the training of professionals in the health area, which translates into excellent care for future patients. We also train a high number of pedagogues, who will be responsible for the continuity of education – roughly 80% of our graduates work in public schools.



In a country of continental dimensions, with low average per capita income, such as Brazil, we play an inclusive role. With the increased number of our distance-learning centers, we have reached cities that not always had access to on-site education, generating jobs and qualifying the professional workforce. With research development, we have also collaborated towards Brazil's scientific progress. In 2022, over BRL 9 million were destined towards investments in renovation and new clinics, such as dentistry, physiotherapy, psychology, veterinary medicine, biomedicine, and law. From a total of seven construction jobs and renovations started in 2022, three were concluded in 2022 and are in the process of maturing, with license validated by the competent local bodies to provide services to the local community.

Through our teaching activities, research, and extension, we provide several services and create projects with practical application in the daily lives of people around our campuses. With the end of the most critical phase of the Covid-19 pandemic, we have fully resumed our social responsibility activities and providing services to the community. In 2022, 7.1 million internship hours were dedicated, supervised by the teaching staff, in the health area, resulting in an approximate number of 6.4 million of support in the area, of the total of 6.9 million services provided. The impact represents a 44% increase related to the previous year, reinforcing the commitment to community demands.



Our courses offer practical classes through several services to the community at their centers and clinics. As such, students have a more humane view of their professionals, while the population enjoys high-quality services for free, or at a fair price. Simultaneously, while mobilizing the knowledge acquired, our students learn from exchanges with the community.

All on-site teaching campuses promote services to the intra- and extra-mural population. Assistance is conducted by students, accompanied by teachers and professionals skilled in their respective knowledge areas. The audience served is composed mainly of residents around the HEIs and from neighboring cities, from different social classes.

As for the extra-mural services, those happen in partnership with several associations, class bodies, companies, long-term care institutions for the elderly, NGOs, courts, industries, startups, pharmacies, health units, schools, hospitals, laboratories, clinics and other public and private services. In the year, we implemented the Feegow platform to improve support, with online scheduling of appointments, and electronic charts, among other features.

Our work, therefore, positively changes regions, compensating occasional negative impacts related to urban aspects, such as increased water and energy usage, and local traffic. Some of our institutions, however, compensate the production of clean energy, and all care for the appropriate disposal of waste, especially chemical waste – theme that is managed by a Waste Commission. Transport impact is minimized through constant dialogues with the communities, especially in the scope of Safety Advices for neighborhoods.

To ensure the efficiency of our actions, we promote a 360º assessment of most projects, in addition to reaction surveys, where participants may register complaints and suggestions.

Services provided by our HEIs

- Physiotherapy Clinic
- Dental Clinic
- Speech and Hearing Clinic
- Psychology Clinic
- Nutrition Clinic
- Nursing School Clinic
- Clinical Analysis Laboratory
- Laboratory of Exercise Physiology (Lafex)
- Veterinary Hospital
- Legal Practice Center
- Accounting and Tax Support Center
- Accessibility Center



Physiotherapy – AThe School Clinic of the Physiotherapy course at Unicid is a reference in patient care referred by doctors and health services throughout the city of São Paulo. Services provided include a healing scope, and prevention and health education programs, with the most innovative forms of treatment. We also stood out in researches in the area of Movement Science, with high performance athletes.

Physiotherapy for Apae patients – The University Center of Serra Gaúcha (FSG) sees patients from Apae de Caxias do Sul (RS) on a weekly basis. Aged between 19 to 40 years, they have neuromotor dysfunctions caused by neurological pathologies. They all receive assistance from volunteer Physiotherapy students at the Integrated Health Center.

Physio Care – The University Centre of the Federal District (UDF) develops the Physio Care project, that provides physiotherapeutic care to the community. From March to December 2022, 5,400 people benefitted from it. With individualized therapeutic exercises, the project provides, in addition to physical benefits, an improvement to emotional and social aspects.

Visual Acuity – The Optics and Optometry course from the University Centre Braz Cubas, in partnership with the Rotary Club from several regions, provides optometric care for the local population, in order to measure vision and perform screenings for their optometric clinic, preventing any kind of future visual problems in this audience.

Veterinary Medicine – University of Franca (Unifran) stands out in caring for small and large animals for the local municipality and neighboring regions. Their veterinary hospital is a clinical and surgical complex to which owners turn to take their animals in emergency situations or for routine appointments.

Cruzeiro do Sul University, in partnership with several public and private institutions, impacts the community with the presence of over 800 students practicing supervised internships at clinics, hospitals, basic health centers, and other services.

Cohabitation Group at the Best Age – The University Center of Serra Gaúcha (FSG) maintains, for over 19 years, the Cohabitation Group at the Best Age, composed of around 30 elderly people from Caxias do Sul and the region. With weekly meetings, the project provides integration and knowledge exchange on health and well-being.

Cesuca against dengue – Caring for the population's health is also connected to disease prevention. Cesuca Education Center conducted actions against dengue fever, zika, and chikungunya, in partnership with the Municipal Health Department of Cachoeirinha, through the Farmácia Viva Group. With the help of the teaching staff, students drafted educational





material on guidelines regarding the symptoms and, especially, the prevention of arboviral diseases. They also planted citronella on campus, a plant that has repellent properties to the mosquito vector.

Literacy to Emancipate Young People and Adults – Cesuca Education Center develops an extension project to literate young people and adults who have not had access to regular education or who didn't complete their studies. The initiative covers the study of textual genres, in an interdisciplinary work with the various areas of knowledge.

Body and oral hygiene workshop – With the goal of raising awareness among Middle School and High School students from State School José Ribeiro de Barros, in Pedregulho, the University of Franca (Unifran) conducted a workshop on the importance of body and oral hygiene. At the end of the event, personal hygiene kits were distributed.

Learning is Fun – Human Body and Food Education – Students of the University Center Our Lady of Sponsorship (Ceunsp) developed games related to the human body and healthy eating and applied them to Early Childhood, Elementary I and II and High School Itu and Salto students. Games and other ludic activities encouraged learning and the understanding of concepts related to healthy food habits and natural foods, human anatomy, physiology and biology.

Workability – Our HEIs conducted a Job Fair (Fepro) for students across the entire Country. The event, online in 2022, supports participants in their career choices with activities such as vocational tests and also reveals the reality of university life and the job world. In the year, the event involved 3 thousand schools and 1.3 thousand locations, impacting over 6 million people.

Highlights from Research – Aware of our role as educators of highly qualified human resources for science and technology, we systematically support conducting research at our HEIs. In addition to masters and PHD programs, students are encouraged to become involved with the area through Scientific Initiation Programs (PIC). Research conducted by the teaching staff shows that not only do we transmit, but we also generate knowledge that results in important contributions for society, either by serving the community, or through environmental solutions.

Universidade Positivo Research Center (CPUP) – Universidade Positivo has a research center with the goal of fostering, coordinating, and conducting research and scientific and technological innovation programs, in addition to training scientists and researchers. Not for profit, it was created in 2013 to develop projects in the areas of environment, biology and health, towards technological advancement, modernization and increased competitiveness of companies and public organizations. The center includes the partnership and financing from the State of Paraná's Araucária Foundation in Support of

Scientific and Technological Development.

Unifran at COP-27 – Two researchers from Unifran represented Brazil at the United Nations' Convention on Climate Change (COP27), in Egypt in November 2022. The project by Postgraduate Program in Sciences teachers, Eduardo José Nassar and Lucas Alonso Rocha, entitled Coating of Commercial Photovoltaic Panels, was selected by Sebrae's Catalisa ICT program, among 270 proposals. The proposal's objective is to coat commercial panels with nanotechnology to increase efficiency in converting solar energy into electricity and thus reduce environmental impacts.

Unicid at NASA – In 2021, a professor of the Postgraduate Program in Astrophysics and Computational Physics and Center for Astrophysics at Unicid had their project approved by NASA's Space Telescope Science Institute (STScI), Hubble. In November 2022, professor Lucimara Pires Martins traveled to the United States to develop the first step of the work, with an expected duration of three years. Their knowledge will be used at star libraries to update the code (Starburst99) used in telescopic data analysis, which identifies and maps stars. For a second, already approved, project, there will be tests with the new code. Launched by NASA in 1990, the Hubble Space Telescope is one of the most sought-after by astronomers across the whole world.

Innovation – University Centre Braz Cubas established an agreement with Sebrae to develop an innovation and technology hub. The university will make the physical structure available to be used by innovation companies, that will share knowledge and technology with students to develop solutions for society issues. Also in line with innovation, Unipê maintains a partnership with Paraíba's Military Police, through their Software Factory, students and professors developed a program to count crowds, using drones. A software evolution is identifying people in crowds and crossing the information gathered with facial recognition software based on police data. In 2022, the UBTech Office – Software Factory, by Unipê, delivered an Urgency and Emergency Management system to the General Edson Ramalho Military Police Hospital (HPMGER). The program contributes to patients' reduced stay in several sectors, helps medical visits, and optimizes patient care in the hospital's medical and surgical clinics, allowing real-time monitoring of patient progress.



Importance of economic impacts

Aspect	Description	Action examples
Access to education	Promoting and/or facilitating community access to education	Scholarships
Public education management	Improving Brazilian public education	Partnership with ANUP
Community services	Promoting social transformation around the locations	Professional services provided by HEIs
Social insertion	Benefitting society by promoting access to the job market, improving family income	Job fairs
Curricular	Promoting social transformation through sharing information	Training students on social projects

Social Actions

Light Feijoada for Home for the Elderly – Culinary students from the University Center of Serra Gaúcha (FSG) promote a feijoada for 60 elderly residents from the Home for the Elderly in Caxias do Sul.

Ubuntu Project – The University Center of Serra Gaúcha (FSG) develops the Ubuntu project, in partnership with the Bento Gonçalves City Hall (RS). It is a cooperation network that involves graduation activities, commercialization, sustainable and inclusive consumption, and job and income generation. Participants help those served through home visits that include psychological assessments.

Blood Donation – Cesuca University Center conducts blood donation campaigns in partnership with the Blood Center of the State of Rio Grande do Sul – Hemorgs, the university provides transportation to the blood center for volunteer donors. The campaign was developed by students in the Biomedicine course, as part of the Clinical Hematology subject.

Orthotics and Auxiliary Devices Bank – In partnership with the Municipal Health Department, Cesuca University Centre collects orthoses, prostheses and mobility aids for donation. The initiative's goal is donating or lending devices to facilitate the mobility of low-income people with disabilities or physical limitations. Orthoses may be used for the immobilization, mobilization, correction, relief and stabilization of body parts. Auxiliary devices include walkers, crutches, and walking sticks.

During 2022, it also stands out that several courses across all HEIs mobilized campaigns to collect toys, clothes and food in solidarity to share with those who need it most, demonstrating the commitment to citizen training.

Adopt a Look campaign: Thinking about contributing to children's eye health and improving school performance, promoting social inclusion, Cruzeiro do Sul Educational launches "Adopt a Look" campaign.

Cruzeiro do Sul Educational's action's goal was to raise donations with the purpose of purchasing glasses for public school students (elementary school) of the Municipality of Cajamar/ SP. During the Campaign, students from UNICID's Medical Course participated in the screening process and medical appointments of the benefited children.

Environmental commitment



Our environmental commitment goes beyond the efficient management of natural resources. It also involves research from universities, and raising awareness of students and the communities around our campuses on the important of preservation. All our contracts with suppliers and other partners include clauses related to environmental respect, commitment to protection and prevention, and eradication of harmful practices.

Our HEIs have also developed projects and campaigns aligned with good practices of preservation, ecoefficiency in processes and resource-saving, with promising results. At the beginning of 2022, we created an Environmental Management area to assess and control related impacts, develop action plans, and establish objectives, goals, and indicators to be monitored. We have also continued with our digital transformation, thus saving large volumes of paper.

This commitment on the topic also reveals itself in other initiatives. Our HEIs and schools are signatories of the São Paulo Declaration on Planetary Health, developed with the support of the United Nations Development Programme (UNDP). The document is the first from the global planetary health community to describe the necessary actions for deep, rapid, and structural life changes, capable of improving the health and well-being of all people and the planet. It was launched in 2021 by the Harvard-based global consortium, the School of Public Health, in partnership with the University of São Paulo, and signed by over 250 organizations from 47 countries, representing approximately 20 different society fields. See other actions at our units below.





Sustainable UDF – By stating the need to reduce negative impact to the environment and their community, the University Centre of the Federal District (UDF) developed the Sustainable UDF project, with actions involving students, employees, and local residents, with the idea of including all of the HEI courses. Activities include hosting clean events; saving electricity, water, paper and ink for printing; replacing disposable cups with mugs; the correct disposal of waste generated in laboratories; collection of recyclable materials and recycling workshops; and lectures and events to raise awareness and train employees on the topic. The UDF also collects expired and useless medication, electronic garbage, and paper – destined to an NGO for recycling and block-making. In 2022, 18 thousand items were recycled. Simultaneously, the university developed the Energy Efficiency Program (PEE), with the exchange of 4,111 light bulbs for LED models, which contributes to reduced consumption, and the installation of 320 photovoltaic modules, which are part of a 104 KWp system, capable of generating 157.41 MWh annually, corresponding to a saving of BRL 55,000.00.

Digital Metamorphosis – Cesuca University Center develops the Digital Metamorphosis project, for the collection and appropriate disposal of electronic products, in addition to the restoration of items to be used in the future by students from the public network of Cachoeirinha (RS). Students from the Computer Science and Systems Analysis and Development courses receive the materials and repurpose them for donation to people in social vulnerability.

Biomonitoring of Rio Gravataí – Cesuca also conducts biomonitoring of Gravataí River Basin (BHRG) through ecotoxicological tests that enable the identification of the real environmental impact of local contamination. The methodology seeks to understand and predict the effects of the environment and/or chemical substances to living beings and natural communities. The association of experimental models, along with the characterization of water samples regarding the presence of microplastics, provides brand-new data on the water quality at BHRG.

Eco-efficiency – The University of Franca started the Retrofit LED project in 2022,with the replacement of all campus lamps for LED models – 9,785 units have already been replaced, which equals 91% of the total number. The forecast is to reach 100% until March 2023. Celebrating World Environment Day, the university promoted an eco-friendly hike, where participants collected waste on the way. Another activity was a kid's safari, with the goal of encouraging conversation on the environment since childhood.

Healing Project – Rational Water Use and Consumption – Conducted by Universidade Positivo, at campuses Ecoville and Santos Andrade, from January to November 2022, we initiative was responsible for reducing 20% of water consumption compared to 2018's total (before the Covid-19 pandemic). Savings devices were also installed in electric showers and showers, washbasins, coupled boxes and flushes, taps, and urinals.



About this report

GRI 2-2 I 2-3 I 2-5



This is our third annual Sustainability Report, dedicated to presenting our work, indicators, and main advances related to social, environmental and governance impacts. It has been subject to external assessment by Ernst & Young (EY) Independent Auditors.

Internally, this Report was approved by the Executive Board and the Board of Directors, who recognized the application of integrated thinking in their production, in line with the IIRC framework.

Regarding the period between January 1st and December 31st, 2022, the document follows the international guidelines of the International Integrated Reporting Council (IIRC) and was drafted in accordance with the standards of the Global Reporting Initiative (GRI), an independent international organization, recognized for its excellence in verification of content and reporting strategies.

The content reported here refers to the institutions listed below, also included in the financial report, which can be accessed online at https://ri.cruzeirodosuleducacional.com.br/informacoes-aos-investidores/central-de-resultados/

Company name	12/31/2022	12/31/2021
Direct Participation		
The University Centre of the Federal District Ltda. (“UDF”)	99.98%	99.98%
North Coast Higher Education Business Company (“Módulo”)	99.40%	99.40%
Education Company City University of Sao Paulo (“Unicid” or “SECID”)	99.99%	99.99%
ACEF S.A. (“Unifran” or “ACEF”)	99.99%	99.99%
Indirect Participation		
City University Receivables Trust S.A. (“Trust”)	99.99%	99.99%
São Sebastião Teaching Institution Ltda. (“FASS”)	99.99%	99.99%
São Sebastião School – Early Childhood and Primary Education Ltda. (“Colégio São Sebastião”)	99.99%	99.99%
Education Company Nossa Senhora do Patrocínio S/S Ltda. (“CEUNSP”)	99.99%	99.99%
Veritas Educational A Participations. S.A. (“Veritas”)	99.98%	99.98%
Cesuca Cachoerinha Higher Education Complex Ltda. (“Cesuca”)	99.99%	99.99%
Education Company São Bento Ltda. (“São Bento”)	99.99%	99.99%
Education Company Santa Rita Ltda. ('Santa Rita”)	99.99%	99.99%
Sociedade Educacional Santa Tereza Ltda.	99.99%	99.99%
IPÊ Educational Ltda. (“Unipê”)	99.99%	99.99%
IPÊ Patrimonial Ltda. (“Patrimonial”)	99.99%	99.99%
Education Company Braz Cubas Ltda. (“Braz Cubas”)	99.99%	99.99%
Positivo Higher Education Center Ltda. (“Positivo	99.99%	99.99%
Cesa - Arthur Thomas Higher Education Complex Ltda. (“Cesa”)	99.99%	99.99%

To submit questions or comments regarding this report, the following e-mail is available sustentabilidade@cruzeirodosul.edu.br.

Materiality Matrix GRI 3-1 I 3-2

Our Materiality Matrix development process was planned and implemented according to the Global Reporting Initiative (GRI) methodology in 2020 – therefore, it does not consider impact assessment – in three steps:

Stakeholder Identification – Based on interviews with deans across all universities, pro-Deans of PHD Studies and Research, and of Distance Education, and the School's Director General, key stakeholders were identified on three teaching fronts: Higher education – on-site, Higher Education – distance learning, and Basic Education.

Stakeholder Prioritization – The next step was establishing, in each group, priority stakeholders, considering our impact on each audience's quality of life, and the group's importance to our success. Priority stakeholders were: On-site Higher Education (students, teaching staff, direct beneficiaries of teaching and research programs, and public and private partners), Middle School and High School (students, students' families, and teaching staff), and Higher Education Distance Learning (students, coordinators, tutors, and location maintainers). HEIs were chosen in different regions in Brazil.

Stakeholder Consultation – Conducted online, through interviews and questionnaires that introduced a list of themes for respondents to choose the most relevant ones in their relationship with us, as well as space to propose new themes. Interviews were also conducted with our high leadership to internally establish critical themes, and to understand the impact of the themes raised by stakeholders on management and growth strategy. During the assessment, material themes identified by other similar institutions in Brazil and abroad were also considered.



From the 21 themes presented those consulted, the ten most relevant ones were chosen (see the following), which the Materiality Matrix is composed off based on the assessment of intensity, and degree of impact on current and future business.

- Teaching Quality
- Student support
- Infrastructure transition and restructuring of professionals to online teaching
- Diversity and inclusion in the education environment
- Innovation and technology
- Research and scientific production
- Health and safety
- Regional support and development
- Social Inclusion through Higher Education
- continued operational growth

THE GLOBAL GOALS
For Sustainable Development

Correlation with SDG

Material theme	GRI Standard	SDG	Impacts inside/outside CSED
CSED Teaching quality Management indicators	CSED management indicators		**Inside:** in the entire organization, **Outside:** students and society
Student support	**GRI 418:** Client privacy		**Inside:** in the entire organization, **Outside:** students and society
Infrastructure transition and restructuring of professionals to online teaching	**GRI 401:** Work and **GRI 404:** Training and education		**Inside:** in the entire organization, **Outside:** students and society
Diversity and inclusion in the education environment	**GRI 202:** Market presence, **GRI 405:** Diversity and equal opportunities, **GRI 406:** Non-discrimination and **GRI 410:** Safety practices		**Inside:** in the entire organization; **Outside:** all audiences
Innovation and technology	**GRI 203:** Indirect economic impacts		**Inside:** in the entire organization; **Outside:** all audiences
Research and scientific production	CSED management indicators		**Inside:** in the entire organization; **Outside:** all audiences
Health and safety	**GRI 403:** Work health and safety and **GRI 416:** Consumer health and safety		**Inside:** in the entire organization; **Outside:** all audiences
Regional support and development	**GRI 203:** Indirect economic impacts, **GRI 204:** Procurement practices, **GRI 413:** Local communities		**Inside:** in the entire organization, **Outside:** students and society
Inclusão social via educação superior	CSED management indicators		**Inside:** in the entire organization, **Outside:** students and society
Continuidade de crescimento operacional	**GRI 201:** Economic performance		**Inside:** in the entire organization, **Outside:** students and society

GRI Annex



Employee information, per region, per contract type GRI 2-7

	2020			2021			2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Permanent employees	2951	3722	6673	2961	3785	6746	3104	3978	7082
Temporary employees	44	125	169	23	68	91	77	140	217
Total	**2995**	**3847**	**6842**	**2984**	**3853**	**6837**	**3181**	**4118**	**7299**

Note: Temporary employees include interns, apprentices, and temporary workers. All identity numbers active in the organization on December 31st of the year of calculation are counted, even if it is a teacher with a workload lower than what is considered full-time. Calculation through active identity numbers merges registration of the same teaching professional who works in more than one of the group's HEI. There were no significant fluctuations from 2021 to 2022.

Employee information, per gender, per job type GRI 2-7

	2022		
	Male	Female	Total
Full-time employees	1695	2423	4118
Part-time employees	1486	1695	3181
Total	**3181**	**4118**	**7299**

Note - The table includes 73 temporary workers (except interns and apprentices) in "full time".

Employee information, per region, per contract type GRI 2-7

		2020	2021	2022
Permanent employees	Northeast	622	642	665
	Midwest	421	418	505
	South	1107	1072	1387
	Southeast	4523	4614	4525
	Total	**6673**	**6746**	**7082**
Temporary employees	Northeast	2	2	21
	Midwest	26	23	15
	South	6	12	43
	Southeast	135	54	138
	Total	**169**	**91**	**217**
Total	Northeast	624	644	686
	Midwest	447	441	520
	South	1113	1084	1430
	Southeast	4658	4668	4663
	Total	**6842**	**6837**	**7299**

Employee information, per region, per contract type GRI 2-7

		2022
Full-time employees	Northeast	378
	Midwest	244
	South	712
	Southeast	2784
	Total	**4118**
Part-time employees	Northeast	308
	Midwest	276
	South	718
	Southeast	1879
	Total	**3181**
Total	Northeast	686
	Midwest	520
	South	1430
	Southeast	4663
	Total	**7299**

New hires and employee turnover GRI 401-1

New hires, by age group

Age group	2019	rate	2020	rate	2021	rate	2022	rate
Less than 30 years old	507	0,42	382	0,27	720	0,49	897	0,54
From 30 to 50 years old	590	0,2	627	0,16	141	0,04	1014	0,25
Over 50 years old	72	0,06	119	0,1	745	0,57	197	0,14
Total	**1169**	**0,22**	**1128**	**0,17**	**1606**	**0,24**	**2108**	**0,29**

New hires, by gender

Geder	2019	rate	2020	rate	2021	rate	2022	rate
Women	655	0,22	634	0,17	916	0,24	1215	0,3
Men	514	0,22	494	0,17	690	0,23	893	0,28
Total	**1169**	**0,22**	**1128**	**0,17**	**1606**	**0,24**	**2108**	**0,29**

New hires, by region

Region	2019	rate	2020	rate	2021	rate	2022	rate
Northeast	-	-	58	0,09	127	0,2	159	0,23
Midwest	134	0,24	54	0,13	74	0,18	198	0,38
Southeast	999	0,22	755	0,17	1129	0,24	1293	0,28
South	36	0,27	261	0,24	276	0,26	458	0,32
Total	**1169**	**0,22**	**1128**	**0,17**	**1606**	**0,24**	**2108**	**0,29**

Turnover rate, by age group

Age group	2019	rate	2020	rate	2021	rate	2022	rate
Less than 30 years old	299	0,25	530	0,38	435	0,3	621	0,37
From 30 to 50 years old	497	0,17	1349	0,34	222	0,06	880	0,21
Over 50 years old	118	0,11	584	0,47	868	0,66	185	0,13
Total	**914**	**0,17**	**2463**	**0,37**	**1525**	**0,23**	**1686**	**0,23**

Turnover rate, by gender

Gender	2019	rate	2020	rate	2021	rate	2022	rate
Women	521	0,17	1367	0,37	846	0,22	980	0,24
Men	393	0,17	1096	0,37	679	0,23	706	0,22
Total	**914**	**0,17**	**2463**	**0,37**	**1525**	**0,23**	**1686**	**0,23**

Turnover rate, by region

Region	2019	rate	2020	rate	2021	rate	2022	rate
Northeast	-	-	207	0,33	106	0,17	130	0,19
Midwest	108	0,2	185	0,44	73	0,17	116	0,22
Southeast	776	0,17	1267	0,28	1036	0,22	964	0,21
South	30	0,22	804	0,73	310	0,29	476	0,33
Total	**914**	**0,17**	**2463**	**0,37**	**1525**	**0,23**	**1686**	**0,23**

Average hours of training per year, per employee GRI 404-1

Average hours of training per employee, per gender

	2022	
Gender	**Total number of hours**	**Average number of hours**
Men	30,998	15.78
Women	53,993	18.75
Total hours of training	**84,991**	**17.55**

Average hours of training per employee, per job category

	2022	
Functional category	**Total number of hours**	**Average number of hours**
Administration	45,012	16.16
Mentors	25,171	87.4
Teaching staff	6,201	5.1
Supervisors	2,659	17.6
Managers	1,331	21.1
Administrative Coordinators	1,163	11.3
Apprentices	1,648	20.10
Deans	265	29.5
Board	376	34.2
Interns	1,022	9.9
Academic Coordinators	143	6.5
Total hours of training	**84,991**	**17.5**

Diversity in governance bodies and employees GRI 405-1

Percentage of individuals who are a part of governance bodies, by gender

	2022	
Gender	**Total**	**%**
Men	8	88.9%
Women	1	11.1%
Total	**9**	**100.0%**

Percentage of individuals who are a part of governance bodies, by age range

	2022	
Age group	**Total**	**%**
Less than 30 years old	0	0.0%
30 to 50 years old	2	22.2%
Over 50 years old	7	77.8%
Total	**9**	**100.0%**

Percentage of employees by job category, by gender

		2019		2020		2021		2022	
Functional category	Gender	Total	%	Total	%	Total	%	Total	%
Board	Men	5	100.0%	5	100.0%	7	100.0%	8	88.9%
	Women	0	0.0%	0	0.0%	0	0.0%	1	11.1%
	Total	**5**	**100.0%**	**5**	**100.0%**	**7**	**100.0%**	**9**	**100.0%**
Deans	Men	5	55.6%	6	54.5%	5	45.5%	4	44.4%
	Women	4	44.4%	5	45.5%	6	54.5%	5	55.6%
	Total	**9**	**100.0%**	**11**	**100.0%**	**11**	**100.0%**	**9**	**100.0%**
Managers	Men	13	56.5%	18	54.5%	29	60.4%	33	58.9%
	Women	10	43.5%	15	45.5%	19	39.6%	23	41.1%
	Total	**23**	**100.0%**	**33**	**100.0%**	**48**	**100.0%**	**56**	**100.0%**
Academic Coordinators	Men	8	44.4%	12	41.4%	10	38.5%	8	33.3%
	Women	10	55.6%	17	58.6%	16	61.5%	16	66.7%
	Total	**18**	**100.0%**	**29**	**100.0%**	**26**	**100.0%**	**24**	**100.0%**
Administrative Coordinators	Men	59	63.4%	50	55.6%	51	55.4%	51	55.4%
	Women	34	36.6%	40	44.4%	41	44.6%	41	44.6%
	Total	**93**	**100.0%**	**90**	**100.0%**	**92**	**100.0%**	**92**	**100.0%**
Supervisors	Men	45	32.6%	56	36.4%	50	31.3%	47	29.9%
	Women	93	67.4%	98	63.6%	110	68.8%	110	70.1%
	Total	**138**	**100.0%**	**154**	**100.0%**	**160**	**100.0%**	**157**	**100.0%**
Teaching staff	Men	1090	46.2%	1413	47.3%	1330	46.4%	1415	46.8%
	Women	1269	53.8%	1577	52.7%	1539	53.6%	1609	53.2%
	Total	**2359**	**100.0%**	**2990**	**100.0%**	**2869**	**100.0%**	**3024**	**100.0%**
Mentors	Men	180	44.1%	265	45.1%	277	45.2%	338	42.7%
	Women	228	55.9%	322	54.9%	336	54.8%	453	57.3%
	Total	**408**	**100.0%**	**587**	**100.0%**	**613**	**100.0%**	**791**	**100.0%**
Administration	Men	925	40.8%	1126	40.6%	1202	41.2%	1200	41.1%
	Women	1342	59.2%	1648	59.4%	1718	58.8%	1720	58.9%
	Total	**2267**	**100.0%**	**2774**	**100.0%**	**2920**	**100.0%**	**2920**	**100.0%**
Total	Men	2330	43.8%	2951	44.2%	2961	43.9%	3104	43.8%
	Women	2990	56.2%	3722	55.8%	3785	56.1%	3978	56.2%
	Total geral	**5320**	**100.0%**	**6673**	**100.0%**	**6746**	**100.0%**	**7082**	**100.0%**

Percentage of employees by job category, by gender

		2019		2020		2021		2022	
Functional category	Gender	Total	%	Total	%	Total	%	Total	%
Apprentices	Men	35	37.2%	28	40.6%	31	41.3%	32	45.1%
	Women	59	62.8%	41	59.4%	44	58.7%	39	54.9%
	Total	**94**	**100.0%**	**69**	**100.0%**	**75**	**100.0%**	**71**	**100.0%**
Interns	Men	80	47.6%	42	38.2%	27	34.6%	25	34.2%
	Women	88	52.4%	68	61.8%	51	65.4%	48	65.8%
	Total	**168**	**100.0%**	**110**	**100.0%**	**78**	**100.0%**	**73**	**100.0%**
Total	Men	115	43.9%	70	39.1%	58	37.9%	57	39.6%
	Women	147	56.1%	109	60.9%	95	62.1%	87	60.4%
	Total geral	**262**	**100.0%**	**179**	**100.0%**	**153**	**100.0%**	**144**	**100.0%**

Percentage of employees by functional category, by age group

		2019		2020		2021		2022	
Functional category	Age group	Total	%	Total	%	Total	%	Total	%
Board	Less than 30 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30 to 50 years old	2	40.0%	1	20.0%	3	42.9%	4	44.4%
	Over 50 years old	3	60.0%	4	80.0%	4	57.1%	5	55.6%
	Total	**5**	**100.0%**	**5**	**100.0%**	**7**	**100.0%**	**9**	**100.0%**
Deans	Less than 30 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30 to 50 years old	3	33.3%	3	27.3%	5	45.5%	4	44.4%
	Over 50 years old	6	66.7%	8	72.7%	6	54.5%	5	55.6%
	Total	**9**	**100.0%**	**11**	**100.0%**	**11**	**100.0%**	**9**	**100.0%**
Managers	Less than 30 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30 to 50 years old	18	78.3%	24	72.7%	37	77.1%	46	82.1%
	Over 50 years old	5	21.7%	9	27.3%	11	22.9%	10	17.9%
	Total	**23**	**100.0%**	**33**	**100.0%**	**48**	**100.0%**	**56**	**100.0%**
Academic Coordinators	Less than 30 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30 to 50 years old	9	50.0%	20	69.0%	18	69.2%	15	62.5%
	Over 50 years old	9	50.0%	9	31.0%	8	30.8%	9	37.5%
	Total	**18**	**100.0%**	**29**	**100.0%**	**26**	**100.0%**	**24**	**100.0%**

		2019		2020		2021		2022	
Functional category	Age group	Total	%	Total	%	Total	%	Total	%
Administrative Coordinators	Less than 30 years old	11	11.8%	5	5.6%	6	6.5%	4	4.3%
	30 to 50 years old	69	74.2%	73	81.1%	74	80.4%	77	83.7%
	Over 50 years old	13	14.0%	12	13.3%	12	13.0%	11	12.0%
	Total	**93**	**100.0%**	**90**	**100.0%**	**92**	**100.0%**	**92**	**100.0%**
Supervisors	Less than 30 years old	14	10.1%	22	14.3%	22	13.8%	18	11.5%
	30 to 50 years old	105	76.1%	112	72.7%	118	73.8%	120	76.4%
	Over 50 years old	19	13.8%	20	13.0%	20	12.5%	19	12.1%
	Total	**138**	**100.0%**	**154**	**100.0%**	**160**	**100.0%**	**157**	**100.0%**
Teaching staff	Less than 30 years old	100	4.2%	124	4.2%	94	3.3%	123	4.1%
	30 to 50 years old	1491	63.2%	2052	68.6%	1925	67.1%	1962	64.9%
	Over 50 years old	768	32.6%	814	27.2%	850	29.6%	939	31.1%
	Total	**2359**	**100.0%**	**2990**	**100.0%**	**2869**	**100.0%**	**3024**	**100.0%**
Mentors	Less than 30 years old	55	13.5%	60	10.2%	79	12.9%	130	16.4%
	30 to 50 years old	279	68.4%	417	71.0%	416	67.9%	524	66.3%
	Over 50 years old	74	18.1%	110	18.7%	118	19.3%	137	17.3%
	Total	**408**	**100.0%**	**587**	**100.0%**	**613**	**100.0%**	**791**	**100.0%**
Administration	Less than 30 years old	1037	45.7%	1187	42.8%	1272	43.6%	1252	42.9%
	30 to 50 years old	1010	44.5%	1323	47.7%	1366	46.8%	1369	46.9%
	Over 50 years old	220	9.7%	264	9.5%	282	9.7%	299	10.2%
	Total	**2267**	**100.0%**	**2774**	**100.0%**	**2920**	**100.0%**	**2920**	**100.0%**
Total	Less than 30 years old	1217	22.9%	1398	20.9%	1473	21.8%	1527	21.6%
	30 to 50 years old	2986	56.1%	4025	60.3%	3962	58.7%	4121	58.2%
	Over 50 years old	1117	21.0%	1250	18.7%	1311	19.4%	1434	20.3%
	Total geral	**5320**	**100.0%**	**6673**	**100.0%**	**6746**	**100.0%**	**7082**	**100.0%**

Percentage of employees by functional category, by age group

		2019		2020		2021		2022	
Functional category	Age group	Total	%	Total	%	Total	%	Total	%
Apprentices	Less than 30 years old	94	100.0%	69	100.0%	75	100.0%	71	100.0%
	30 to 50 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Over 50 years old	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	**94**	**100.0%**	**69**	**100.0%**	**75**	**100.0%**	**71**	**100.0%**
Interns	Less than 30 years old	156	92.9%	99	90.0%	72	92.3%	72	98.6%
	30 to 50 years old	12	7.1%	10	9.1%	5	6.4%	1	1.4%
	Over 50 years old	0	0.0%	1	0.9%	1	1.3%	0	0.0%
	Total	**168**	**100.0%**	**110**	**100.0%**	**78**	**100.0%**	**73**	**100.0%**
Total	Less than 30 years old	250	95.4%	168	93.8%	147	96.1%	143	99.3%
	30 to 50 years old	12	4.6%	10	5.6%	5	3.3%	1	0.7%
	Over 50 years old	0	0.0%	1	0.6%	1	0.7%	0	0.0%
	Total geral	**262**	**100.0%**	**179**	**100.0%**	**153**	**100.0%**	**144**	**100.0%**

Percentage of employees by job category, by race and/or ethnicity

		2022	
Functional category	Race or ethnicity	Total	%
Board	Black	0	0.0%
	Brown	1	11.1%
	White	8	88.9%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**9**	**100.0%**
Deans	Black	0	0.0%
	Brown	1	11.1%
	White	8	88.9%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**9**	**100.0%**
Managers	Black	2	3.6%
	Brown	10	18.2%
	White	43	78.2%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**55**	**100.0%**
Academic Coordinators	Black	1	4.3%
	Brown	3	13.0%
	White	19	82.6%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**23**	**100.0%**
Administrative Coordinators	Black	1	1.1%
	Brown	26	29.2%
	White	62	69.7%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**89**	**100.0%**

		2022	
Functional category	Race or ethnicity	Total	%
Supervisors	Black	4	2.6%
	Brown	38	24.5%
	White	113	72.9%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**155**	**100.0%**
Teaching staff	Black	49	1.7%
	Brown	612	20.8%
	White	2253	76.6%
	Native	0	0.0%
	Asian	28	0.9%
	Total	**2942**	**100.0%**
Mentors	Black	16	2.0%
	Brown	230	29.1%
	White	531	67.2%
	Native	2	0.3%
	Asian	11	1.4%
	Total	**790**	**100.0%**
Administration	Black	194	6.8%
	Brown	962	33.8%
	White	1673	58.8%
	Native	0	0.0%
	Asian	15	0.5%
	Total	**2844**	**100.0%**
Total	Black	267	3.9%
	Brown	1883	27.2%
	White	4710	68.1%
	Native	2	0.03%
	Asian	54	0.8%
	Total geral	**6916**	**100.0%**

Percentage of workers by job category, by race and/or ethnicity

		2022	
Functional category	**Race or ethnicity**	**Total**	**%**
Apprentices	Black	4	5.6%
	Brown	19	26.8%
	White	48	67.6%
	Native	0	0.0%
	Asian	0	0.0%
	Total	**71**	**100.0%**
Interns	Black	9	12.3%
	Brown	13	17.8%
	White	50	68.5%
	Native	0	0.0%
	Asian	1	1.4%
	Total	**73**	**100.0%**
Total	Black	13	9.0%
	Brown	32	22.2%
	White	98	68.1%
	Native	0	0.0%
	Asian	1	0.7%
	Total geral	**144**	**100.0%**

Percentage of employees by job category, per people with disabilities

		2022	
Functional category		**Total**	**%**
Board	Person with disability	0	0.0%
	Person without disability	9	100.0%
	Total	**9**	**100.0%**
Deans	Person with disability	0	0.0%
	Person without disability	9	100.0%
	Total	**9**	**100.0%**
Managers	Person with disability	2	3.6%
	Person without disability	54	96.4%
	Total	**56**	**100.0%**
Academic Coordinators	Person with disability	1	4.2%
	Person without disability	23	95.8%
	Total	**24**	**100.0%**
Administrative Coordinators	Person with disability	1	1.1%
	Person without disability	91	98.9%
	Total	**92**	**100.0%**
Supervisors	Person with disability	3	1.9%
	Person without disability	154	98.1%
	Total	**157**	**100.0%**
Teaching staff	Person with disability	37	1.2%
	Person without disability	2987	98.8%
	Total	**3024**	**100.0%**
Mentors	Person with disability	2	0.3%
	Person without disability	789	99.8%
	Total	**791**	**100.0%**
Administration	Person with disability	181	6.2%
	Person without disability	2739	93.8%
	Total	**2920**	**100.0%**
Total	Person with disability	227	3.2%
	Person without disability	6855	96.8%
	Total geral	**7082**	**100.0%**

Percentage of workers by job category, per people with disabilities

		2022	
Functional category		**Total**	**%**
Apprentices	Person with disability	0	0.0%
	Person without disability	71	100.0%
	Total	**71**	**100.0%**
Interns	Person with disability	0	0.0%
	Person without disability	73	100.0%
	Total	**73**	**100.0%**
Total	Person with disability	0	0.0%
	Person without disability	144	100.0%
	Total geral	**144**	**100.0%**

Proportion between base salary and remuneration received by women and those received by men GRI 405-2

Compensation ratio between men and women

	2021	2022
Board	-	92.44%
Deans	113.32%	88.49%
Managers	86.58%	82.74%
Academic Coordinators	81.07%	64.51%
Administrative Coordinators	100.01%	90.19%
Supervisors	100.14%	84.37%
Teaching staff	98.97%	104.08%
Mentors	101.3%	94.51%
Administration	100.1%	84.14%
Others	99.22%	98.34%

Variation of lowest salary paid and minimum wage, by gender GRI 202-1

	2019		2020		2021		2022	
National minimum wage	R$ 998.00		R$ 1,045.00		R$ 1,100.00		R$ 1,212.00	
	Men	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**
UNICID	116%	116%	115%	111%	115%	118%	122%	114%
FASS	116%	115%	111%	111%	118%	119%	139%	112%
Módulo	116%	106%	111%	111%	118%	96%	118%	118%
UNIFRAN	116%	116%	111%	111%	118%	111%	112%	112%
Braz Cubas	-	-	114%	105%	108%	111%	121%	121%
UDF	118%	137%	112%	117%	116%	116%	114%	113%
FSG	108%	99%	103%	103%	129%	117%	131%	131%
Positivo	-	-	114%	103%	104%	108%	117%	108%
Cruzeiro do Sul	116%	106%	106%	97%	115%	118%	114%	122%
Cesuca	114%	99%	109%	131%	129%	129%	153%	131%
CEUNSP	116%	116%	111%	111%	118%	110%	118%	114%
UNIPÊ	104%	122%	100%	110%	100%	111%	104%	105%

Note – The comparison with the national minimum wage does not consider interns, apprentices, and teaching staff, due to their respective working hours. For other positions, active employees on 12/31/2022 with a full workload in the month are considered.

Percentage of employees receiving regular performance and career development evaluations

GRI 404-3

Category	2022	
	Male	Female
Board	100.00%	0.00%
Deans	56.00%	44.00%
Managers	68.00%	32.00%

In 2022, only Directors, Deans, and Managers received a regular performance evaluation as part of the ICP (Short-Term Incentive) Program, establishing goals and subsequently assessing their performance. For the calculation of assessment percentages, only the total number of employees assessed during the Program period was considered.

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

	2022
Consumption of electricity purchased	82,589.37

We do not consume heating, cooling, or vapor, nor sale any kind of energy. Calculating energy consumption is the responsibility of the utility company. The information was gathered manually from the campuses' 2022 monthly invoices. Source of conversion factors used (BEN, 2021): 1 Kilowatt-hour [kWh] = 0.0036 Gigajoules [GJ]

Occupational accidents GRI 403-9

Information for employees	2019	2020	2021	2022
Number of fatalities as a result of a work accident	0	0	0	0
Rate of fatalities as a result of a work accident	0	0	0	0
Number of work accidents with no serious consequences (except fatalities)	0	0	0	0
Rate of work accidents with no serious consequences (except fatalities)	0	0	0	0
Number of work accidents with mandatory communication	16	14	7	24
Rate of work accidents with mandatory communication	1.18	1.03	0.46	1.65
Number of hours worked	13,556,297	13,595,017	15,293,880,7	14,542,670

Note: Rates are calculated based on 1,000,000 hours worked.



GRI content summary

Statement of use	Cruzeiro do Sul Educacional - has reported in accordance with the GRI Standards for the period 01/01/2022 to 31/12/2022.
GRI 1 used	GRI 1: Foundation 2021
Applicable GRI Sector Standard(s)	-

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
General Disclosures							
The organization and its reporting practices							
GRI 2: General Disclosures 2021	2-1	Organizational details		7			
	2-2	Entities included in the organization's sustainability reporting		7 and 72			
	2-3	Reporting period, frequency and contact point	The Annual and Sustainability Report's period, from January 1st to December 31st, 2022, is the same period as the Financial Report released in March/2023. The 2022 Annual and Sustainability Report was shared in July/2023.	72			
	2-4	Restatements of information	There has been no rewriting of the information shared on previous reports.				
	2-5	External assurance	The entire content of this document is externally audited by EY. This practice is a request from the Company's leadership, later assessed by the Audit Committee and, lastly, approved by the Board of Directors.	72			
Activities and employees							
GRI 2: General Disclosures 2021	2-6	Activities, value chain and other business relationships		7, 9 and 61			
	2-7	Employees		7, 51 and 77			
	2-8	Workers who are not employees	In 2022, total number of third-parties was 988, with 73 being temporary workers, and 915 third-party. Temporary employees are hired through a partner agency and are mostly professionals from academic areas, such as teachers and tutors. Third-parties are workers who are not employees, hired through a partner company to act as professionals mostly in the areas of gardening, cleaning, and access control. 144 interns and apprentices are considered employees, and that is why they are not included as non-employee workers in GRI 2-8. Indicator information refers to the year's final month and quantifies the people hired by the partner company, regardless of whether their workload is full or part-time. Since temporary workers act in the academic area, the number varies throughout the year due to the school months.	51			

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Governance							
GRI 2: General Disclosures 2021	2-9	Governance structure and composition		33			
	2-10	Nomination and selection of the highest governance body		33			
	2-11	Chair of the highest governance body	The President of the Board of Directors isn't a high executive.	35			
	2-12	Role of the highest governance body in overseeing the management of impacts		35			
	2-13	Delegation of responsibility for managing impacts		35	2-13-a-ii	Not applicable	Responsibility for impact management has not been delegated to other employees.
	2-14	Role of the highest governance body in sustainability reporting	The Materiality Matrix, developed in 2020, was approved by the Board, with the participation of members of the Board of Directors in the online interview stage.	35			
	2-15	Conflicts of interest	We are part of the corporate governance segment of B3 S.A. – Brasil, Bolsa, Balcão called Novo Mercado and, in this regard, in accordance with the legislation and the Novo Mercado Regulation, we disclose in our Reference Form (RF): all roles exercised by Advisors in other management bodies (item 12.5/6 of the RF); any and all relations with related parties and others in a situation of conflict of interest (item 16.2 of the RF); their entire shareholding position, including controlling shareholders (item 15.1/15.2 of the RF) and all transactions with related parties (item 16.2 of the RF).	35			
	2-16	Communication of critical concerns	There have been no crucial concerns related the area of Compliance that required reporting to the highest governance body.	33 and 35			
	2-17	Collective knowledge of the highest governance body		33			
	2-18	Evaluation of the performance of the highest governance body		33			
	2-19	Remuneration policies		51			
	2-20	Process to determine remuneration		51	2-20-b	Not applicable	Stakeholders do not vote on compensation proposals and policies.
	2-21	Annual total compensation ratio	Ratio between the total annual compensation of the organization's highest paid individual and the average total annual compensation of all employees (excluding the highest paid individual) is of 39.2. Ratio between the percentage increase of the total annual compensation of the organization's highest paid individual and the average percentage increase of the total annual compensation of all employees (excluding the highest paid individual) is 0, since there has been no salary readjustment to the highest paid individual.				

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Strategies, policies and practices							
GRI 2: General Disclosures 2021	2-22	Statement on sustainable development strategy		4			
	2-23	Policy commitments		7 and 28			
	2-24	Embedding policy commitments	We have been listed on B3's Novo Mercado since 2021, which attests to our commitment towards corporate governance and transparency practices beyond what is required by law and are aligned with the recommendations of the Brazilian Institute of Corporate Governance (IBGC). The Executive Board has the responsibility of implementing their commitment within their areas of activity. Operational procedures and policies can be shared only internally to all employees when handling confidential subjects, such as the diversity leaflet, which was widely discussed internally and guides internal relationships, or externally on the Relations with Investors website, if they are related to themes surrounding the market and investors. Trainings internal procedures and policies, such as that of the HR and Compliance area, are described in the indicators related to the topic. All policies that involve external disclosure, such as the Code of Conduct, Public Power and Anti-corruption Manual, and LGPD, must be drafted by all managers and be the subject of training for most employees.				
	2-25	Processes to remediate negative impacts		29			
	2-26	Mechanisms for seeking advice and raising concerns		29			
	2-27	Compliance with laws and regulations	There have been no significant cases of non-compliance to laws and regulations in the period reported, or fines related to significant cases registered in previous periods, with an associated value higher than BRL 10 million, according to the impact matrix present in the Company's Risk Management Policy.				
	2-28	Membership associations	There is no participation in associations.				
Stakeholder engagement							
GRI 2: General Disclosures 2021	2-29	*Approach to stakeholder engagement*		47			
	2-30	Collective bargaining agreements	100% of our workforce is covered by collective bargaining agreements.				

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Material Topics							
GRI 3: Material Topics 2021	3-1	Process to determine material topics		74	3-1-a- ii	Not applicable	CSED's current materiality was drafted in 2020, prior to the GRI 2021 standard. As such, an impact study related to materiality has not been drafted. CSED will conduct an impact study in the next materiality review.
	3-2	Lista de tópicos materiais		74			
Continued operational growth							
GRI 3: Material Topics 2021	3-3	Management of material topics		44			
GRI 201: Economic performance 2016	201-1	Direct economic value generated and distributed		46			
Innovation and technology							
GRI 3: Material Topics 2021	3-3	Management of material topics	Action efficiency is tracked through the PCDA (Plan, Do, Check, and Act) method, which includes progress assessment, satisfaction indicators, and NPS. Stakeholders involved are invited to place themselves as assessors and summoned to improve processes, methods, etc.	19			
GRI 203: Indirect economic impacts 2016	203-1	Investments in infrastructure and support for services		63			

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Regional development and support							
GRI 3: Material Topics 2021	3-3	Management of material topics		55 and 63			
GRI 203: Indirect economic impacts 2016	203-2	Significant indirect economic impacts		63			
GRI 204: Procurement Practices 2016	204-1	Proportion of spending on local suppliers	Suppliers were classified per geographic region, and local suppliers are those in the same region where the purchase was made. All group companies were considered.	62			
GRI 413: Local Communities 2016	413-1	Operations with local community engagement, impact assessments, and development programs	100% of our operations include local community engagement, social impact assessments, and development programs. Environmental impact assessments are not yet conducted. We keep Reclame Aqui, Ombudsman, and a Safe Channel as complaint channels for the community.		413-1-a-ii, 413-1-a-iii, 413-1-a-v e 413-1-a-vi	Information unavailable	There has been no public disclosure of the results of the environmental and social impact assessments. Currently, there is no stakeholder engagement plan based on mapping of those parts, nor committees and processes of broad consultation of the local community including vulnerable groups, for 2023 work groups will be created to fill such gaps.

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Health and safety							
GRI 3: Material Topics 2021	3-3	Management of material topics		53			
GRI 403: Occupational Health and Safety 2018	403-1	Occupational health and safety management system		53			
	403-2	Hazard identification, risk assessment, and incident investigation		53			
	403-3	Occupational health services		53			
	403-4	Worker participation, consultation, and communication on occupational health and safety		53			
	403-5	Worker training on occupational health and safety	All workers receive specific training for their risk-involving activities, such as NR10, NR 35 training, and guidance for the usage of PPEs.				
	403-6	Promotion of worker health		53			
	403-7	Prevention and mitigation of occupational health and safety impacts directly linked by business relationships	Third-party workers aren't supervised by our management system, but among our goals for the coming years, there is the establishment of the policy, procedures, training and approval for the management of this audience. The occupational health and safety management system has no internal and/or external audit.				
	403-8	Workers covered by an occupational health and safety management system	Non-employee workers are covered by occupational safety and health management systems from the companies that hire them. The occupational health and safety management system has no internal and/or external audit.	53			
	403-9	Work-related injuries		54 and 85	403-9-b-i, 403-9-b-ii, 403-9-b-iii, 403-9-b-iv e 403-9-b-v	Not applicable	We do not monitor accidents of temporary and third-party workers.
	403-10	Work-related ill health	There have been no deaths resulting from occupational diseases (0% rate), nor cases of occupational diseases.	53			
GRI 416: Customer health and safety 2016	416-1	Assessment of the health and safety impacts of product and service categories	100% of our demands are service-based, which doesn't result in the production of items. In 100% of service demands, health and safety impact assessments are conducted.				
	416-2	Incidents of non-compliance concerning the health and safety impacts of products and services	Internal procedures and accurate adherence to national policies, standards and laws have led to satisfactory quality processes. There have been no cases of non-compliance related to health and safety impacts caused by products and services in 2022.				

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
Infrastructure transition and restructuring of professionals to online teaching							
GRI 3: Material Topics 2021	3-3	Management of material topics		19 and 52			
GRI 401: Employment 2016	401-1	New employee hires and employee turnover		51 and 78			
GRI 404: Training and education 2016	404-1	Average hours of training per year per employee		51 and 79			
	404-2	Programs for upgrading employee skills and transition assistance programs		52			
	404-3	Percentage of employees receiving regular performance and career development reviews		52 and 85			
Diversity and inclusion in the education environment							
GRI 3: Material Topics 2021	3-3	Management of material topics		55			
GRI 202: Market presence 2016	202-1	Ratios of standard entry level wage by gender compared to local minimum wage		84			
GRI 405: Diversity and equal opportunity 2016	405-1	Diversity of governance bodies and employees		79			
	405-2	Ratio of basic salary and remuneration of women to men	All units were considered in the report.	51 and 84			
GRI 406: Non-Discrimination 2016	406-1	Incidents of discrimination and corrective actions taken	Five cases of discrimination were reported, all assessed and concluded with reparation plans, which involved the termination of an employee, a warning, and feedback for the rest. In the year, we developed e-learning on racial discrimination, available to all employees.				
Student support							
GRI 3: Material Topics 2021	3-3	Management of material topics		58			
GRI 418: Customer privacy 2016	418-1	Substantiated complaints concerning breaches of customer privacy and losses of customer data	Three complaints received from external parties and proved, leak, theft or loss of customer data identified.				
Research and scientific production							
GRI 3: Material Topics 2021	3-3	Management of material topics		21			
Social Inclusion through Higher Education							
GRI 3: Material Topics 2021	3-3	Management of material topics		55			
Teaching Quality							
GRI 3: Material Topics 2021	3-3	Management of material topics		58			

Disclosure	Content			Location	Omission		
					Requirement(s) Omitted	Reason	Explanation
GRI 205: Anti-corruption 2016	205-1	Operations assessed for risks related to corruption	100% of operations were assessed for risks related to corruption. Company operations are the teaching activities provided at our 29 campuses, with there being a macro assessment of risks related to corruption, following the guidelines of the Anti-Corruption Law, our Anti-Corruption Policy and the Manual of Interaction with the Public Power. Activities with a higher degree of sensitivity to the risk of corruption are assessed, those that require interfacing with public officials and regulatory bodies such as MEC and CVM. Specifically: (i) Activities to obtain or renew licenses and operating permits; (ii) Periodic inspections and assessments of regulatory bodies; (iii) Joint and several liability for the actions of Business Partners or intermediaries; and (iv) Contract signing and management with institutions or public bodies.	30			
	205-2	Communication and training about anti-corruption policies and procedures	Communication related to raising awareness and sharing policies and procedures on anti-corruption is shared with all employees through corporate communication channels (e-mail, Rede Cruzeiro, RI website, Safe Channel). All contracts with business partners have an anti-corruption clause that, in addition to sharing our anti-corruption position, it presents obligations to be fulfilled by partners, among them awareness of and submission to the Code of Conduct and Anti-corruption Policy. No member of the governance body has received anti-corruption training.	32			
	205-3	Confirmed incidents of corruption and actions taken	There have been no confirmed cases of corruption in 2022.				
Additional disclosure - indicators not included in materiality, but that Cruzeiro do Sul Educational S.A. has decided to report to maintain historical series and comparability							
GRI 302: Energy 2016	302-1	Energy consumption within the organization		85	302-1-a e 302-1-b	Information not available	We still do not control consumption.

Corporate Information

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cruzeirodosuleducacional.com.br

Credits

General Coordination: Cruzeiro do Sul Educacional Sustainability Team | Consulting: BlendOn Consulting | Writing: KMZ | Graphic design, layout and infographics: pslobo design | Photos: Cruzeiro do Sul Educacioal Collection, Adobe Stock and Freepick

Independent auditors' limited assurance report

EY
Building a better working world

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A free translation from Portuguese into English of auditors' limited assurance report on non-financial statements originally prepared in Portuguese.

Independent auditors' limited assurance report on the non-financial information contained in the Annual Sustainability Report

To
Shareholder, Advisers and Directors of
Cruzeiro do Sul Educacional S.A.
São Paulo – SP

Introduction

We were engaged by Cruzeiro do Sul Educacional S.A. ("Cruzeiro do Sul" or "Institution") to present our limited assurance report on non-financial information contained in Cruzeiro do Sul's 2022 Annual Sustainability Report ("Report"), for the year ended December 31, 2022.

Our limited assurance does not extend to prior period information or any other information disclosed in conjunction with the Report, including any embedded images, audio files or videos.

Responsibilities of the Cruzeiro do Sul's management

Institution's management is responsible for:

- select and establish appropriate criteria for preparing the information contained in the Report;
- prepare information in accordance with the criteria and guidelines of the Global Reporting Initiative ("GRI Standards") and the International Integrated Reporting Council ("IIRC") and guidelines of CPC 09 – Integrated Reporting;
- design, implement and maintain internal control over the relevant information for the preparation of the indicators contained in the Report, which are free from material distortion, regardless of whether caused by fraud or error.

Independent auditors' responsibility

Our responsibility is to express a conclusion on the non-financial information contained in the Report, based on the limited assurance work carried out in accordance with Technical Communication CTO 07 - Limited Assurance Engagements regarding the non-financial information contained in the Integrated Report issued by the CFC, and based on NBC TO 3000 - Non-Audit Assurance Work and Review, also issued by the CFC, which is equivalent to the international standard ISAE 3000 – Assurance engagements other than audits or reviews of historical financial information, issued by the International Auditing and Assurance Standards Board (IAASB). These standards require the auditor to comply with ethical requirements, independence and other responsibilities related to it, including the application of the Brazilian Quality Control Standard (NBC PA 01) and, therefore, the maintenance of a comprehensive quality control system, including documented policies and procedures on meeting ethical requirements, professional standards, and applicable legal and regulatory requirements.

Additionally, the mentioned standards require that the work be planned and executed with the objective of obtaining limited assurance that the non-financial information contained in the Report, taken as a whole, are free of material distortions.

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A limited assurance engagement conducted in accordance with NBC TO 3000 (ISAE 3000) consists primarily of inquiries to Cruzeiro do Sul's management and other Institution's professionals who are involved in preparing the information, as well as the application of analytical procedures to obtain evidence that make it possible to conclude, in the form of a limited assurance, on the information taken as a whole. A limited assurance work also requires the execution of additional procedures, when the independent auditor becomes aware of matters that lead him to believe that the indicators disclosed in the Report, taken as a whole, may present material distortions.

The selected procedures were based on our understanding of the aspects related to the compilation, materiality and presentation of the information contained in the Report, other circumstances of the work and our consideration of areas and processes associated with the material information disclosed in the Report, in what material misstatements could exist. The procedures comprised, among others:

a) the planning of the work, considering the relevance, the volume of quantitative and qualitative information and the operational systems and internal controls that served as a basis for the preparation of indicators contained in the Report;

b) understanding the calculation methodology and procedures for compiling indicators through inquiries with the managers responsible for preparing the information;

c) the application of analytical procedures on the quantitative information and inquiries about the qualitative information and its correlation with the indicators contained in the Report;

d) for cases in which the non-financial data correlate with indicators of a financial nature, the confrontation of these indicators with the financial statements and/or accounting records.

e) the analysis of adherence to the items contained in the Guidance Principle and Content Elements of Guidance CPC 09 - Integrated Reporting.

The limited assurance work also included adherence to the guidelines and criteria of the GRI Standards and the IIRC applicable in the preparation of the indicators contained in the Report.

We believe that the evidence obtained in our work is sufficient and appropriate to support our limited conclusion.

Scope and limitations

Procedures performed in limited assurance engagements vary in nature and timing and are less extensive than in reasonable assurance engagements. Consequently, the level of assurance obtained in a limited assurance engagement is substantially less than that which would have been obtained if a reasonable assurance engagement had been performed. If we had carried out a reasonable assurance work, we could have identified other matters and possible distortions that may exist in the Report. Accordingly, we do not express an opinion on this information.

Uma empresa-membro da Ernst & Young Global Limited

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Non-financial data are subject to more inherent limitations than financial data, given the nature and diversity of methods used to determine, calculate or estimate such data. Qualitative interpretations of data materiality, relevance and accuracy are subject to individual assumptions and judgments. Additionally, we did not carry out any work on data reported for previous periods, nor in relation to future projections and targets.

The preparation and presentation of the indicators followed the GRI Standards and IIRC, therefore, do not have the objective of ensuring compliance with social, economic, environmental or engineering laws and regulations. The mentioned standards provide, however, for the presentation and disclosure of any non-compliance with such regulations when sanctions or significant fines occur. Our assurance report must be read and understood in this context, inherent to the selected criteria (GRI Standards and IIRC).

Conclusion

Based on the procedures carried out, described in this report and on the evidence obtained, nothing has come to our attention that leads us to believe that the non-financial information contained in Cruzeiro do Sul's Report for the year ended December 31, 2022, were not prepared, in all relevant aspects, in accordance with the criteria and guidelines of the Global Reporting Initiative (GRI Standards) and the International Integrated Reporting Council (IIRC) and guidelines of CPC 09 – Integrated Reporting;

São Paulo (SP), July 31st, 2023.

Ernst & Young
Auditores Independentes S/S Ltda.
CRC SP- 034519/O

Leonardo Masseli Dutra
Sustainability Partner

Flavio A. Machado
Accountant – CRC-MG 065.889/O-2

Uma empresa-membro da Ernst & Young Global Limited


Cruzeiro do Sul
Educacional