



COMITÊ  
ESG  
YDUQS

# YDUQS

Integrated Report 2023





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# 1. INTRODUCTION

We, at Yduqs Participações SA, leaders in private higher education in Brazil, share our key achievements each year in terms of the challenges we have confronted and the opportunities we have seized. In 2023, it was no different: we maintained our focus on multiplying the value we offer to society, transforming education across the country and promoting sustainable practices in all our interactions. | GRI 2-1, 2-3 |

Our commitment to the mission of educating to transform is reflected in the results presented in this report, prepared in accordance with the guidelines of the Global Reporting Initiative (GRI) and the principles of the International Integrated Reporting Council (IIRC). In addition to financial performance, we also point to our advances in academic, socio-environmental and corporate governance aspects. In fact, we have made significant progress in our teaching model, in our relationships with students, in the development of human capital, in eco-efficiency, in our commitment to social projects and in returns for our shareholders.

In the year that our Annual Sustainability Report turns 10, we proudly and enthusiastically celebrate its evolution and transformation in this Integrated Report

All financial reporting entities are also included in this Integrated Report 2023. We consolidate all entities over which we have control. Only in the content referring to employees and other workers, we do not consider data from Hardwork and Qconcursos, as well as in the financial reports. | GRI 2-2 |

The information presented in this Integrated Report 2023 was collected by various areas of our team with the support of a specialized independent consulting firm, and subsequently submitted to limited assurance by PwC – a requirement by our Senior Leadership. External and independent verification helps keep us aligned with the best transparency practices in the market. | GRI 2-5 |

We are happy to receive questions, suggestions and comments about this report. Your participation is essential to continually improve our ESG (Environmental, Social and Governance) communication and management practices. Send your contributions to sustainability@yduqs.com.br. Together, we are building an increasingly impactful and responsible educational model. | GRI 2-3 |

This report is in its 2nd edition because it contains adjustments and/or additional explanatory notes included on pages 10, 11, 13, 31, 37, 38, 39, 40, 41, 47, 49, 59, 72 and 76. The correction of this information does not affect the limited assurance process carried out, whose final report is available on pages 108 to 110 of this document.

1 Consider these companies: Sociedade de Ensino Superior Estácio de Sá Ltda. ("SESES"), Society of Higher, Secondary and Fundamental Ltda. ("IREP"), Nova Academia do Concurso - Courses Preparatório Ltda. ("NACP"), Ensigne.me Educational Services Ltd. ("EnsigneMe"), União dos Cursos Superiores SEB Ltda. ("Estacio Ribeirão Preto", Sociedade Educacional Atual da Amazônia ("ACTUAL"), University Society for Educational Excellence of Rio Grande do Norte ("FATERN") Educational Society of Rio Grande do Sul S/S Ltda. ("FARGS") Unisãoluis Educacional S.A ("UNISÃOOLUIS") 100% Amazon Educational Society ("SEAMA") Institute of Social and Technological Higher Education Ltd. ("FACITEC") Association of Teaching of Santa Catarina ("ASSESC") Institute of Higher Studies da Amazônia ("IESAM") Development Assistance Center Unicef Ltda. ("Estacio Amazonas") Center of Teresina Unified Education ("CEUT") Nossa Cidade College ("FNC") Faculdades Integradas de Castanhal Ltda. ("FCAT") 100% Business Society for Higher and Technological Studies Sant'Ana Ltda.

("FUFS") Sociedade de Ensino Superior Toledo Ltda. ("Unitoledo") Damásio Educacional Ltda. ("DAMÁSIO") YDUQS Educacional Ltda. ("UNIFANOR") Higher Education Institute of Amazonia Ltda. ("FMF") Sociedade Educacional Ideal Ltda. ("FACI") 100% IBMEC Educacional Ltda. ("IBMEC") A. Tocantina Region Educação e Cultura Ltda. ("FACIMP") Education Society of Vale do Ipojuca Ltda. ("UNIFAVIP") Athenas Serviços Administrativos Ltd. Rolim De Moura Ltda Education Center ("FSP") Center de Educação do Pantanal Ltda. ("FAPAN") Pimenta Bueno Serviços Educacional Ltda. ("FAP") União Educacional Meta Ltda. ("GOAL") UNIJIPA – União das Escolas Superiores de Ji-Paraná Ltda. ("UNIJIPA") grupoQ Educação S.A. ("Qconcursos") Wemed Medical Education S.A. ("Hardwork") União dos Cursos Superiores SEB Ltda. Society Educational of the Amazon Institute of Higher Studies of Amazônia ("IESAM") Business Society for Higher Education and Tecnológico Sant'Ana Ltda. ("FUFS") (i).



# Dialog on what is a priority

| GRI 3-1 |

We identify the impacts resulting from our operations and the most relevant economic, environmental and social themes for our ESG management through careful materiality processes that are driven by the convergence of the interests of our in-house and external *stakeholders*.

When reviewing our materiality in 2022, we began by identifying potentially material impacts and risks to our operations. We then mapped experts and groups of essential *stakeholders* in our journey (students, employees, teachers, associations, organizations, regulatory agencies, third parties and partner hubs), who were queried to determine the most relevant issues. Valuing the diversity of perspectives was crucial to this process. We also spoke to experts to discuss the magnitude of socio-environmental impacts, while *stakeholders* expressed their opinions through *online consultations*, enriching our understanding of critical issues.

The assessment of financial impacts included the contribution of our senior leadership and market analysts. The duality of materiality, based on the axes of socio-environmental and financial impact, offers a comprehensive overview that helps guide our actions towards the sustainability of our businesses.

As a result of the process in 2022, we incorporated new themes, including “*Privacy and data security*”,

“*Transparency and relationships with priority audiences*” and “*Government relations and advocacy/regulatory agencies*”. These topics remain material, and this report presents the advances we have made in our management related to them.

In 2023, we submitted our materiality to *benchmarking* with other companies in our sector in Brazil and abroad. We also conducted an in-depth analysis of the leading sustainability indices and standards, such as Dow Jones Sustainability Index World (DJSI), Sustainalytics, International Finance Corporation, Global Reporting Initiative (GRI) and Sustainability Accounting Standards Board (SASB). Based on the conclusions, we included the theme “Sustainable resource management”, consolidating indicators that were not previously associated with a material theme.

In addition to analyzing ESG materiality whenever requested by our Executive Board, the Board of Directors monitors the management of each of the material topics through regular reports from the internal working group (ESG Committee), which meets monthly to assess our progress in achieving established short, medium and long-term goals. In addition, our Board is responsible for discussing the impacts of our operations on the economy, the environment and people. These topics are also addressed in meetings of the Audit and Finance Committee (for the economy) and the Personnel and Governance Committee (for the environment and staff). The work of the committees allows for in-depth discussions, ensuring that counselors have the appropriate knowledge to make decisions. | GRI 2-12, 2-17 |

The Board of Directors is aware of the goals and objectives presented in this Integrated Report 2023.

However, the information contained in this report is not necessarily approved by this body, as it is analyzed and approved by the Executive Board, especially by the Vice-Presidency of Institutional Relations and Sustainability, which is responsible for analyzing ESG matters with precision and competence. It is incumbent upon the Vice-President to select or establish appropriate criteria to prepare and display the information contained in the 2023 Integrated Report; as well as to ensure the integrity of information in accordance with the GRI standards, the reporting preparation framework defined by the company, and CPC Guidance 09 – Integrated Report, issued by the Federal Accounting Council (CFC), aligned with the Basic

Conceptual Structure of the Integrated Report, prepared by the International Integrated Reporting Council – IIRC, and to conceive, implement, and maintain internal controls over the applicable information to prepare the information contained in the 2023 Integrated Report and future Reports. | GRI 2-14 |

The following table features our 11 material themes, relating them to impacts and sustainability indicators, in addition to indicating which audiences the theme is relevant to. | GRI 3-2 |





MATERIAL THEME	IMPACTS	INDICATORS (GRI AND SASB)	PRIORITIZED BY WHICH AUDIENCE?
Quality and access to education	<p>Real positive impact: offering discounts and scholarships; investments in quality and educational technology.</p> <p>Potential positive impact: expansion of the offer of Higher Education for segments of the population and regions that previously found it difficult to access; ability of former students to generate income.</p> <p>Potential negative impact: No potential negative impact was identified.</p> <p>Real negative impact: no real negative impact was identified.</p>	<p>SASB SV-ED-000.A Number of students enrolled.</p> <p>SASB SV-ED-000.D Number of: (1) faculty and (2) other employees.</p>	Students, employees, associations, partner centers and senior leadership.
Recruitment, development, well-being and retention of employees	<p>Real positive impact: job creation in various regions of Brazil; offering training and qualifications; offering career plans; promoting the health and well-being of employees.</p> <p>Potential positive impact: economic impact in the regions where our operations are located.</p> <p>Potential negative impact: layoffs resulting from the closure of an activity in a certain region; work-related accidents.</p> <p>Real negative impact: no real negative impact was identified</p>	<p>GRI 201: Economic performance 2016 (201-3)</p> <p>GRI 401: Employment 2016 (401-1, 401-2, 401-3)</p> <p>GRI 402: Labor Relations 2016 (402-1)</p> <p>GRI 403: Occupational Health and Safety 2018 (403-1, 403-2, 403-3, 403-4, 403-5, 403-6, 403-7, 403-8, 403-9, 403-10)</p> <p>GRI 404: Training and Education 2016 (404-1, 404-2, 404-3)</p> <p>GRI 407: Freedom of Association and Collective Bargaining 2016 (407-1)</p>	Employees, teachers, associations, third parties, partner hubs and senior leadership.
Ethics, integrity and compliance	<p>Real positive impact: compliance with anti-corruption standards, laws and practices; proper use of the Confidential Channel by employees, partners and suppliers.</p> <p>Potential positive impact: sharing best practices with partners and suppliers.</p> <p>Potential negative impact: engaging with an unsuitable partner/supplier; acts by directors, teachers and employees that violate the Code of Ethics and Conduct.</p> <p>Real negative impact: no real negative impact was identified.</p>	<p>GRI 205: Anti-Corruption 2016 (205-1, 205-2, 205-3)</p> <p>GRI 206: Unfair Competition 2016 (206-1)</p> <p>GRI 308: Environmental Assessment of Suppliers 2016 (308-1, 308-2)</p> <p>GRI 408: Child Labor 2016 (408-1)</p> <p>GRI 409: Forced or Slave Labor 2016 (409-1)</p> <p>GRI 410: Safety Practices 2016 (410-1)</p> <p>GRI 414: Social Assessment of Suppliers 2016 (414-1, 414-2)</p>	Suppliers, employees, teachers, third parties, partner hubs and senior leadership.
Innovation and technology	<p>Real positive impact: investments in quality and educational technology.</p> <p>Potential positive impact: expanding the offer of Higher Education to regions that previously found it difficult to access.</p> <p>Potential negative impact: Potential negative impact has been identified.</p> <p>Real negative impact: no real negative impact was identified.</p>	GRI 201: Economic performance 2016 (201-1, 201-4)	Students, suppliers, teachers, third parties, partner hubs and senior leadership.
Privacy and data security	<p>Real positive impact: Secure management of the collection, retention and use of sensitive and confidential data in compliance with the General Data Protection Law.</p> <p>Potential positive impact: sharing good practices with partners and suppliers.</p> <p>Potential negative impact: exposure of personal and/or sensitive data of employees, teachers and students, and misuse of databases.</p> <p>Real negative impact: no real negative impact was identified.</p>	<p>GRI 418: Customer Privacy 2016 (418-1)</p> <p>SASB SV-ED-230a.2 Description of policies and practices related to the collection, use, and retention of student information.</p> <p>SASB SV-ED-230a.3 (1) Number of data breaches, (2) percentage involving personally identifiable information, (3) number of students affected</p>	Suppliers and senior leadership.



MATERIAL THEME	IMPACTS	INDICATORS (GRI AND SASB)	PRIORITIZED BY WHICH AUDIENCE?
Employability and entrepreneurship	Real positive impact: support in finding a paid internship and first job; income boost after completing the course; encouraging entrepreneurship. Potential positive impact: ability of graduates to generate income. Potential negative impact: no potential negative impact was identified. Real negative impact: no real negative impact was identified.	SV-ED-260a.3 Job placement rate	Students, suppliers, associations and partner hubs.
Diversity, inclusion and equity	Real positive impact: inclusion of people with disabilities ( PWDs ) and in terms of race, gender, age, regional origin and sexuality. Potential positive impact: balanced diversity in the workforce, from operations to leadership. Potential negative impact: gender inequality among employees; and racial inequality among employees. Real negative impact: no real negative impact was identified.	GRI 202: Market Presence 2016 (202-1, 202-2) GRI 405: Diversity and Equal Opportunities 2016 (405-1, 405-2) GRI 406: Non-Discrimination 2016 (406-1)	Students, suppliers, collaborators, teachers, associations and third parties.
Transparency and relationship with priority audiences	Real positive impact: Transparent communication with teachers, students and surrounding communities. Potential positive impact: no potential positive impact was identified Potential negative impact: Reputational and image crises. Real negative impact: no real negative impact was identified	GRI 417: Marketing and Labeling 2016 (417-1, 417-2, 417-3)	Senior leadership.
Government relations and <i>advocacy</i> /regulatory agencies	Real positive impact: promoting the causes we support. Potential positive impact: advocacy of collective interests and social well-being. Potential negative impact: influence on decision makers in defense of the causes they support. Real negative impact: no real negative impact has been identified.	GRI 415: Public Policies 2016 (415-1)	Senior leadership.
Social development around the units	Real positive impacts: direct and indirect impacts of investments in infrastructure (improved access, security, increased commerce), academic entrepreneurship, promotion of the creative economy and coverage of public service demands (Legal Practices Center, Accessibility and Educational Support Centers, Clinics). Potential positive impacts: increased regional capacity for sustainable development. Potential negative impact: inadequate or biased selection of participants in initiatives and projects. Actual negative impact: not identified.	GRI 203: Indirect Economic Impacts 2016 (203-1, 203-2) GRI 204: Purchasing Practices 2016 (204-1) GRI 413: Local Communities 2016 (413-1, 413-2)	Students and associations.
Sustainable resource management	Real positive impact: environmental awareness, as our educational institutions promote educational programs on sustainability and the environment. Potential positive impact: no potential positive impact was identified Potential negative impact: No potential negative impact was identified Real negative impact: consumption of natural resources (water and energy); greenhouse gas (GHG) emissions; and waste disposal.	GRI 302: Energy 2016 (302-1, 302-3, 302-4) GRI 303: Water and effluents 2018 (303-2, 303-3, 303-4, 303-5) GRI 305: Emissions 2016 (305-1, 305-2, 305-3, 305-4, 305-5) GRI 306: Waste 2016 (306-1, 306-2, 306-3, 306-4, 306-5)	Senior leadership.



# 2

## Message from Leadership





# Message from the Executive Board

| GRI 2-22 |

All of our achievements in 2023 demonstrate that we have gone through an impressive cycle of transformation at Yduqs. After a string of setbacks, we are once again receiving funding that matched the appreciation Brazilians have for our educational brands. We are performing well above the market, and we now have a group that is in control of its own destiny. Academic quality continues to grow, we remain ahead of the market in terms of the use of technology and we have never seen students, teachers and employees so satisfied and engaged. Throughout this report, the first Yduqs has produced in an integrated format, we have sought to provide an overview of this profound transformation we have promoted, the fruits we are reaping today and the fortunate position Yduqs finds itself in to continue promoting relevant, far-reaching impact for millions of people.

The most relevant topic for all our stakeholders is the quality of education, and 2023 confirmed that we are on the right track. In a year in which the entire sector felt the harsh impact of the pandemic on the results of the National Student Performance Exam (Enade), Yduqs remained the country's best performing educational group in distance learning and in very close second for the classroom format. All of our re-accreditation visits throughout the year were rated 4 and 5, the two highest on the scale used by the Ministry of Education. Our curricula have been integrated between disciplines and are increasingly practical and connected to the market, generating real value for our graduates. We closed out the year with nearly all (94%) of our disciplines supported by high-standard digital content.

In addition to better quality, we have also made progress on delivery formats. 2023 saw the launch of the blended product, which expands access and improves the experience, the maturation of the Live product and innovation with Estácio's technical courses. We have high expectations for the three formats, and more are to follow. We are getting closer to students – even earlier in their academic paths.

Associated with improved macroeconomic conditions, the exhaustive work done on the academic quality front led to rather robust enrollments, which totaled more than 500,000 students over the year. Efforts by staff on products, pricing, market intelligence and advertising was also decisive. We have definitely shifted patterns in these skills.

Under these internal and market conditions, the business displayed its full vigor. Years of a culture of great discipline in execution and capital allocation have given Yduqs the ability to take advantage of tremendous operational leverage in periods of higher demand. This is what happened in 2023, where we posted growth of 12.76% and 17.50% in net revenue and EBITDA, respectively, compared to the previous year. Portfolio diversification and cash generation capacity continue to create strategic value for the business. In addition to this new level of margins, the company ended its cycle of structuring investments in technology and digital transformation, and now has one of the lowest leverage indicators in the sector. This performance led to the distribution of dividends for the 17th consecutive year since the initial public offering of shares. In 2023, Yduqs

recorded the highest share appreciation in the entire B3, with an over 120% increase over the period.

The signs of trust and recognition from the market and society were equally significant on the ESG front. In October 2023, Yduqs became the only higher education company in the world to receive an 'AA' rating according to MSCI, an American consulting firm specializing in ESG management. In December, in addition to its status as a carbon neutral company, Yduqs also became an ambassador for the Educa2030 Movement, an initiative to accelerate the Sustainable Development Goals (SDGs) for Education led by the UN Global Compact in Brazil. In addition to having our ESG agenda aligned with the SDGs and joining movements to promote the entity's racial and gender equity, we have taken on the responsibility of bringing more companies to a set of commitments around literacy, the acceleration of women in STEM careers (science, technology, engineering and mathematics) and the productive inclusion of young adults.

Nothing could be more in tune than this agenda, given our vocation for inclusion in transformative and quality teaching. We trained 113,340 professionals in the over 1,500 municipalities in 2023. We have made significant progress in our tools and systems for connecting with the world of work – hundreds of initiatives, across all brands – which are all being combined in a high-tech workability platform, to be introduced in 2024.

Results like those in 2023 have incited strong engagement among our people. In 2023, we broke all records



related to the satisfaction and engagement among teachers, administrative staff and students, across all our brands of teaching. We have wrapped up a five-year period of intensive work, under strong external pressure and in the face of uncertainty, and now can we see the robustness and beauty of what we have finally built. This is the basis on which we will continue to explore new spaces and solutions for higher education in Brazil. This is also our daily inspiration, and our inexhaustible source of energy.

On behalf of the entire Yduqs staff, I thank all of you who believe in our work and have helped this project become a reality.

Enjoy the material.

**Eduardo Parente, CEO of Yduqs**



# 3 About Us



# About Us

We are Yduqs Participações SA, an education technology and services group based in Rio de Janeiro (RJ) with a clear purpose: to transform higher education in Brazil. Boasting a diverse portfolio of educational institutions, covering a wide variety of courses and disciplines, we reached more than 1.3 million students at the end of 2023. | GRI 2-1, 2-6 | SV-ED-000.A

What sets us apart is our fluency in the digital environment, acquired over more than five decades and which allows us to develop methodologies and content that not only face the challenges of our time, but also anticipate the educational needs of the future. Our approach focuses on the quality, scalability and personalization of teaching, adapting to the individual characteristics and socioeconomic realities of each student. After all, we believe that quality education must be accessible to people from all social classes, across the country and throughout adulthood.

Additionally, we are proudly the only higher education organization in the world with an “AA” ESG rating, awarded in October 2023 by MSCI, reinforcing our commitment to sustainable practices. Guided by a solid ESG strategy, we are not only striving to be leaders in the educational market, but also in addressing environmental, social and corporate governance issues. Our decades-long tradition in socio-environmental projects underpins our ambitious plan of ESG goals, announced in 2022, with the intention of becoming a benchmark in sustainable development in the sector.

We are currently one of the largest educational groups in Brazil, housing some of the most relevant educational institutions in the country and employing 15,431 people. Together, we are shaping the future of education.





# Our brands

| GRI 2-6 |

We have a collection of renowned brands to offer a comprehensive range of teaching opportunities: Estácio, Wyden, Ibmec, IDOMED and Damásio, which offer in-person courses, blended courses and Distance Learning (DL) offerings. Each of these are intended to cater to different student profiles across the country, providing a learning environment that has been adapted to individual needs.



**Estácio** | With an over 50 year tradition in promoting the democratization of excellent higher education, it offers more than one hundred undergraduate and 400 graduate courses, distributed over approximately 80 units, covering all five regions of the country.



**Wyden** | Grouping ten educational institutions dispersed across 11 campuses, Wyden has a notable presence in the Northeast and North regions, serving a community of more than 50,000 students with a range of courses across various fields, such as engineering, arts and sciences.



**Ibmec** | Recognized as a center of excellence in the areas of management and business, it offers numerous courses, including Engineering, Law, International Relations, Architecture and Urban Planning, Social Communication and Economics. It also provides specialized programs in corporate education to meet the demands of the professional world.



**IDOMED** | Aggregating our 17 medical schools (Estacio, Fameac, Famejipa and Unifacid), it provide access to the most advanced educational technology and include a teaching staff made up of specialists in different areas.



**Damásio** | Regarded as national leader in the field of Law, offering graduate programs and preparatory courses aimed at the Brazilian Bar Association (OAB) exams and diplomatic careers.



We also operate specialized edtechs, **HardWork Medicina** and **grupoQ**. The first directs its focus on preparing candidates in the healthcare field, while grupoQ offers comprehensive solutions, including Qconcursos, for various professional areas.

Further enriching our educational ecosystem is **EnsineMe**, an edtech focused on developing innovative methodologies, engaging digital content, advanced educational platforms and specific technologies. This undertaking reinforces our commitment to being at the forefront of education, ensuring that all our institutions are equipped with the best practices and resources to provide quality education in all categories.

In order to communicate results to the market and ensure comparability, we report information in three segments that provide a comprehensive view of our commitment to academic excellence, educational innovation and national expansion: **Premium** (Idomed and Ibmec), **Distance Learning** (all brands) and **in-person teaching** (all brands).

# Our principles

## Mission

Educate to transform.

## Vision

To transform education in Brazil through the intense use of technology to support the development of young people and adults of all classes, from Oiapoque to Chuí, with sustainable practices for all our audiences.



## Values

Focus on the student: we are focused on the student, and we have a passion for educating.

Sense of ownership and results: we act like owners, we deliver results as a team.

Quality: we offer a unique educational experience for everyone through the intensive use of technology.

People: we are proud to work here and we believe in meritocracy.

Innovation and simplicity: we are attracted to new things, as well as simple solutions.

Diversity and ethics: we do the right thing, and we value differences and diversity.





# Where are we

| GRI 2-1; SASB SV-ED-000.A, SASB SV-ED-000.D |

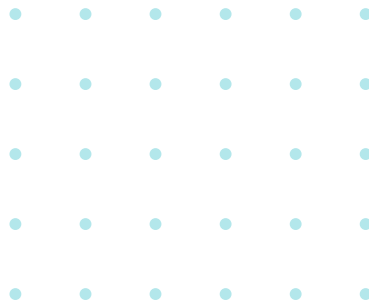
## Student base (in thousands)

	2022	2023	Variation
Total Base	1,194.90	1,308.0	9.5%
In person	268.00	262.9	-1.9%
In person	234.2	211.0	-9.9%
Blended	30.9	48.9	58.2%
Master's and Doctorate	2.9	3.0	5.4%
Digital Teaching	912.8	1,029.4	12.8%
Graduation	429.8	500.8	16.5%
All life	483.0	528.7	9.4%
Qconcursos	443.1	494.5	11.6%
Premium	14.1	15.7	11.3%
Medicine	7.9	8.7	10.6%
Ibmec	6.2	7	12.2%

<sup>1</sup> Data on teachers and administrative collaborators refer to integrated entities, with the exception of non-integrated entities, which Yduqs does not manage (Hardwork and QConcursos). The total number of teachers and administrative collaborators presented on this page differs from the collaborators presented in indicator 2-7, since it is considered the gross employee base, in which some teachers may hold more than one position, such as course coordinator, tutor or preceptor, with the intention of covering all categories of teachers.

# Presence throughout Brazil.

## Units by state



66 higher education institutions

103\* campuses\*

2,507 distance learning partner centers\*\*

1.3 million students enrolled | SASB SV-ED-000.A |

8,995 teachers (enrollments) | SASB SV-ED-000.D |

8,177 other employees (enrollments)

\* Considers campuses with individual management, i.e. if there are 2 campuses nearby or with complementary operations, which have the same management, only one campus is considered.

\*\*The Company has a total of 2604 poles (97 are its own poles) and the other 2507 are partner poles.

# Relationship with *stakeholders*

[ GRI 2-29 ]

We deeply value dialogue and transparency with our various stakeholders, which is one of the primary guidelines of our Corporate Governance. We have an ongoing commitment to the interests of those who interact with us and strive to keep them clearly informed about our operations, applied policies, objectives and results achieved.



The expectations of **stakeholders** play a fundamental role in our decision-making processes and directly influence our strategies. To establish and strengthen bonds of trust, transparency and shared value, we provide a variety of engagement and dialogue channels.



In terms of **Partner Hubs**, we employ a variety of channels, including Portal Conexão Polos, an institutional website, Telegram, weekly livestreams (Teams), institutional email, chat, telephone support, field managers, large focal point accounts, training track (Educare), electronic call system (ECCS), intranet, NPS of centers and the Integrated Report 2023. This approach is designed to strengthen the partnership with all Hubs.



For **investors**, we adopt an approach aligned with the principles of transparency and equanimity when it comes to disclosing information to the market, presenting materials in both Portuguese and English. We use channels such as the Investor Relations (IR) website, emails, filing documents with the Securities and Exchange Commission (CVM), events and meetings for investors and market analysts, ensuring access to information regarding our operational performance and our performance.



In our relationships with **suppliers**, we follow the best purchasing governance practices by using channels such as the Supplier System (SAP/ARIBA), e-mail, institutional websites and the Sustainability Report.



For our **administrative employees**, we have implemented several communication tools and measures in an effort to keep everyone well informed about our activities. We apply online surveys, meetings and events, electronic call system (ECS), email, WhatsApp, collaborative groups on Microsoft Teams, social networks and the Integrated Report 2023.



In addition to broader communication initiatives, we develop specific content for our **teaching staff**. We use tools such as emails, meetings and events, WhatsApp, Content Portal (Docentes.Online), collaborative groups on Microsoft Teams, academic information system (SIA) and the Integrated Report 2023. These programs are intended to ensure effective and personalized communication with our faculty.



For **overall society**, we provide up-to-date information on our portals, the Institute's website, press releases, social media, advertising (billboard), TV, radio, print, busdoor, urban furniture, etc.), e-mail marketing and Integrated Report 2023. These channels aim to ensure open and transparent communication with the general public.

All in all, our approach to stakeholder relations reflects our commitment to transparency, continuous dialogue and the creation of shared value, and also promotes a solid and sustainable relationship with all audiences involved in our journey.



# 4

## Strategy and Management



YDUQS



# Pillars of the strategy

In an effort to drive development through education, we seek to create a positive and lasting impact on people's lives, the world and business. In a country so rich in cultural diversity but marked by social contrasts, we recognize that access to quality education is the fundamental basis for the social mobility of millions of individuals.

Our mission goes beyond simply expanding and democratizing access to education. We want our students to become agents of transformation in their own lives and in society as a whole. The responsible management of our socio-environmental impacts and the humanistic training of our students are treated with the same dedication and discipline that we apply to our economic and financial management.

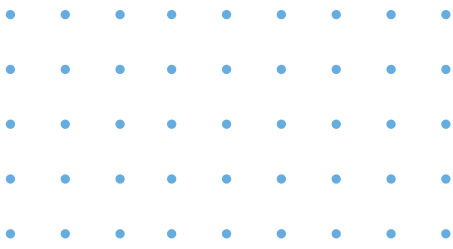
We understand technological advances, environmental challenges and the need to prepare millions of people for the world of work. We know that education plays a central role in this scenario, and serves as an important tool for the change we aspire to.



## Quality of teaching

Brazil has faced significant challenges in the disparity between the number of secondary and higher education graduates. According to the 13th edition of the Map of Higher Education in Brazil, published in 2023, the percentage of the population aged 25 or over who had completed secondary education was 69.9% in 2021. The percentage of the population in the same age group that had reached higher education was 26.3%. This data emphasizes that access to higher education in Brazil is still limited. Only a quarter of the population aged 25 or over had attained higher education in 2021. Aware of these disparities, we are taking on the challenges of education in the country with determination and responsibility.

Working tirelessly to expand access and maintain quality at a top level of excellence in our educational institutions, we saw a notable growth of 11 percentage points in the satisfactory concepts of the National Student Performance Exam (Enade) grades between 2017 and 2021, both in in-person and in Distance Learning educational practices. These outcomes reinforce our prominent position in the educational scenario, highlighting the values and strategic positioning operationalized in the pedagogical proposal and academic quality in both teaching methods.





# Quality of teaching

We have a comprehensive presence that extends to one in every three Brazilian municipalities. It reflects our commitment to expanding our operating base. Our operational scale makes it possible for us to apply a strategy focused on optimizing costs related to the production of digital academic content, boosting the quality of Brazilian higher education to unprecedented levels. The production of this content, carried out by edtech EnsineMe, involves professors, curators and researchers from renowned institutions such as Ibmecc, Federal University of Rio de Janeiro (UFRJ), University of São Paulo (USP) and Instituto Tecnológico de Aeronáutica (ITA), making content previously restricted to high-income students accessible to a large number of people.

Our digitalization strategy, which is an important part of expanding our reach and access to quality education, includes initiatives such as the synergy of face-to-face and distance learning curricular matrices, expansion of the offer of digital laboratories, use of the Teaching APP to digitally capture learning, remote mobility and foreign language courses for students, among other significant investments in 2023.

We adopt robust internal decision-making, budget allocation and supervision processes to ensure the effectiveness of our actions. Monthly APM (Academic Performance Management) meetings, weekly monitoring of NPS results, monthly statements for teachers and coordinators, and biannual analyzes of the SSI (Student Satisfaction Index) are some of the practices adopted. The budget forecast is intended to improve academic efficiency and align the offering of subjects with the maturity and desire of students.

The area of digital products and innovation incorporates feedback from students, teachers and stakeholders throughout the innovation cycle. Tests with users, partner areas and beta groups ensure that products meet desirable specifications. We use a variety of indicators, such as NPS, Learning Journey, ISA, and many others, to evaluate the progress of our initiatives.



## We are ambassadors of the Educa2030 Movement

Yduqs is an ambassador for Educa2030, a movement aimed at creating a business alliance in the country to push issues such as increasing the population's education, productive inclusion of youths and accelerating the trajectory of women in STEM careers. Yduqs and the Globo group were chosen by the UN Global Compact in Brazil to lead the agenda.

### AMBITION OF THE MOVEMENT

Considering the role of business as a fundamental actor in our society and understanding the mandate of the UN Global Compact to mobilize and engage, provide support and guidance to the private sector for a more prosperous and fair world, Educa2030 focuses its efforts on the role of companies for education in the country, looking at its own professional and business structure, as well as its surroundings.

The Movement is intended to promote the universalization of education that is diverse and aligned with the 2030 Agenda and Human Rights.

### THE MOVEMENT'S PILLARS OF ACTION

**Education:** Increase the education of the company's employees, especially among more vulnerable groups, such as black people, women and PwD, and considering operations and the value chain.

**Productive inclusion:** Promote the productive inclusion of young people aged 14 to 29, focusing on the Apprenticeship Law.

**Women in STEM:** Boosting the development of women in STEM careers.



# TECHNOLOGY AND INNOVATION

We believe that technology and innovation are fundamental pillars, reflected in our organizational structure, which has a board dedicated to innovation strategy and digital products. The innovation process helps us implement our strategies.

Aware of the challenge posed by the sizable number of people lacking access to higher education in the country, we have adopted innovation linked to technology and digital learning as strategic pillars since 2018. Concentrating operations in an ecosystem focused on the development and delivery of digital education methods, content and digital education channels, we continually invest in digital transformation and empowering technologies.

Annual investments in research and development (R&D) and innovation represent 2% and 3% of Net Operating Revenue (NOR), reaching 5.5% considering the development of new services, the digital transformation of education and others. The strategy for selecting and prioritizing projects has evolved, using a comprehensive governance system.

Idomed and Ibmec brands are considered major academic innovation laboratories. Ibmec is renowned for inviting market experts to co-create activities and research, resulting in up-to-date and innovative curricula. Ibmec Hubs, present on each campus, provides student interaction with startups, accelerating student ideas and strengthening their preparation to enter the market.

The internal hub of edtechs, including EnsiMe, QConcursos and Hardwork, is viewed as our engine of innovation in digital and hybrid learning. The strategy involves decentralized innovation, applying agile

methodologies and digital products and promoting a culture of simplicity and innovation. Through Yduqs Labs, an area that acts as a facilitator of innovation in the company, we strengthen our relationship with startups, foster a culture of innovation internally, gain important external recognition, while also functioning as an open innovation program, connecting the business with the external innovation ecosystem.

Another highlight has been our improvement projects, such as reducing operational friction in the student enrollment process through artificial intelligence and process automation. This is a well-evaluated application that integrates the student's entire journey from welcoming to college up to the connection with the job market, and focusing on the use of data and artificial intelligence to boost our academic quality and apply it on a scale, in addition to the increasing search for personalization of teaching for students and teachers. Encouraging and retaining students through gamification and engagement tools, predictive churn models and high-performance teaching platforms and cutting-edge technology are some of the direct results of these initiatives.

The area of digital products and innovation was recognized in 2023 through innovation awards in the education services sector, emphasizing our commitment to excellence in innovation and educational development. We placed first in the 100 Open Corps ranking as the innovative company with the greatest relationship with startups in the Education Services sector. In addition, we obtained 2nd place in Education Services in the Valor Inovação Brasil award and won a gold medal in the Education category in the Época Negócios 360 award.





We also implemented the innovation culture pillar in an effort to establish ourselves as a benchmark in innovation intelligence. We focus on developing and recognizing people, connecting them with the external ecosystem and promoting internal events for more than 500 employees.

We introduced our first venture building, DEI Match, seeking to reduce inequalities in the job market. We have developed an ecosystem of workability solutions with nine ongoing initiatives, focusing on steering career choices, equipping students and connecting them with job market opportunities.

We migrated 100% of Estácio, Wyden and Ibmecc graduate students onto the SAVA proprietary learning platform with zero instability over the year. We expanded the learning experience from recruitment with SAVA Candidato and included new features in the Student APP, building a hub of solutions with a fluid experience.

We raised the level of accessibility to digital products, implemented monthly payment via Pix in the Student APP, optimizing the user experience and generating substantial savings for our operations. Pix currently represents 70% of payments, exceeding the target of 60%.

We are positioned in the market as a group of technology and services in education, and the use of technology is rooted in its DNA. The sustainability of the business is enhanced by the use of technology, exploring new trends to be a pioneer and continually reinvent ourselves.

The area of digital products and student experience work in an integrated manner, regularly monitoring the journey of digital systems, capturing pains and needs through research, tests and analysis of behavioral data on the platforms. Feedback from students, teachers, employees and other stakeholders is essential to driving initiatives in the areas. We have adopted user research processes, usability tests, Lean methodologies and Minimum Viable Product (MVPs) to gain valuable insights from users. Progress indicators include overall NPS, satisfaction survey (CSAT), board OKRs and specific ones for each area.

### Yduqs Labs in numbers



**627** startups registered in our database



**8** different sectors



**206** mapped and qualified Edtechs



**122** startups curated and connected

## Yduqs Labs

The Yduqs Labs is our experimentation and innovation laboratory that leads the open innovation program, the product of our mature collaboration with startups. Designed to generate business with edtechs and other startups that have entered the traction phase, the program is designed to develop solutions with a direct impact on students, improvements to our business model and the quest for new businesses and growth drivers. In 2023, challenges were proposed to address opportunities related to workability, efficiency in academic processes and student experience.

The selection process involves startups presenting their pitches to an evaluation panel. The companies selected are given the opportunity to run paid pilots to demonstrate the effectiveness of their solutions in the context of our business. This step can lead to a number of opportunities, including hiring, investment and the possibility of co-creating products.

During the execution of pilot projects, a team made up of professionals across all fields of innovation, technology and the business area responsible for the challenge closely monitors each stage, helping to validate the effectiveness of the solutions. At the end of the program, these solutions are expected to have a positive impact on our academic community and our staff.

## STARTUP WAY Challenge

Desafio de Empreendedorismo (16 a 31/10)  
Você é aluno da graduação ou pós-graduação?

Então, chame os colegas, monte a sua equipe e venha colocar sua ideia em prática!



### Cases

**2** pilot co-creation projects with startups completed

**R\$ 4 million** in projected financial revenues after the pilots scale

**4,327** students impacted by pilot projects in 2023



# Sustainability | GRI 2-24 |

We are signatories to the United Nations (UN) Global Compact and the Ethos Institute's. These commitments provide guidance to our operations based on best practices and promote the active involvement of our internal and external stakeholders.

In 2023, we officially made commitments to the "Elas Lideram 2030" (They Lead 2030) and "Raça é Prioridade" (Race is Priority) movements. These initiatives, aligned with the UN Global Compact, were designed to accelerate the goals of the 2030 Agenda, with a specific focus on promoting gender and racial equity in companies. Yduqs is also a member of the Advisory Board of Rede Brasil (CORB), the governance body of Rede Brasil of the Global Compact. Reinforcing our commitment to education and the future of labor in 2023, we launched the Educa2030 Movement as ambassadors. The objective of the initiative is to create a business alliance in Brazil to advance the goals of SDG 4 - Quality Education - in the country.

We are also part of iDiversa B3, an innovative index developed by B3 to boost the inclusion of women and people of color in the Brazilian corporate landscape.

In the environmental area, we have achieved significant progress by joining the Public Emissions Registry, a platform of the Brazilian GHG Protocol Program (PBGHG), facilitating the publication of Greenhouse Gas (GHG) emissions inventories. We have received the prestigious PBGHG Gold Seal, certifying the completeness and independent verification of our inventory by an independent company.

During the year, we also became members of SIGA Latin America (Sport Integrity Global Alliance), highlighting our commitment to transparent partnerships and promoting good governance in the sports environment.

These movements increasingly reinforce our ESG (Environmental, Social and Governance) Agenda, which is focused on not only inspiring the educational sector, but the entire Brazilian corporate landscape. This agenda is driven internally by our ESG Committee, made up of 25 employees from various areas and positions, who monitor both the definition of our short, medium and long-term goal plan and the progress of our staff towards the proposed objectives.

The Board of Directors and the Executive Board are periodically updated on the resolutions by the ESG Committee and the goals related to social, environmental and governance aspects. The Vice-presidency of Institutional Relations, Sustainability and Communication, responsible for ensuring the completeness (integrity) of this Integrated Report and those published afterwards, the Audit and Finance Committee, focused on economic topics, and the People and Governance Committee, concentrating on topics relating to the environment and people.



Pacto Global  
Rede Brasil



INSTITUTO  
ETHOS



MOVIMENTO  
ELAS LIDERAM 2030



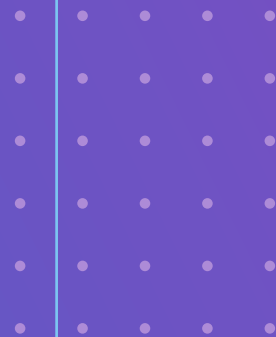
MOVIMENTO  
RAÇA É PRIORIDADE



SIGA  
LATIN AMERICA



Programa Brasileiro  
GHG Protocol  
Membro 2023





# Our ESG journey

We published our first Sustainability Report, prepared in accordance with the Global Reporting Standards Initiative (GRI).

● **2013**

**2014**

● We held our first Stakeholder Panel with experts and opinion makers who independently expressed their perceptions regarding Estácio and its role in sustainable development. As a result, 17 topics relevant to our institution were identified and ranked.

We underwent a new materiality process, benefiting from the experience and maturity that we have acquired over the previous three years, when we made progress in dialogue and interaction with our audiences, improving our communication channels.

● **2016**

**2021**

● We became signatories to the United Nations (UN) Global Compact and the Ethos Institute.

Incorporation of ESG (Environmental, Social and Governance) themes into our strategic objectives.

● **2022**

**2023**

● We joined the “Elas Lideram 2030” and “Raça é Prioridade” movements. We became part of iDiversa B3 and have been awarded the Gold Seal of the Brazilian GHG Protocol Program (PBGHG).

# Commitments and goals

| GRI 203-2 |

Our goals were defined in line with the United Nations (UN) Sustainable Development Goals (SDGs), and our intention to maximize positive impacts by promoting inclusive, accessible and high-quality education.

We take a dynamic approach by constantly reviewing and updating established strategies. This continuous process aims to ensure effective alignment with the strategic guidelines and results achieved through our operations.

In our ESG journey, the main challenge lies in measuring the impacts we generate, and we are committed to building a continuous path in the short, medium and long term to become an organization that is increasingly aligned with ESG principles

We present below our ESG agenda in the Environmental, Social and Governance areas:



Click [here](#) to learn more about the progress and details of the goals.

ESG pillar	Goals for the pillar		Year for completion	SDG
Environmental sustainability	Energy:	*have 90% of energy consumed come from renewable sources	2026	7
	Environmental impact:	*reach the milestone of 2 million people impacted by environmental education content	2026	12
		ensure 100% of operations with compliance above 85% of the environmental requirements defined by the Company	2027	12
	Climate change:	measure the impact of GHG emissions on the Company's operations (scopes 1, 2 and 3)	2025	13
		*offset scope 1 and 2 GHG emissions by 100%	2025	
		promote ten clean energy research projects	2024	
Community & diversity	Social impact:	*reach the milestone of 5 million people impacted by community services and social projects from teaching units and partners	2027	3
		*reach 500,000 quality graduates in our educational institutions	2027	4
		*120,000 students educated with ESG content in our educational institutions	2025	
		*increase the number of job opportunities by 10% per year	2025	8
		*have 657 centers in cities of 10,000 to 30,000 inhabitants	2025	
		train 150,000 people in business and entrepreneurial skills, promoting entrepreneurship in the country	2025	
		*reach 60,000 enrollments on the Affiliate Platform, promoting increased income for the user	2027	
	Health & safety:	*supercede the mark of 85% of employees trained in health and safety	2025	3
	Diversity:	have 40% women in senior leadership	2025	5
		increase the number of people of color (black and brown) in teaching positions by 3 pp	2025	10
		increase the number of people of color (black and brown) in leadership positions by 5 pp	2025	
		train 100% of the Company's senior leadership on the contents of the Corporate University's diversity program	2023	
		reduce the rate of employee dissatisfaction due to duress in our NPS by 50%	2023	
		LGBTQIA+ representation in the Company by up to 3 pp	2025	
Governance	Governance:	integrate ESG goals into the variable remuneration policies of 100% of senior leadership (Direx and Board)	2023	16
		participate in the evaluation process of B3's Corporate Sustainability Index (ISE)	2023/2024	8
		participate in B3's Carbon Efficient Index (ICO2)	2022/2023	
	Diversity:	have representation of at least 33% of women, people of color, and LGBTQIA+ on the Board of Directors	2026	10

\* Revised target between 2022 and 2023.






## ESG Forum

In 2023, in partnership with the Yduqs Institute, we promoted the II ESG Forum, a free annual event aimed at discussing the role of higher education institutions in the country's socio-environmental development. Focused on highlighting our 24 public commitments to the ESG agenda and discussing ways of connecting universities to this topic, the event assembled our executives along with special guests such as congresswoman Tabata Amaral, educator Gabriel Chalita and the president of Instituto Península, Heloisa Morel.

Broadcast on our YouTube channel, the event looked at the social transformation generated by education in the job market, including the challenges faced by students from access to academic success, career definition and the role of technology.

Check the event [here](#). 

## II Fórum ESG Yduqs | Educação e Transformação





Executive Board - From left to right: Marcel Desco, Aroldo Alves, Eduardo Parente, Silvio Pessanha, Marina Fontoura, Rossano Marques, and Cláudia Romano

## Corporate governance

| GRI 2-24 |

Since our founding in 2008, we have maintained solid commitments aligned with management excellence, business integrity and legal compliance. We remain committed to putting these principles towards democratizing access to quality education, the mission that drives all of our actions.

When we joined the Novo Mercado, also in 2008, we became part of a select group of publicly traded companies boasting the highest level of corporate governance in the country. This has helped us to continually improve our organizational practices, following the recommendations of the Brazilian Institute of Corporate Governance (IBGC). Ultimately, we understand that effective corporate governance requires constant adjustments, and we are dedicated to ensuring that our practices are aligned with the best industry guidelines. | GRI 2-1 |

Our corporate policies and bylaws are therefore regularly updated, and are available to the public on our website in the “[Bylaws, Policies and Regulations](#)” section. In an effort to provide maximum transparency in announcements, the guidelines that govern our operations, we provide crucial information on topics such as risk management, compensation, information security and the appointment of senior management, among others, in the same location. The Corporate Governance Report is also accessible [on our website](#), clearly indicating our adherence to the principles and practices recommended by the IBGC. | GRI 2-23 |



# Governance structure | GRI 2-9 |

Our governance structure complies with best practices established for publicly traded companies. We have a Board of Directors, composed exclusively of independent members, elected at the Annual Shareholder Meeting for a two-year term and subject to re-election. Candidates for positions on the Board of Directors must meet the criteria and requirements necessary for administrators of publicly-held companies, as determined by the Brazilian Corporation Law, CVM Resolution 80 and other relevant standards. These criteria are presented in our Bylaws, in the Internal Regulations of the Board of Directors and in our Nomination Policy. | GRI 2-10, 2-11 |

Upon taking office, board members are responsible for defining our business guidelines, supervising the management of the Executive Board, approving strategic and budgetary planning and any other internal policies and codes, among other duties. The Personnel and Governance Committee evaluates the performance of Board members on an annual basis, evaluating the quality of each director's deliveries throughout the year. In 2023, this process found that all members are now committed to ESG themes, with no changes to the composition of the Board of Directors being necessary. | GRI 2-18 |

The Executive Board, in turn, is made up of specialists with proven experience in education, business management and other relevant topics. Officers are elected by the Board of Directors for two-year terms and may be re-elected or removed from office at any time.

They coordinate and provide guidance on day-to-day activities, business planning and advancements in the teaching model, among other topics. In line with best practices, the chairman of the Board of Directors does not hold a position on the Executive Board. | GRI 2-11 |

Three standing committees provide advisory support to senior management bodies on specific issues. They are: the Academic Committee, focused on educational issues; Audit and Finance Committee, which regularly analyzes the impacts on the economy; and the Personnel and Governance Committee, responsible for managing both environmental and social impacts. They are composed of three members each – all members of the Board of Directors, independent and elected by the Board of Directors. The highest governance body is tasked with requesting opinions from these committees on the management of the impacts of our operations and, depending on the recommendations, to make decisions on action plans. All members of these committees serve two-year terms. The appointment of committee members needs to account for the performance assessment of the members, when applicable, and the needs of our business at the time of appointment. | GRI 2-10, 2-13, 2-14 |

In order to guarantee impartiality and compliance, we also have an independent, non-permanent Fiscal Council, which will be established at the request of shareholders, a legal requirement or through a proposal by

GOVERNANCE BODY	2022			2023		
	Men	Women	Total	Men	Women	Total
Board of Directors	8	1	9	8	1	9
Audit and Finance Committee	3	0	3	3	0	3
Personnel and Governance Committee	2	1	3	2	1	3
Academic Committee	3	0	3	3	0	3
Fiscal Council	2	1	3	2	1	3

management. The Fiscal Council acts as an important control mechanism, contributing to oversight and transparency in all of our operations. Fiscal councilors are the only ones who do not participate in other governance bodies.

The nomination process and criteria are contained in our Member Nomination Policy and must be observed in the elections and re-elections of candidates for members of the Executive Board, Board of Directors and Committees, in accordance with legal and statutory powers. In short, to ensure the efficiency and effectiveness of the activities of the Executive Board, the Board of Directors and the Committees, the selection of candidates considers a series of fundamental criteria, which includes the variety of knowledge, experience, skills and personal characteristics; alignment with our values, culture and principles;

and training, qualifications and technical, professional and/or academic experience aligned with the activities and duties of the position. When applicable, the candidate's attendance at meetings during previous terms must be considered, as well as their performance during this period, according to the established evaluation process. Other activities carried out by the candidate are also reviewed, taking into account potential legal restrictions, such as those contained in article 147, paragraph 3, of the Brazilian Corporation Law, as well as possible conflicts of interest and the availability of time to diligently serve in the role. | GRI 2-10 |

The composition of our governance bodies can be seen on our website, in the [“Our leadership” section](#). Information on duties, appointment procedures, terms and other information is available in our [Bylaws](#).

# Ethics and integrity | GRI 2-23, 2-24, 2-25, 3-3 Ethics, integrity and compliance |

Our premise is to promote a safe, honest, respectful work environment in accordance with best practices. We are aligned with the laws and regulations of regulatory agencies, such as the Brazilian Securities and Exchange Commission (CVM) and the Ministry of Education (MEC).

Our Compliance program is a tangible expression of our commitment to continually strengthen ethical culture in our professional relationships. The initiative is geared towards preventing non-compliance with current laws, codes, policies and regulations, ensuring transparency and integrity in our relationships, avoiding any type of personal favoritism and conflicts of interest and mitigating risks of fraud, financial and/or reputational losses.

We rely on a number of essential elements to achieve these objectives. The ongoing monitoring of Compliance risks, the engagement of all employees and other stakeholders, the firm support of Senior Management and objective and updated policies are just some of the pillars that support our program. In addition, we have invested in mandatory training for employees and high-risk third parties in an effort to make sure that everyone is aware of the applicable rules and regulations. Our goal is to train at least 80% of employees in the mandatory compliance track, consisting of five courses (1. Compliance, 2. Code of Ethics and Conduct, 3. Anti-Corruption Code, 4. LGPD and 5. Information Security). Furthermore, everyone is required to read and accept both codes.

Suppliers and partners agree to our codes through integrity clauses contained in all contracts. This is done to ensure that both parties maintain a consistent ethical standard throughout all stages of the contractual relationship.

Our instruments, such as the Code of Ethics and Conduct and the Anti-Corruption Code, are solid guides that underpin relationships between our team and the various stakeholders. The purpose of these documents is to establish principles, guidelines and practices that promote integrity and the highest ethical standards in social activities and in internal and external relations. The Confidential Channel provides a safe way for employees, suppliers, partners and third parties to report possible violations of their respective codes. The channel is structured in a way to prevent, detect and correct ethical misconduct, in addition to possible breaches of internal policies, contracts and laws. The purpose is to act preventively so that there is no negative impact. Run by an independent and specialized company, we guarantee total independence, anonymity and non-retaliation to whistleblowers. **The Confidential Channel can be contacted by telephone at 0800 770 0782 or via the address [www.canalconfidencial.com.br/yduqs](http://www.canalconfidencial.com.br/yduqs).** | GRI 2-26 |

Within its Governance structure, YDUQS is equipped with an Ethics Committee made up of members of senior management. It serves a fundamental role in the Compliance Program, with duties such as supervising adherence and compliance with the application of

the guidelines of the Code of Ethics and Conduct and the Anti-Corruption Code to the Company's stakeholders. It also monitors any misconduct reported in the Confidential Channel, communicating crucial concerns to the Board of Directors and the Supervisory Board. Throughout 2023, 14 complaints were reported to the Ethics Committee, 1 related to discrimination and 13 related to misconduct. | GRI 2-16 |

The effectiveness of disciplinary measures, based on the handling of reports, is monitored by measuring the indices available on the Confidential Channel. These results are periodically reported to the Fiscal Council. We also monitor training and acceptance of the Codes of Ethics and Anti-Corruption. An executive committee is responsible for evaluating the causes of possible registered incidents and monitoring actions to combat corruption.

In addition, by analyzing the interactions of employees, suppliers and third parties through the use of either the Confidential Channel or through consultations with the Compliance team, opportunities for improvements can be identified in internal processes and areas that require specific actions to mitigate risks of misconduct or occurrence of wrongdoing. The points identified provide guidance for systemic adjustments, as well as internal policies and codes.





# Conflicts of interest

[GRI 2-15]

A responsible approach to conflicts of interest reflects our commitment to transparency and business ethics. The Executive Board, recognizing the importance of this issue, guides the team to strictly follow the Code of Ethics, which clearly defines what constitutes a conflict of interest and pinpoints the need to immediately report any situation that may characterize such a conflict. To ensure confidentiality and security in the reporting process, we provide a Confidential Channel, a secure means of reporting suspicions or pointing out conflicts of interest.

We recognize the importance of keeping shareholders and the market informed about any conflicts of interest that may be considered relevant. In line with this premise, we are committed to providing clarifications whenever there is a conflict of interest that could impact the market, demonstrating our commitment to transparency and compliance with best corporate practices.

This is why we demonstrate a firm commitment to managing conflicts of interest in an ethical and transparent manner, ensuring stakeholder trust and reinforcing our position as an institution committed to high standards of corporate governance.

# Responsible marketing

[GRI 2-23, 2-24]

In 2023, we published our [Responsible Marketing Policy](#), an initiative that reflects our firm commitment to integrity, ethics and social responsibility. As an essential part of our ESG strategy, this policy drives all of our marketing and communication practices, reaffirming our commitment to establishing a high standard of relationships with our stakeholders.

More than simply a set of guidelines, this policy is a commitment to ethics, transparency and social responsibility involved with promoting our products and services. The document serves to balance our commercial interests with social, environmental and cultural concerns, providing a holistic approach across all of our marketing initiatives.

Our employees are key players in the implementation of this policy, individually assuming the commitments outlined as part of their daily routines. We also demand the same level of compliance from our partners and suppliers, reinforcing our collaborative and integrated approach.

Additionally, we encourage everyone to report any marketing or advertising incidents that run counter to our guidelines. We have established a dedicated channel for this purpose ([marketingresponsavel@yduqs.com.br](mailto:marketingresponsavel@yduqs.com.br)), ensuring a safe environment to report concerns. All reports are funneled to our Media and Marketing department, and oversight of legal compliance is carried out by our legal team, working closely with our Marketing department.

## MAIN TOPICS OF A RESPONSIBLE MARKETING POLICY



Clarity in communication: we provide complete information about our products, services and conditions, ensuring that our consumers have access to relevant and truthful data.



Transparent language: we carefully differentiate content and commercial promotions, including sponsorships, ensuring the message is transparent and understandable.



Legal Compliance and Data Protection: We are committed to complying with all applicable laws and regulations to protect the data of our students and customers.



# Data security

| GRI 2-23, 2-24, 3-3 Data privacy and security |

All of the company's processes and routines that involve the use of personal data are recorded and processed with maximum transparency, ensuring the highest compliance with the provisions of the General Data Protection Law (LGPD). In order to carry this out, we have a robust system led by the Data Protection Officer (DPO) and supported by the dedicated Privacy Office team.

We implement systemic protections to ensure the security and appropriate use of any personal data belonging to data subjects, adopting the most rigorous security standards on the market. Our corporate systems include sturdy protections against intrusions and attacks, including backups to mitigate adverse effects. We undergo annual cybersecurity audits and use Data Loss systems Prevention (DLP) to monitor file transfers, preventing information leaks.

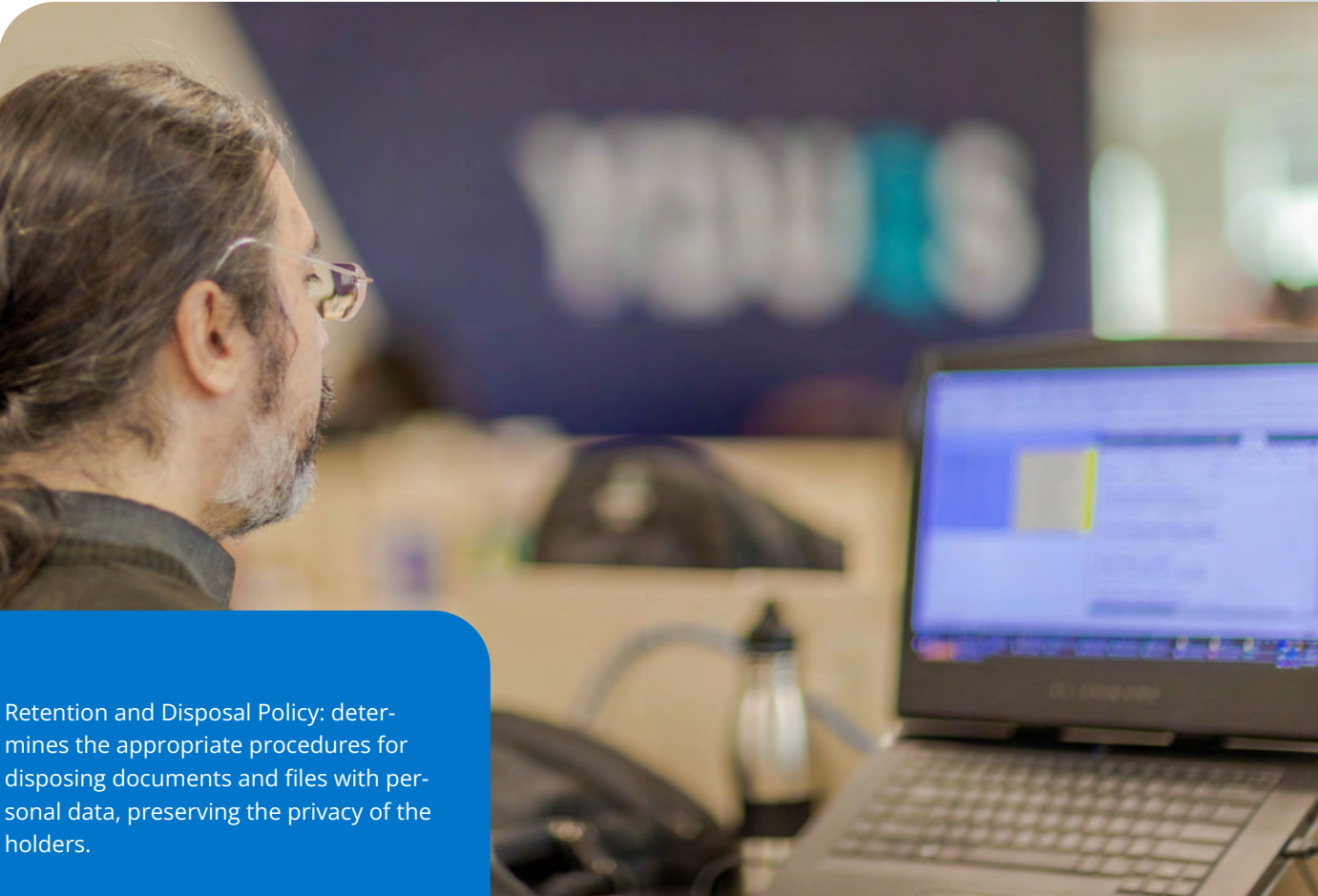
Our approach extends to our employees, who receive mandatory training on data protection. This commitment to data protection is also passed on to our partners and suppliers through a rigorous assessment of their privacy environments.

We provide clear information to all stakeholders, ensuring that data subjects understand and can exercise their rights in relation to their personal data. Our educational institutions, for example, carry privacy notices on their websites and data collection forms include concise information about the purposes of collection. They also offer Privacy Portals that offer data subjects with the option of accessing their data, obtaining information about sharing with third parties and expressing objections to processing.

We have also policies that regulate various aspects of the use of personal data, including:

External Privacy Policy: available on the websites of our educational institutions, it offers data subjects detailed information on how their personal data is processed. [Click here](#) to find out more.

Internal Privacy Policy: provides instructions to our employees on the appropriate use of data and the care needed when handling personal information.



Retention and Disposal Policy: determines the appropriate procedures for disposing documents and files with personal data, preserving the privacy of the holders.

Incident Management Policy: establishes the flow to be followed and the measures to be taken in the event of security incidents involving personal data.. [Click here](#) to find out more.



# Data security



The processes used to track the effectiveness of data protection measures include monitoring the volume of data subject requests received, allowing us to assess the frequency and nature of individuals’ demands for their personal data. Incidents are also monitored, whenever they occur, to identify flaws in procedures and implement preventive improvements. The number of complaints received from the National Data Protection Authority is also monitored, providing insights into possible violations and areas of vulnerability. Additionally, the number of alerts logged in the leak prevention tool, among other relevant indicators, is monitored to ensure a rapid response to potential threats to data security. These processes provide a proactive approach to managing data protection, ensuring compliance with regulations and maintaining the trust of customers and partners.

In 2023, we received 353 requests from external parties related to the use of personal data, in addition to three complaints from regulatory agencies about violations of customer privacy. We identified an incident involving the leakage of customer data, which occurred accidentally due to the actions of an employee at a partner hub. Although the number of subjects involved was significant (around 7,000 students), the personal data exposed in the leaked database was extremely limited, with only the name and course of the affected students included. Therefore, this is an incident with very low potential for damage to data subjects. As a response to the incident, we implemented proactive measures to minimize the risk of further occurrences and to mitigate potential damage. The most recent versions of the documents shared with hubs refer to the process in which the incident occurred, and we

adopted the replacement of students’ names with their respective registration numbers. This measure is intended to significantly reduce the individual identification of students by external parties without access to our internal systems, considering that registration numbers, in and by themselves, are not considered personal data for these individuals. Furthermore, we are reviewing the flow of making this information available to the hubs. The goal is to ensure an even greater level of segmentation, providing more precise control over who has access to what data. This review is done to ensure that only essential information is shared with the hubs, reducing the exposure of sensitive data as much as possible and mitigating the possibility of similar incidents in the future. | GRI 418-1 | |SV-ED230a.3, SV-ED-230a.2 |

We maintain a Privacy Committee, made up of managers from areas that are sensitive to the topic of data protection, ensuring a holistic and integrated approach. Furthermore, our Risk Committee, responsible for monitoring the most significant corporate risks, monitors the work focused on data security, periodically providing status reports to senior management.

# Risk management

[GRI 2-23, 2-24]

Risk management is, for us, a fundamental element in the conduct of our operations. This process is guided by our [Risk Management Policy](#) – which establishes principles, guidelines and responsibilities – and is aligned with our strategic planning, allowing us to take advantage of opportunities and anticipate threats and ensuring that our objectives are achieved.

We adopted the model of the internationally recognized Committee of Sponsoring Organizations of the Treadway Commission (COSO), consisting of steps such as identifying, classifying, evaluating, treating, testing and monitoring. These steps ensure a complete and effective approach.

The structure involves the Board of Directors, Executive Board, Audit and Finance Committee, Risk Committee, Controllershship, Risk Management and Internal Controls, Internal Audit and Cause Owners.

All members of our staff play a fundamental role in risk management, contributing by generating information and understanding the specific risks in their respective areas. The general guidance is established by the Executive Board, which, in turn, receives guidance from the Risk Management Department. This department is responsible for fostering a risk management culture throughout the organization and defining the relevant metrics for this purpose.

Defining strategies and appetite for mapped risks is a responsibility assigned to the Board of Directors, which makes deliberate decisions with the support of the Risk Committee. We also count on the work performed by the Internal Audit, whose role is to assess the quality of the processes in place. To implement mitigating actions, we have Cause Owners, professionals designated specifically for this purpose. This integrated and collaborative approach ensures that all aspects of risk management are addressed efficiently and effectively.



## Objectives of our risk management process:

- Improve our ability to identify, analyze and manage risks.
- Maintain a common language to promote consistency.
- Provide guidance on the application of resources to mitigate adverse risks.
- Integrate risk analysis into strategy definition and decision making.
- Ensure that risks are addressed according to our defined appetite.

## STRATEGIC PLAN:

In the development of the Strategic Plan, various market scenarios were carefully analyzed, considering a range of imminent risk factors. These include possible regulatory changes, such as the release of Distance Learning for regulated and 100% face-to-face courses, as well as possible prohibition of offering blended and Distance Learning undergraduate degree program. An accelerated trend towards the migration from face-to-face to distance education in the coming years has also been observed, alongside regulatory changes related to the Mais Médicos program and issues regarding the judicialization of vacancies in Medicine courses. Additionally, a decrease in the candidate-to-seat ratio and a reduction in Medicine course prices have been anticipated.

Although other risk factors have been identified, they were excluded from the Plan due to their low probability of occurrence within the planning horizon. These factors include potential changes in hourly load limits for both distance and face-to-face education modalities, changes in the criteria for approving new vacancies in Medicine courses, digitization of the premium undergraduate segment, other regulatory changes, and the possibility of acute economic crises.

To mitigate the potential impacts of these risks and drive the outcomes of our business verticals, the Strategic Plan includes a series of initiatives. These actions aim not only to mitigate the identified risks but also to strengthen operations in the Face-to-Face, Digital, and Premium business verticals in the medium and long term.



# Corporate communication

Going hand in hand with the challenges of the Education sector, our Corporate Communications area is responsible for ensuring that the key audiences that interact with us have confidence and clarity about our objectives and purpose, in addition to ensuring we have a better presence in the market to act in crisis anticipation and management.

2023 was a period of growth and strengthening for us and our educational institutions. We use Communications to reinforce and enhance topics such as quality and access to education, technology and innovation, employability, ESG commitment, and many other value messages that impact everything from shareholders to our employees.

Currently, our Corporate Communications team plays a fundamental role in keeping our over 15,000 employees informed and engaged, internally strengthening the organizational culture.

After the original publication, the report was updated to correct an error in the number of employees shown on this page.

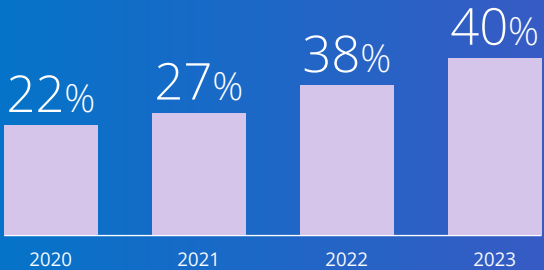
The challenges also include facilitating the flow of information between all organizational levels, while creating spaces for dialogue between leaders and followers.

The Internal Communication channels and forums were rated highly by employees throughout 2023, reaching a favorability index of 88.2%, above the established target. The structuring of important corporate events for strategic alignment and engagement also marked the area's performance.

In a hyperconnected world, the barriers between the internal and external no longer exist. This is why we have further strengthened our digital presence, focusing on LinkedIn. Our profile at the end of the year had 64,000 followers and Estácio's continues to have over 1 million, making it the second largest Brazilian educational institution in terms of number of followers.

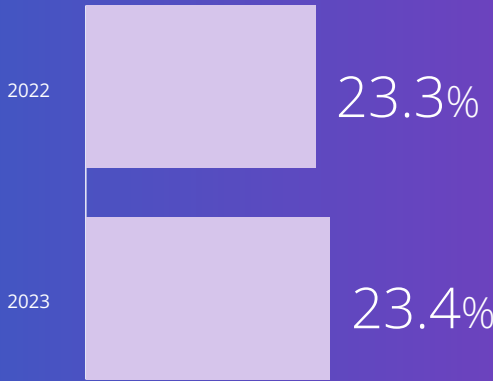


Employee satisfaction with CI initiatives (NPS survey)



Engagement rate\* on LinkedIn (Yduqs and Estácio)

\*Calculation based on audience interaction in publications.



Media outlets in general shape public opinion and direct the debate on a wide range of topics. Society's perception has a direct impact on the business and, therefore, one of the objectives for the Corporate Communication area is to build a solid relationship with the press and look to place education increasingly on the agenda, encouraging the production of reports dedicated to higher education.

**In 2023, there were over 36,000 posts in more than five thousand publishing sources, with 94% of publications generating positive repercussions for our teaching brands.**

This significant volume of national and regional publication, an all-time record, strengthened and generated value for Yduqs brands and further increased the perception of our social and academic contribution from the North to the South of our country.

With Estácio and Wyden made our actions tangible through our free services, access to knowledge and teaching, commitment to employability and the life project and success of our students. For IDOMED, the area provided experts to discuss various health topics of public interest and presented initiatives with great social impact, mainly at units located in the interior of Brazil. At Ibmecc and Damásio, our experts were constant sources in qualified vehicles, dealing with matters of great relevance on the national and international scenes.

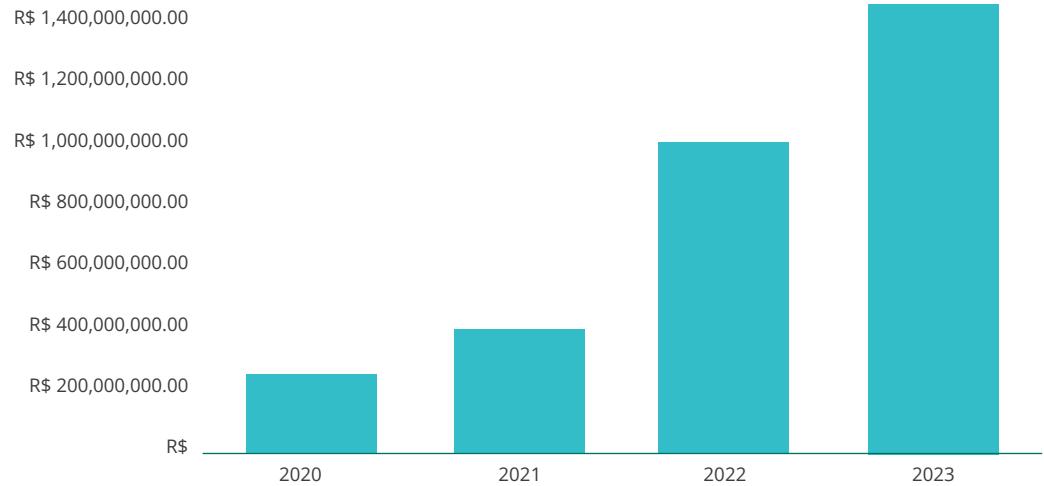
The group's ESG actions also gained prominence in the press, reinforcing the enormous progress we've made in the way we incorporate ESG principles into our management. Among the various initiatives, we would like to point out the Trainee Program for people of color; the creation of the Lugar de Fala Seminar, an event that brings together national voices, scholars, leaders and authorities, to bring debates to light on diversity and inclusion; and the 7th Edition of the Virtual Internships and Jobs Fair, which offered more than 100,000 job openings.

Another major highlight in the media was the Youth and Adult Literacy and Reading Program – in partnership with the Yduqs Institute – which stands out for enabling greater citizenship for literacy students on several Estácio campuses across the country.

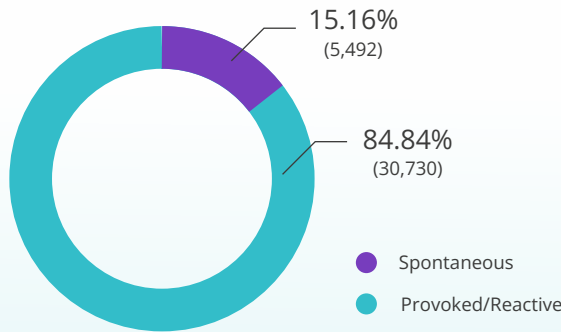




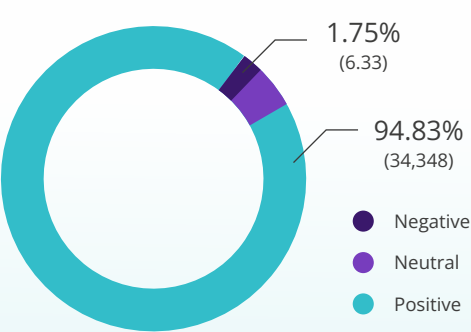
# Evolution of media valuation



# Total number of news items (by reason)



# Total number of news items (by emotion)





# Government relations

| GRI 3-3 Government relations and advocacy /regulatory agencies |



We maintain a strategic and proactive approach to our government relations, based on ethical principles, transparency and non-partisanship. We believe that constant dialogue with the government is crucial to promoting public policies that are beneficial to the educational sector and society as a whole.

Our Government Relations area plays a fundamental role in this realm, managing the relationship with authorities from the three powers at the federal, state and municipal levels, which guarantees the construction of a solid reputation for Yduqs and its brands among public authorities.

In 2023, we strengthened our institutional relationship with several government entities, including the Ministry of Education (MEC), the National Education Council (CNE), the National Institute of Educational Studies and Research Anísio Teixeira (Inep), the National Fund for the Development of Education (FNDE), the Coordination for the Improvement of Higher Education Personnel (CAPES), the Ministry of Health (MS), the Ministry of Foreign Affairs (MRE), the Attorney General's Office (AGU), among others. We also actively participate in international forums, consolidating our presence in the UN Global Compact in Brazil and distinguished as ambassadors of the Educa2030 Movement. [\(learn more here\)](#).

This relationship provided participation in hearings with the Ministry of Education (MEC) and other entities, in which we represented 8,995 teachers and 8,177 administrative and teaching support staff across Brazil and we were able to address relevant issues for the country's educational system.

One of the highlighted themes was advocating the sustainability of public policies that encourage low-income students to access higher education and thus promote the democratization of education, as is the case with the University for All Program (PROUNI) and the Fund of Student Financing (FIES). Participation in this debate involving the continuous construction of these policies ensured significant results, such as the reestablishment of the possibility of expanding vacancies in Medicine and Law courses within the scope of PROUNI for the year 2023 and the reduction of the sponsors' contribution to the FIES Guarantee Fund.

We also had the opportunity to discuss the expansion of quality medical education, highlighting criteria for new courses and vacancies, the plan for inserting the course into the Health Network, the valorization of the Organizational Contract for Public Action on Education-Health (COAPES), the Full scholarship for low-income students, and Health Teaching Training and Development plan. Regulatory issues, evaluations and the new Mais Médicos notice were also relevant topics addressed and were designed to improve education in the health area.



We would also like to emphasize the importance of Distance Learning (DL) as an inclusive tool for the 21st century, spotlighting the preference by 94% of students for the in-person classes. However, we underscore that distance learning has been the only for many to get involved, especially due to financial, geographic or time constraints. We point to the quality of teaching, the qualifications of teachers, and our presence in more than 1,500 municipalities, promoting quality and personalized education.

The topics addressed by our Government Relations area generate real positive impacts, since the success of the requests contributes to the constant improvement of higher education in Brazil. These impacts are lasting, solidifying our position in the educational scenario and strengthening our relationship with the academic community.

Our work in the governmental sphere is not solely limited to direct dialogue with authorities, but also includes monitoring the legislative environment, managing risks and opportunities, taking part in political agendas and representation in important associations in the private educational sector. We strengthened our presence in several Brazilian states, promoting meetings with state education boards and state and municipal education departments.

We are associated with the key entities representing the educational sector, including the National Association of Private Universities (ANUP), the Brazilian Association of Higher Education Supporters (ABMES), the Council of Rectors of Brazilian Universities (CRUB), the Brazilian Association for the Development of

Higher Education (ABRAES), the Forum of Entities Representative of Private Higher Education, the Union of Entities Maintaining Higher Education Establishments of Rio de Janeiro (SEMERJ) and the Union of Entities Maintaining Higher Education of São Paulo (SEMESP). | GRI 2-28 |

We significantly expanded our international network, participating in relevant forums and events in Portugal, Angola and other African countries, standing out as a global actor in the field of education. We also support parliamentary initiatives, such as the Front for Inclusion and Quality in Private Education (FPeduQ) and the Joint Parliamentary Front for Medicine (FPMed), contributing to important debates in a legislative year marked by significant changes, such as Tax Reform. | GRI 2-28 |

Feedback from stakeholders is also considered essential to driving the actions of the Government Relations area, reflecting our participatory and democratic approach to decision-making. The area recognizes the risks and opportunities associated with the dynamic political landscape, managing them strategically through active participation in debates, social partnerships and sustainability programs.

Internally, we have adopted collective decision-making processes, allocating budgets rigorously and submitting them to internal audits in order to ensure transparency and effectiveness. Goals and quantitative indicators are established, focusing on the authorization of new vacancies in Medical courses and the resolution of critical processes, providing an objective assessment of the area's progress. In addition, we have a Government Relations Policy that applies to all of our employees.



This document was carefully prepared and subsequently approved by the Legal and Compliance areas. The document is regularly reviewed to prevent cases of favoring public officials and representatives of Federal, State and Municipal authorities, reinforcing our commitment to transparency, integrity and respect for prevailing laws and regulations.

Over the next few years, we intend to maintain our commitment to our growth, expanding our presence in Brazil and abroad, establishing partnerships aligned with ESG principles and strengthening our advocacy activities.

# How we generate value





# How we generate value

The following representation exemplifies our business model, showcasing how we strategically utilize a variety of resources – including manufactured, intellectual, financial, human, natural, social and relationship capital – to create value sustainably over time for all our stakeholders. On the left, the different types of capital and

their strategic contributions are outlined; at the center is our strategic approach and our business segments; On the right, the outputs of each type of capital are presented, highlighting the tangible value we generate through each of them, thereby promoting a positive impact over the long term.

## INPUTS

### MANUFACTURED CAPITAL

- 103 campuses\*
- 2,507 distance learning partner centers\*\*

### INTELLECTUAL CAPITAL

- 1 University
- 23 University Centers
- 49 active/operating colleges accredited by the MEC
- Free pre-university course platform
- Education and cross-cutting environmental awareness
- High technology resources and development of proprietary solutions

### FINANCIAL CAPITAL

- Shareholder capital, financing resources and course revenue
- Human capital
- Collaborators and teachers

### NATURAL CAPITAL

- Essential inputs (water, electricity)
- Goods and materials linked to our operations (computers and electronic equipment, machinery for the units, paper, etc.).

### SOCIAL AND RELATIONSHIP CAPITAL

- Students
- Communities
- Preparatory course franchises
- Partner health units
- Suppliers
- Government

## YDUQS

We are an education technology and services group. Our job is to provide quality higher education to people from all walks of life, across the country, and throughout their adult lives.

### INNOVATION ECOSYSTEM

- **EnsineMe:** production of high-standard, scalable and modular methodologies, content, platforms and digital products.
- **Vida Toda:** postgraduate courses, such as specializations and preparatory courses, offered by Damásio, Hardwork Medicina and Qconcursos.

### ESTÁCIO AND WYDEN

Undergraduate and postgraduate courses in face-to-face, blended, Live, Flex and DL formats.

### IDOMED

Advanced medical education.

### IBMEC

Excellent teaching at undergraduate and postgraduate levels.

### QCONCURSOS

Preparation for competitions (most innovative and accessible solution).

### HARDWORK

Preparation for medicine.

### DAMÁSIO

Preparation for competitive examinations in the area of Law.

### TEACHING FOR THE ENTIRE ADULT LIFE

Using data to generate academic intelligence and increase student engagement

Teachers as knowledge mediators, supported by technology, support the student's learning journey

## OUTPUTS

### INTELLECTUAL CAPITAL

- Digital teaching platform for all institutions.
- New generation with environmental awareness and concern for the planet.
- Development of new digital tools and teaching methods.

### FINANCIAL CAPITAL

- Generation of employment and income
- 4,7 billion in value generated in 2023

### EMPLOYMENT RATE

- Estácio (66.7%)
- Wyden (64.3%)
- Ibmecc (80%)
- IDOMED (100%)
- Increase in income
- Estácio (44.0%)
- Wyden (57.3%)
- Ibmecc (73.1%)
- IDOMED (30.3%)

### HUMAN CAPITAL

- Job offer in all regions of Brazil
- Access to quality education
- Around 1,3 million students from different classes and ethnicities

### NATURAL CAPITAL

- Energy efficiency solutions in operations and greenhouse gas compensation.

### SOCIAL AND RELATIONSHIP CAPITAL

- Free care at health units.
- Free legal assistance.
- Students participate in sociocultural projects supported by the Yduqs Institute.
- Located throughout the country.

\* Considers campuses with individual management, i.e. if there are 2 campuses nearby or with complementary operations, which have the same management, only one campus is considered.

\*\*The Company has a total of 2604 poles (97 are its own poles) and the other 2507 are partner poles.

# Economic dimension

We closed out 2023 with an exceptional financial performance, marked by robust growth in all key indicators. We posted significant increases in revenue and EBITDA, with increases of 12.76% and 17.50%, respectively, compared to the previous year. These numbers not only reflect an increase in student enrollment, but also an increase in average tickets in all segments of activity.

Operating cash flow for the period more than R\$ 900 million, representing an increase of 27.03% compared to the previous year. These results highlight our financial strength and the efficiency of our operations.

Once again, we have demonstrated that the combination of a diversified portfolio and disciplined execution is the key to building two distinct strengths: great resilience during crises and strong operational leverage in periods of economic recovery. This strategy has provided us with consistent growth over the long term, reinforcing our prominent position in the educational market.

Year after year, our numbers reflect our ability to grow with quality, maintaining focus on the needs of the people who place their trust in us. We will continue to improve our services and deliver an increasingly relevant and impactful educational experience.

## 2023 HIGHLIGHTS

Adjusted net revenue (R\$ millions)		
2021	2022	2023
4,426.7	4,564.9	5,147.6

EBITDA margin (%)		
2021	2022	2023
30	32	33

EBITDA (R\$ million)		
2021	2022	2023
1,336.6	1,458.7	1,714.0

After the original publication, the report was updated to correct the EBITDA margin information presented on this page, considering the adjusted values basis.

Operating cash flow (R\$ millions)		
2021	2022	2023
707.5	716.9	910.7

Investments (Capex, R\$ millions)		
2021	2022	2023
544.0	491.7	470.4

### Direct Economic Value Generated And Distributed

| GRI 201-1 |

Economic value generated (R\$ thousands)		
2021	2022	2023
4,038,928	4,134,238	4,722,605

Economic value distributed (r\$ thousands) <sup>1</sup>			
	2021	2022	2023
Operational costs	1,441,621	1,572,130	1,719,273
Employee benefits	1,316,685	1,267,444	1,385,605
Payments to capital providers	716,456	936,567	1,017,841
Payments to the government	405,995	413,541	445,235
Total	3,880,757	4,189,682	4,567,954

<sup>1</sup> There is no "Investments in the community" item, as the amount invested over the three years was R\$0.00.

Economic value retained* (r\$ thousands)		
2021	2022	2023
158,171	- 55,444	154,651

\* "Direct economic value generated" minus "Economic value distributed"

### Financial support received from the government<sup>1</sup>

| GRI 201-4 |

Total monetary value of financial assistance received by the organization from any government agency (R\$)

Benefits and tax credits (R\$)		
2021	2022	2023
324,289,341.51	331,287,103.03	415,916,120.59

<sup>1</sup> The only amounts received refer to benefits and tax credits. Information refers exclusively to Brazil. No government participates in Yduqs' shareholding structure.





# Strategic Partnerships

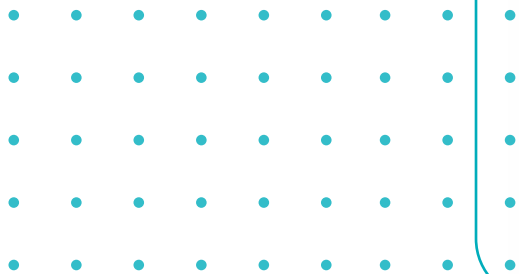
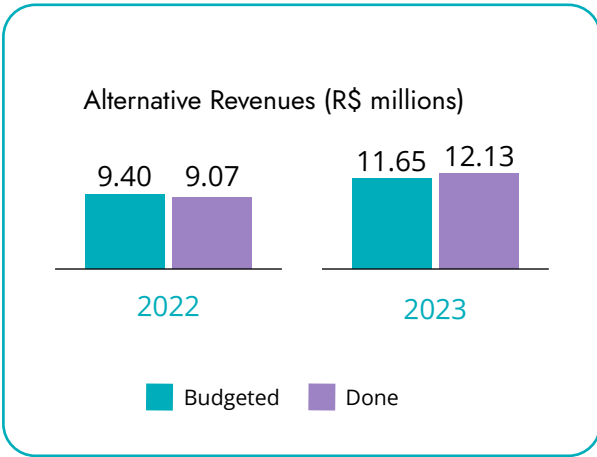
## Alternative Revenues

In the modern dynamics of business, the search for additional sources of revenue is essential to enhancing the bottom-line of any company. In this context, the Strategic Partnerships area serves as an innovative and proactive tool to increase the profitability of Yduqs Business Units.

One of the objectives of the area is to optimize the use of physical spaces within the Business Units. This translates into offering of basic services, such as food, parking, room rental and others, which add value to the student experience and generate additional revenue for the organization.

This strategic approach is not only limited to allocating space, but also identifying and developing new business opportunities within the Units, promoting growth and profitability.

Through a careful analysis of the needs and demands of Units, students and stakeholders, partnerships and initiatives are developed that complement and enrich Yduqs ' core offering.





In a growing trend, by leveraging the potential of physical spaces in an intelligent and structured way, with a proactive, creative and strategic approach, creating innovative opportunities and partnerships with synergy that drive the growth and profitability of the Units, with a fundamental role in diversification and sustainability financial.

We currently have 425 spaces available for use in this format (15% more than the previous year) of which 329 are occupied, which represents an occupancy rate of 77%, and we continue to expand the business with new projects planned for 2024, such as:

Clinic Project that provides for the standardization of care in teaching clinics at the IES with revenue generation, compliance with LGPD standards and ESG goals.

In 2023, there was 954k in revenue with the units being advised by the Strategic Partnerships area, which posted a significant growth of 116% compared to the previous year.

RECYCLING

In 2023, we worked on demands that had a great potential for reusing items that would otherwise be discarded. We sold scrapped generator sets, metal structures from a disused tennis court and idle furniture remaining from a Unit.

These actions yielded a balance of 90,000 in revenue from the sale of items to specialized companies and recycling centers.

RENTAL OF ROOMS TO BE USED FOR COMPETITIVE EXAMS

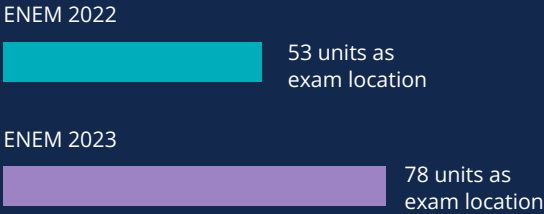
In 2023, around 80 Estácio and Wyden Units received more than 110,000 candidates for the ENEM – National High School Exam. The initiative increased the visibility and recognition of our educational institutions and generated substantial revenue for Yduqs.

Renting physical spaces during non-class days or at less busy times not only boosts revenue, but also makes a positive impact on the recruitment and reception of candidates.

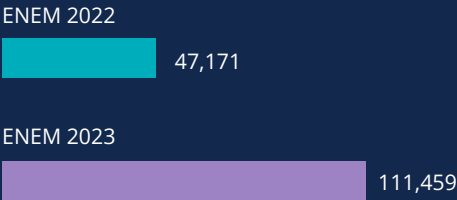
In terms of revenue from renting rooms and laboratories for administering Enem exams, more than R\$2 million was generated over the last 3 years.



Significant expansion of rooms



Significant Increase in Students Present at HEIs





# Educational dimension

At Yduqs, we believe that offering quality and affordable education for students is above all. We operate based on the following pillars:

**Self-knowledge:** We offer personal and professional development programs that help our students understand their skills, values and goals.

**Connection with the market:** We promote outreach activities with companies, professionals and graduates that help our students connect with the job market.

**Entrepreneurship:** We offer activities to encourage entrepreneurial practice and business careers that help our students develop their entrepreneurial skills.

**Diversity and Inclusion:** We promote gender equity measures and encourage the inclusion of people of color, LGBTQIA+ and People with Disabilities (PWD).

Examples of initiatives conducted in line with these pillars are:

**Matchmaking between students and companies:** We offer a modern and intuitive platform that connects our students to the top job vacancies on the market.

**Selection processes in partnership with major employer brands:** Partnerships for the selection of our students based on strict criteria.

**Career development:** Programs that accelerate the development of our students' soft skills, such as leadership, teamwork and communication.

Student base (2020-2023)*			
	2021	2022	2023
Total base (thousands)	1,243.9	1,194.9	1,308.0
Base Fies (thousands)	19.7	14.0	11.4
Campuses	105	104	103**

\* The information covers the entire Company base, except HardWork.  
\*\* Considers campuses with individual management, i.e. if there are 2 campuses nearby or with complementary operations, which have the same management, only one campus is considered.

Total student base 2023 (in thousands) **				
	2020	2021	2022	2023
In-person	318.1	277.4	268.0	262.9
Premium ***	11.9	12.5	14.1	15.7

Digital teaching ****	432.7	953.9	912.8	1,029.4
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\*\* The information covers the entire Company base.  
\*\*\* IDOMED + Ibmec.  
\*\*\*\* Including Qconcursos and Vida Toda.



## SANTANDER PROGRAM

Through a partnership with Banco Santander, we offer scholarships that have a direct impact on the students' academic journey. In the "Superamos Juntos" modality, financial aid is granted in a single installment, totaling R\$ 300.00 for the student and R\$ 3,700.00 for the partner university. In 2023, we had 7,110 applicants (Estácio + Wyden) for this program, of which 100 (one hundred) students were selected.



# Higher education in Brazil

Higher education in Brazil has been expanding and diversifying in recent decades. According to the 13th edition of the Map of Higher Education in Brazil, published in 2023, the number of enrollments in Brazilian higher education grew 5.9% in 2021, reaching 8.4 million. This growth was driven by the increase in vacancies offered by private institutions, which represent 86% of total enrollments. The Southeast region concentrates 54.5% of enrollments in Brazilian higher education. The states of São Paulo, Rio de Janeiro and Minas Gerais boast the highest number of enrollments.

This growth is a reflection of the process of economic transformation, with the adoption of technologies and the globalization of the economy. In this context, higher education is increasingly important for the qualification of workers and for the country's development.

However, the growth of higher education also poses challenges, such as increasing inequality of access and the inequitable quality of institutions. Private higher education is more accessible than public, but it is also more expensive. In addition, the quality of private higher education varies greatly, with high-quality institutions and those of lesser repute.

The Brazilian government has taken measures to improve access and the quality of higher education. The University for All Program (Prouni) offers scholarships to low-income students. The Student Financing Fund (FIES) offers financing to students from middle-income families. The Unified Selection System (Sisu) and the Serial Assessment Program (Prouni) are instruments for selection and access to public higher education. But there is still a lot more to be done, and there is a need to adopt public policies that promote access, quality and retention in higher education. Some potential measures include:

- Increasing the number of vacancies in public higher education by constructing new universities and federal institutes.
- Offering scholarships and financing for low-income students through Prouni and Fies.
- Establishing quality standards for higher education institutions, through the evaluation of institutions by the Ministry of Education.
- Developing policies for permanence in higher education by providing support to students with financial and academic difficulties.

We believe that higher education is an instrument of social transformation and development for the country, which is why we are committed to offering an excellent education that prepares our students for success in the job market and for the exercise of citizenship.

Faced with the challenges of higher education in Brazil, we seek to ensure access to higher education, regardless of the student's income, by providing scholarships and financing programs. We also seek to improve the quality of higher education, through investments in infrastructure, qualified teaching staff and innovative teaching methodologies.







## Education of Students

The student is at the heart of all our actions. Our priority is to provide a unique and enriching experience that makes sure every student feels supported in all aspects of their academic journey. The student's journey with us goes beyond the academic environment, extending to essential support in the transition to their chosen career.

From onboarding, our commitment to improving the student experience is visible. We implement several support and reinforcement initiatives, cultivating an environment that promotes not only academic, but personal growth as well. Throughout the year, we offer programs that guide students throughout the academic calendar and offer valuable information to help them on their career paths.

And, through our digital call center, DialMyAPP, they can issue invoices and recover passwords quickly.

On our campuses, we embrace the innovative concept of Campus 5.0, reimagining academic spaces as cross-functional environments.

Our libraries, for example, are not only areas for studying, but also spaces for interaction, meetings and leisure.

Renova, our enrollment portal, simplifies bureaucratic processes and allows students to focus on what really matters: academic progress. In the Students app, they have easy access to keep track of grades and attendance, class schedules and several other features.





# Regulation, Assessment and Enade

## Assessment: ENADE and on-site visits

Results of the YDUQS course indicators (Preliminary Course Concept – CPC) and Higher Education Institutions (General Course Index – IGC) that were evaluated in the ENADE 2022 cycle, and which should have been released at the end of 2023, have yet to be published.

In relation to on-site evaluation visits to courses and institutions, an evaluation that is very relevant for the consolidation of academic excellence in regulatory terms, YDUQS is showing increasing growth and regulatory maturity: of the 425 evaluation visits carried out at YDUQS HEIs by the MEC throughout Brazil in 2023, approximately 94% received a rating of 4 or 5 (on a scale of 1 to 5, with scores above 3 being considered satisfactory), and 100% of institutional re-accreditation visits received a rating of 4 or 5, which attests to the academic quality and excellence of the work we have done.

## Assessment: Master’s and Doctorate

Due to the four-year intervals, the positive evaluation in the stricto sensu graduate courses (master’s and doctorate courses) has been maintained according to the scale of the Coordination for the Improvement of Higher Education Personnel (CAPES). In the case of Universidade Estácio de Sá, the Law and Family Health programs are highlighted in the state of Rio de Janeiro with a grade of 5, with the latter seeing its grade rise in the recently concluded cycle. The quality verified by the 4 rating of the Masters and Doctorates in Education and Dentistry, the same assessment as the Professional Masters in Business Administration and Development, indicates the continued excellence of these courses. In relation to the Ibmecc University Center, also in Rio de Janeiro, the Administration and Economics programs have a quality rating of 4.

## Transformation of the Academic Organization of Institutions

During 2023, the MEC (on 7/6/2023) published the accreditation ordinance for the university center, for transforming the academic organization from a college to a university center, of the following institution: (I) Centro Universitário Estácio do Pantanal: approved with a rating of 4 in the on-site evaluation visit (on a scale from 1 to 5), located in the municipality.

It is important to reinforce the commitment and dedication of all Yduqs Higher Education Institutions to increasingly guarantee excellent results in evaluation visits to Yduqs courses and Institutions, which ensures the quality of the higher education we offer, and also reaffirms the commitment to follow the guidelines established by the regulatory agency.





# Aura

Aura is our teaching-learning model: a unique and innovative methodology designed for our in-person and digital teaching students, making the teaching and learning process much more interactive.

We expanded our learning ecosystem in 2023 by investing in new formats for digital content, teaching materials developed especially for our teachers, physical and virtual laboratories for pedagogical practice and innovation, extension centers, as well as intermediate certifications by broad area and courses for all our disciplines. All these attributes have combined a curriculum connected to the highly dynamic world of work.

Students in digital and in-person classes have access to digital content according to their teaching plan. They are invited to explore the content so that they can actively participate in the discussion in the classroom and in the interactive forums. Protagonism and self-learning are encouraged in a virtual environment that offers students the flexibility they seek to help develop their skills.

## Campus 5.0

To expand the hands-on experiences of students, we created Campus 5.0, a new teaching unit model that combines classrooms, laboratories, simulators and other digital tools. Campus 5.0 has two objectives: to reduce space in universities, taking advantage of idle areas to create common spaces and to increase student productivity in physical spaces.

Campus 5.0 uses spaces more efficiently, providing larger and more welcoming communal areas. The digitalization of libraries, for example, allowed the space to be transformed into environments equipped with computers, sofas and bleachers. These spaces are

designed to encourage interaction between students, promoting collaborative study and facilitating access to digital materials.

To increase the productivity of students at physical locations, the campus facilities feature classrooms with maker laboratories, more aligned with the expectations of students who arrive immersed in digital culture and continuous learning with a focus on employability. Virtual simulators and laboratories offer a new dynamic for classes, where students can freely and safely test what they learned from the teacher.

## Unification of models

During the year, the Teaching department promoted a pioneering integration between in-person and digital teaching models, abolishing the dichotomy between the two models and their curricular structures. We began to operate with a single curricular, offering students an experience that transcends physical environments.

We also revisited the assessment journey, unifying the calendars and assessment processes of both operations, which generated an 8 p.p. increase in student adherence to Assessing Learning, our educational reinforcement program. For incoming students, we designed an assessment program aimed at introducing and adapting them to higher education in line with the socio-emotional training program, ensuring greater engagement.

## NPS (NET PROMOTER SCORE)

Yduqs once again achieved NPS records in different business units.

Estácio and Wyden presented their all-time highest results: In-person, growth was +10 pp (vs 2022) and Digital came to +4 pp (vs 2022).

For Premium brands, Ibmecc presented the highest level historically and IDOMED consolidated itself with the 2nd largest brand ever registered.

Of special note is the improvement in onboarding processes, which drove the NPS of Freshmen by around +10 pp (vs 2022) in virtually all segments.

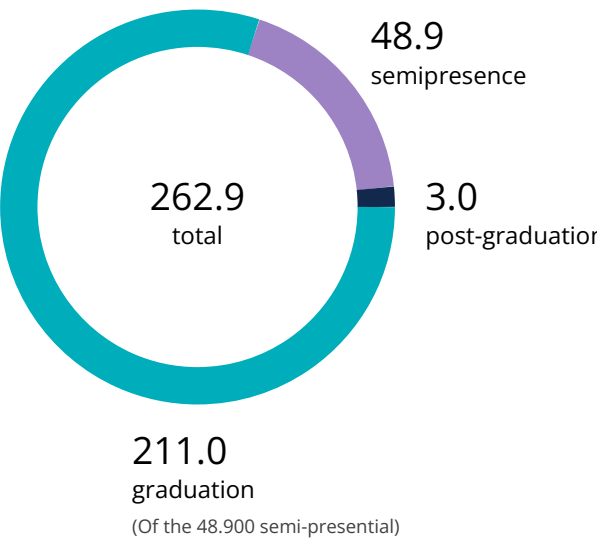


# In-person

The In-person segment ended 2023 with a total of 262,900 students, representing a slight reduction of -1.9% compared to 2022. This result underscores the downward trend in the base and is related to the positive performance of enrollment, especially in blended format.

The movement to reduce the student base of the Higher Education Financing Fund (Fies) was maintained. Most students are covered by scholarships, financing and/or discount programs, which are maintained both by us and by government initiatives, such as the University for All Program (Prouni).

## Totan In-person base (in thousand)



### Estácio Ao Vivo

Estácio Ao Vivo is an DL format that allows students to participate in classes in real time over the internet. Introduced in 2022, this model increases interactivity and the quality of engagement between teachers and students.

Classes are broadcast in two hubs, São Paulo and Fortaleza, with physical spaces specially designed for them. They incorporate advanced technological tools, supported by artificial intelligence resources. Through them, students are provided an experience that approximates the reality of a face-to-face classroom.

Initially implemented in Administration, Systems Analysis and Development, Commercial Management, Human Resources Management, Financial Management and Information Systems courses, Estácio Ao Vivo currently contains a portfolio of more than 20 courses, connecting over 3,000 students from all over Brazil, expanding their networking and contributing to the development of fundamental digital skills for their future careers.

### NAAP – Psycho-pedagogical Support Center

The Psycho-pedagogical Support Center (NAAP) accommodates, integrates and counsels students with learning difficulties and the educational institution's community. It provides individual consultations, organizes training for teachers, promotes academic reinforcement and helps students organize their study routine. Local activity agendas also discuss relevant topics, such as emotional intelligence, mental health and diversity. At the end of 2023, we had 77 active centers, 67 at Estácio units and 10 at Wyden units. The various events promoted by the centers, such as lectures, livestreams, training and roundtables, impacted more than 160,000 people, including students, teachers, coordinators, administrative collaborators and community members.



## CONTINUING TEACHER TRAINING

Annually, the Teaching Relations area carries out a training program dedicated to improving the skills of our teachers, 51% of whom have master degrees and 24% have doctorates. It is aligned with our strategic guidelines, with three fundamental axes – Didactic Innovation, Digital Education and Active Methodologies.

Topics such as artificial intelligence in education, nano learning, active methodologies in anti-racist education, and many others, were discussed, providing an environment for learning and professional growth. Around 95% of the faculty, allocated in the second semester, adhered to the agendas, reinforcing our commitment to training teachers for contemporary educational demands.

High engagement in training activities not only bolsters our teaching model, but also empowers teachers to adopt new educational tools and approaches, enriching the students' academic experience.

In 2023, we improved our communication with teachers by updating Docentes.online. The new portal was customized for both brands and includes integrated access via the Teaching App, SAVA and TEAMS. Through this initiative, we hope to develop teachers in 3 aspects: Engagement, Qualification and Enchantment, generating an impact on the satisfaction of the academic community.



Last year, we expanded the data management area, which already included a portfolio of 77 academic indicators to monitor and manage the consolidation of the learning model in our virtual and in-person classrooms. The digital collection of in-person exams, using the Teacher App, made it possible to analyze student educational progress and manage it more effectively based on the data obtained. The analysis of the RAQs (Question Analysis Report), made available by the MEC, helped us to understand the main objects of knowledge required in the tests and cross-reference this data with the performance of our students in the Question Bank. Based on this analysis, inferences can be made about this learning behavior and how to intervene in assessments taking into account the results obtained in ENADE.

The result of all these initiatives reflected in the student's learning experience. We closed the NPS with a drop in student dissatisfaction by almost 4 p.p. in both in-person and digital operations.

# Digital

The student base in the Digital Education segment, which includes Vida Toda, ended 2023 with a growth of 12.8% compared to the previous year, reaching a total of 1,029.4 students. This significant increase was driven by the excellent performance of both graduation and Qconcursos.

The undergraduate student base ended the year with an increase of 16.5% compared to 2022, driven by the significant growth in enrollment over the period. The stability of the renewal rate, especially for students who arrived during odd cycles (January and July), also made a positive contribution to this result.

The Vida Toda segment ended the period with a total base of 528,700 students, a 9.4% rise compared to 2022. This activity was encouraged by the increase in the base of Qconcursos paying students, reflecting the recovery in the market for competitive exams, including the start of the Unified National Competition.

## QCONCURSOS

We are shareholders of Qconcursos, a digital teaching platform focused on preparatory studies, the leader in terms of the number of students (1.5 million people, including free users and subscribers), which hit its all-time high in subscribers in 2023. Our participation in this business significantly strengthens our operations, expanding the operations of our "Vida Toda" area, which offers digital specialization, graduate and competitive exam preparation courses.

In addition to preparatory courses, Qconcursos includes CursosLivres, a product that offers training to connect students to the job market; and Estude Prisma, a free entrance exam preparation program – underlining our commitment to the democratization of access to education.

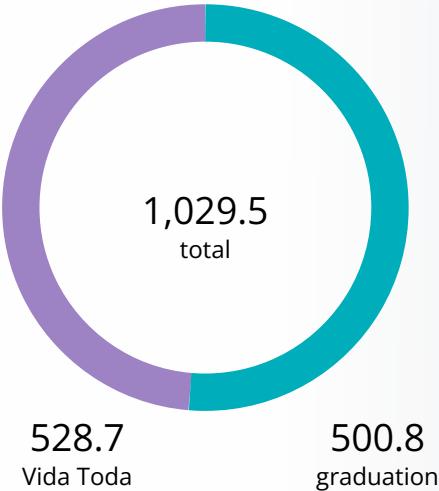
Since 2022, in partnership with Qconcursos, we have been promoting the Singular Program, which provides content at various levels for training through live-streams, virtual classes and other activities.

Throughout 2023, we will allocated our main investments to the areas of content and technology, focusing efforts on expanding the Qconcursos portfolio. In order to address various learning needs, we have diversified formats and introduced innovative study approaches. In the technological field, we focus on improving the student experience, enabling new channels.

During the second half of the year, we repositioned the brand and adopted a different approach in our communication compared to the competition. We expanded our recruitment channels, hiring teachers with relevant audiences and adjusting our media mix to attract new types of audiences.

Our focus in 2024 will be on creating lines of development in Artificial Intelligence to strengthen our positioning as an innovative player in the Education field. We have introduced AI-based products that add value and support students on their study journey, helping them to achieve their academic goals. We also intend to strengthen our presence in the preparation for public careers market. We plan to introduce new preparation offers, with a higher average ticket, aiming not only to meet the specific demands of this segment, but also to consolidate Qconcursos as a benchmark in this field.

**Total In-person base (in thousand)**



Premium

The Premium segment saw a strong performance in 2023, ending the year with a total base of 15,700 students. The outcome was mainly driven by the growth in undergraduate education.

IBMEC

In March 2023, the Brazilian Institute of Capital Markets (Ibmec) opened another unit in the financial center of the city of São Paulo (SP), the Faria Lima campus, with undergraduate courses focused on engineering, technology and architecture. The school will offer MBAs in capital markets, ESG (Environmental, Social and Governance), and Digital Finance, focused on professionals seeking a career in the financial arena with digital products. The offer of courses in Brasília was also expanded. In addition to the Administration course, the Federal Capital now has classes in Economics, Law and International Relations.

The new units contributed to the growth. Ibmec saw a 12% increase in the student base in 2023 compared to 2022.





IDOMED

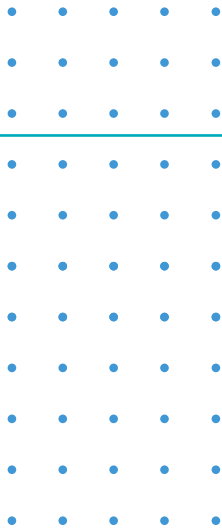
The Institute of Medical Education (IDOMED) is our answer to the challenge of training medical professionals in Brazil. Active in ten states – Bahia, Ceará, Maranhão, Mato Grosso, Pará, Piauí, Rio de Janeiro, Rondônia, Santa Catarina and São Paulo – IDOMED had roughly 8,700 students in 2023, posting an increase of 10.6% compared to the previous year. The number of vacancies in Medicine reached 1,586 in 2023, with significant potential for expansion.

Due to the unification of the entrance exam for IDOMED, candidates now have more options to choose institutions for admission. Those who are unable to enter the most competitive educational institutions have the opportunity to study in less competitive locations, helping to expand our presence, especially in remote regions of the North and Northeast.

Also, in an effort to expand access to courses, we implemented an important change: an initiative made possible by the Yduqs Institute (Rede de Valor), now allows employees and partners participating in Prouni to have an additional scholarship of R\$400 per month, plus the amount paid by the Federal Government. We have been benefiting 120 students from the state of Rio de Janeiro, thanks to strong support from our employees and the entry of institutional partners. We doubled the value of all donations from the internal public.

In partnership with the Yduqs Institute, we also launched the Diversity and Inclusion Program, filling 19 of the 46 vacancies offered by black and mixed-race students. The year also witnessed the graduation of the first classes from the Mais Médicos I Program and the first class of the MBA in “Gestão para Médicos” (Management for Physicians), the result of our collaboration with the National Academy of Medicine (ANM).

The creation of BU IDOMED in 2023 gave the brand a new boost in the market, with an exclusive team dedicated to qualitative development and increasing the scope of medical courses. The implementation of the Position and Salary Plan for Medical and Non-Medical Teachers was a crucial impetus for the loyalty of the teaching staff, making them more attractive in the market over the long term.



PEG IDOMED

IDOMED is equipped with its own Management Excellence Program (PEG), with the objective of promoting the daily search for excellence. The program is structured around four pillars: Academic Excellence, Business Sustainability, Student Enchantment and Engagement and Culture, ensuring quality in operational activities and promoting the exchange of best practices, process improvements and cooperation between units.

PEG saw some significant results in 2023, aligning the Academic Excellence Pillar with regulations from the Ministry of Education (MEC) and the Medical School Accreditation System (SAEME), engaging teachers and carrying out monthly improvement initiatives. During the period, 100% of the units promoted events for all employees, disseminating the culture of excellence in management.

IDOMED’S KEY INVESTMENTS IN 2023

- R\$ 26,3 million invested
- R\$ 7,6 million in construction
- R\$ 7,8 million in educational resources
- R\$ 3 million in furniture
- R\$ 3,5 million in computer equipment
- R\$ 1 million in books
- R\$ 3,4 million in content production

Medical residency programs

Our medical residency programs are designed to fill gaps in regions lacking healthcare workers. The proposal is to offer graduates the opportunity to remain in the same region where they graduated. In 2023, we will make 143 R1 vacancies available, including 47 vacancies in new programs and 42 vacancies in co-management. These opportunities are spread throughout the municipalities of Angra dos Reis, Açailândia, Alagoinhas, Canindé, Castanhal, Iguatu, Jaraguá do Sul, Quixadá, Juazeiro da Bahia and in essential areas, such as Gynecology and Obstetrics, Family and Community Medicine, Internal Medicine, General Surgery, Pediatrics, Ophthalmology, Traumatology and orthopedics, Emergency Medicine and Intensive Medicine.

The approval of 47 residency vacancies (R1) for Mais Médicos program units consolidates IDOMED as the largest medical residency program by the Ministry of Education (MEC) compared to its counterparts. This achievement reinforces our commitment to promoting the presence of trained professionals in regions that need them most, strengthening the health and quality of life of the communities served.

To increase vacancies in medical residency programs in regions lacking health professionals, IDOMED invests in a range of strategies:

- Offering scholarships and benefits to attract residents to areas in need. In addition to the Medical Residency grant of R\$4,106.09, IDOMED residents receive an Assistance Grant for food and housing.
- Preparation of residents in Realistic Simulation Centers certified by the American Heart Association (AHA), intended to provide care in complex scenarios.
- Availability of virtual libraries, such as Dynamed and EBSCO, for residents to keep up to date with the latest research and discoveries in healthcare.
- Practice scenarios in referral health services, allowing residents to learn from the top professionals in the field.
- Highly qualified preceptors to guide and supervise residents during their training.
- Integration with other Medical Residency and Multiprofessional Health Residency programs, making it possible to share experiences and knowledge through joint selection processes and theoretical-practical activities.
- Brining municipal health departments closer together with the aim of supporting the development of Primary Care and improving practice scenarios, helping to increase coverage and improve infrastructure.



Partnerships with polyclinics

In an effort to promote free and excellent service to the local community, while also developing students, IDOMED has contributed to the service of municipal polyclinics in four states: Santa Catarina, Piauí, Ceará and Rio de Janeiro.

The inauguration of the Città Polyclinic, Dr. Guilherme Romano, which provides care through the Unified Health System (SUS) in the western region of Rio de Janeiro, has produced a major social impact, benefiting approximately 25,000 people. In addition, there are plans to open a new polyclinic in Juazeiro (Bahia) and expand the clinic in Juazeiro do Norte (Ceará), which already provide care to around 500 patients monthly.

In 2023, IDOMED provided, through Polyclinics, a total number of 83,997 consultations in various medical specialties, such as pediatrics, gynecology, obstetrics, dermatology, psychiatry, neurology, cardiology, nephrology, general surgery, proctology, rheumatology, pulmonology and otolaryngology.

Other partnerships

IDOMED maintains a partnership with the Hapvida

Group, who are responsible for managing more than 85 major hospitals in various states. This collaboration aims to offer fellowship programs in clinical medicine, pediatrics and gynecology and obstetrics in places such as Fortaleza, Manaus, Goiânia, Teresina, Brasília, Recife and Curitiba. In addition to providing excellent training, this partnership increases the employability of participants.

In 2023, we expanded practice environments to 13 hospitals in eight states, extended fellowship courses and entered into new internship agreements for undergraduate students.

In addition to the partnership with the Hapvida Group, we signed 14 new agreements, including pacts with the Ceará State Secretariat – SESA, the Health Secretariat of the Municipality of Lagoa Grande in Juazeiro da Bahia and the Cáceres Regional Hospital in Mato Grosso. We also renewed three agreements in Rio de Janeiro, two federal (Bonsucesso and Lagoa) and one military (Hospital Central da Aeronáutica). As a result, IDOMED has 172 practice scenarios for the 17 medical courses.

IDOMED has also impacted the local community through extension projects, totaling 11,868 throughout 2023.



Teacher Development

There was a significant investment in teaching development in 2023. In addition to the various activities carried out locally by NAPED, a number of improvement opportunities were made available for teachers at a national level. Among the activities that stood out was the Introduction and Update Course in Health Education – DOC-IDOMED, where 70 teachers were able to improve their teaching and health care processes.

Another impactful initiative was the IDOMED Teaching Forum, which included the 1st Exhibition of Teaching Experiences. The event was attended by approximately 800 teachers, reaching more than 50% of the base.

The Preceptors Course was also initiated in 2023, helping to qualify essential professionals for medical education. In total, 250 vacancies were offered.

The National Scientific Day provided important reflections on science in medicine. Students and teachers actively participated, with over a thousand attending.

Eight National Webinars were also held with around 700 participants.

Specific workshops were also held for the subjects of Medical Humanities and Professionalism, which implemented the new Problem Based Learning (PBL) methodology, in which more than 100 teachers were present.

Finally, there was also Teacher Onboarding and Preceptor Onboarding, which resulted in a positive reception for new employees, with over a hundred attending the events.

In the context of internationalization, the partnership with Tel Aviv University stands out, where four were

able to take part in the Advanced Epidemiology and Preventive Medicine Program, which took place in July in the Israeli capital. It is worth mentioning that IDOMED provided a 100% scholarship for one of the students, through a prior selection.

Another worthwhile partnership was developed with the University of São Paulo (USP).

Three students received a 50% scholarship to participate in the Hospital das Clínicas Update Program of the USP School of Medicine in Practice, with the opportunity to conduct an internship at one of the most renowned Brazilian hospitals.

**Digital platforms for medical teaching**  
IDOMED follows global medical teaching trends and understands that the digital environment works as a facilitator and enhancer of learning, in addition to playing an important role in training doctors familiar with new technologies.

To this end, it uses digital platforms in the various stages of the program, as listed below:

**Virtual Simulation Laboratory (LaViSim):** a platform designed to teach critical patient care in intensive and semi-intensive units. Students and teachers assume avatars in a three-dimensional virtual environment, performing maneuvers and procedures to care for the virtual patient.



**iSkills and OpenPBL:** different digital platforms but with the same objective. They are used to develop and improve soft skills, which are “non-technical” skills related to ethics, humanized service, teamwork capacity, empathy and reflective power when faced with problems.

**Virtual Classroom (SAVA):** a virtual environment where the student finds videos, interviews, podcasts, templates, quizzes and explanatory texts, created by IDOMED teachers to complement and reinforce classroom learning.

**Internship Digital Platform:** a true virtual report of medical practice experiences, including feedback and interactions with the professor, allowing the student - over their last two years of the Course - to receive the proper training to practice the profession..



# Employability and entrepreneurship

[ GRI 3-3 Employability and entrepreneurship ]

When addressing employability and entrepreneurship, we prioritize proactivity in prospecting for opportunities, strengthening partnerships with new companies and cultivating relationships with employer brands. Our focus extends to the development of behavioral skills essential for entering and remaining in the job market.

We work to expand students' employability conditions by providing personalized career guidance to support their professional journeys. We also seek to strengthen students' ties with renowned professionals in the job market and boost entrepreneurship among students at Estácio, Wyden, Ibmec and IDOMED.

In order to evaluate the impact of our management measures, we have adopted effective processes, including reports from suppliers of vacancy platforms, mapping opportunities in different fields of knowledge, NPS assessment of national and local events, individual services at Ibmec and IDOMED, and the use of development support tools. We also set a target of a 15% annual increase in the number of job orientations provided through career platforms, aiming to achieve this goal by 2025.

In 2023, we conduct a thorough analyzes of available opportunities, considering both geographic location and field of expertise. We have implemented

specialized tools designed to strengthen student development. Furthermore, we continually monitor the employability rate, segmented in detail by brand, region and field of knowledge.

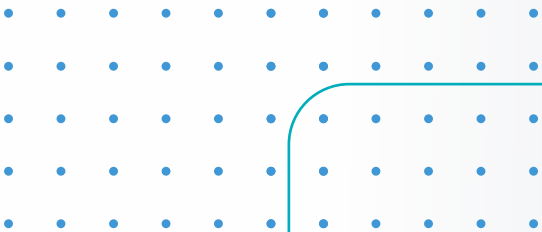
We are developing a platform to connect our students to partner companies in selection processes through EnsigneMe. Scheduled for the second half of 2024, the platform will cross-reference various information from students applying for vacancies with the determined requirements, including technical skills, level of engagement and commitment as a student, among other criteria.

## Employability

[ GRI 3-3 Employability and entrepreneurship ]

We recognize that employability and career development are fundamental to the success of our students. Our Careers area aims to connect students with the job market and offers full support in their professional development, whether in insertion, relocation, transition, progression or entrepreneurship.

We operate in a comprehensive manner, developing essential behavioral skills for entering and remaining in the job market. We do this by promoting students' self-knowledge and promoting relevant and updated content.



Through partnerships with companies and solid relationships with employer brands, we continually prospect for internship and job opportunities.

One example is the National Virtual Internship and Job Fair, held by the Estácio, Wyden and Damásio institutions, which, in 2023, offered a total of 64,812 vacancies (in-person, hybrid or 100% remote) in companies such as IBM, DELOITTE, PEPSICO, CIA DE TALENTOS, DASA, MULTIVISION, and VALE.

Another initiative was Foco na Carreira (Career Focus), an event held for students of the Estácio brand, and Carreira em Foco, an event that serves students of the Wyden brand, which provides our students and the general public with a connection to the job market and the development of behavioral skills. During the event, the Carreiras area offers a variety of content that highlights the importance of diversity in professional relationships, trends in recruitment, the relevance of soft skills and inspiring stories from prominent professionals. In this edition of Foco na Carreira, held online by Estácio, the main topic was the Future of the job market. In the edition of Carreira em foco, also held online by Wyden, the main topic was preparation for selection processes, with practical tips on how to secure a place in the job market.

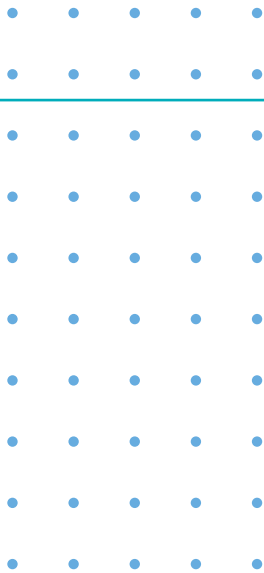


We also have an exclusive selection program, through which we received more than 9,952 applications from students who participated in the selection processes of 12 companies. We here at Yduqs have even made 158 internship and job vacancies available exclusively for Estácio students. To identify the most qualified candidates, we employ a ranking system developed in collaboration with the EnsiMe innovation team, which uses a statistical model that considers academic and engagement indicators.

The Premium segment includes Ibmecc Vagas, an opportunities portal in which vacancies are qualified and classified based on matching the student's objectives and academic profile. The portal, which has 2,200 thousand registered students, has partnerships with more than 650 companies and offers over 1,300 vacancies, with the advantage of direct communication with partners. In 2023, through Ibmecc Carreiras, more than 6,900 students participated in career activities often conducted in partnership with employer brands, such as Ernst&Young, BTG Pactual, IBM Brasil, L'Oréal, KPMG, and others. In addition, Ibmecc Carreiras provided over 8,900 individual career guidance sessions to undergraduate and graduate students.

In the In-person/DL segment, there is the "Find your Job" Vacancy Portal, a portal where partner companies can make job opportunities available to Estácio and Wyden students. The portal, which has 3,290,438 registered students, has partnerships with more than 500 companies and offers over 55,300 positions available.

The Student Support Coordination (CASA) plays a crucial role in training Ibmecc students, with individualized psycho-pedagogical support, study guidelines and academic support. In 2023 alone, CASA carried out more than 6,000 individual services.







The employability of Estácio, Wyden and Ibmec graduates is monitored through semi-annual surveys. In 2023, IDOMED graduates were also impacted. These surveys are used to determine the percentage of alumni currently employed and quantify those who had an increase in income after their time at our educational institutions. Below is the employability rate by brand, referring to graduates from 2023.1.

For medical students, IDOMED Carreiras provides an expanded and systemic view of the medical field. The program offers support to medical students, helping them to build an entrepreneurial vision of their career path, while at the same time developing the key soft skills needed for the strategic management of their careers. One of the areas of activity of IDOMED

Carreiras is the holding of events on medical careers. In 2023, there were more than 11,500 student taking part in events held in partnership with academic teams, with IDOMED Hubs, alumni, and market partners such as Rede Dor.

The initiative is reinforced by the Ambassadors Program. It assembles students from 17 units, selected to become representatives of IDOMED Carreiras in their respective locations. In addition to expanding the presence and impact of IDOMED Carreiras, the program is designed to monitor the careers of student ambassadors, offering support for the development of their skills in critical areas such as leadership, self-knowledge, planning, communication and networking.

Likewise, IDOMED Carreiras Città and Vista Carioca offer individual career assistance. With the expansion of IDOMED Carreiras to the units of Angra dos Reis (RJ), Cárceres (MT) and Juazeiro do Norte (CE), individual and personalized service was extended to these locations. The focus of the services is to help students identify their vocation, thereby facilitating the choice of a medical specialty. The team's individualized approach allows it to address the specific needs of each student, proposing the use of personalized tools to boost the development of skills necessary for success in a medical career.

Another important IDOMED Careers initiative in 2023 was the Career Guidance Program. To strengthen the Diversity and Inclusion pillar, the Program was designed exclusively for Prouni students served by the Rede de Valor of the YDUQS Institute. Students from the Città and Vista Carioca units underwent an individual career development path, through which they were able to develop self-knowledge and plan their career in medicine.

	Employment rate	Income increase	Got their first job
Estácio	66.7%	44.0%	8.1%
Wyden	64.3%	57.3%	13.6%
Ibmec	80.0%	73.1%	15.4%
IDOMED	100%	30.3%	63.6%

\* 1288 respondents graduated in 2023.1..



# Strategic Partnerships

## Professional experience

The Strategic Partnerships area is redefining the way students experience their academic journey. Every year, more exciting opportunities are offered to students to enjoy an authentic professional experience, gaining hands-on training on all the content they learn in the classroom through the Professional Experience program.

**Kinoplex:** 93 students were given the unique opportunity to explore behind the scenes of the cinema, visiting Kinoplex Tijuca and Via Parque in Rio de Janeiro. This experience was designed to enrich the apprenticeship of students taking the Cinema, Audiovisual Production, Journalism and Advertising courses at the Estácio Maracanã, Tom Jobim and Madureira units. During the visit, the students were presented with t-shirts from Loja Estácio with the phrase “In theory, I prefer practice”. Opportunities included: visiting the projection rooms; talking to Patrícia Cotta, Kinoplex’s Marketing Director, about the cinema market; and participating in a raffle for tickets and popcorn.

**Dell:** 30 students from Unimetrocamp Wyden Technology courses were selected to learn about the entire manufacturing process of Dell products at the factory in Hortolândia, SP. Opportunities included: seeing the production line; learning about computer architecture and how designs are adapted according to customer demand; understanding the desktop manufacturing process; and learning about strategic planning and management principles.

**Stock Car:** Ibmec and Estácio: Students from Ibmec DF and Estácio Porto Alegre were selected to experience a unique Stock Car experience. They had the opportunity to visit the Stock Car teams’ box, go behind the scenes at the event, and even talk to Red Bull athlete Cacá Bueno.

**Reserva Ink:** 20 students from the Administration course from the Estácio São João de Meriti (RJ) unit were selected to experience all stages of the manufacturing process of Reserva products. They learned about receiving raw materials, quality control, stock organization, digital printing, printing and drying, distribution and logistics, and had the opportunity to network with professionals in the field.

**Red Bull Doodle Art Challenge – Ibmec:** Student Phellipe Aguiar, from the Ibmec Rio Advertising course, won first place in the national stage of the Red Bull art competition, which had over 31,000 participants in the competition. As the winner, Phellipe Aguiar represented Brazil and Ibmec on the world stage, which took place in Amsterdam. In addition, the student had the opportunity to do a Collab with a renowned artist in this art style.

To honor Ibmec student, Phellipe Aguiar, Brazilian champion in the Red Bull Doodle Art competition, the Strategic Partnerships area reserved a space at the Barra-RJ Unit to display the student’s art. The table includes the winning artwork, photos of the top moments from the national final and a description of the event. The Unit’s students were amazed and offered positive comments about the campaign!

Red Bull confirmed that in the registration stages, Estácio was in the TOP 5 of universities with the highest number of participants in the competition.





### Stores for our Students:

**Opening of the Ibmec Store:** To foster a culture of brand identity among Ibmec students, the Strategic Partnerships area opened the Ibmec Store in collaboration with Reserva. The store offers creative shirts and sweatshirts, inspired by Ibmec courses, locations and institutional information. The Partnerships team held a photo session with six Ibmec Barra students, aiming to create a collection of images for use in future communications. The students loved the experience of participating in the institution's own project! More details can be found on our LinkedIn page.

**Inauguration of the Dentistry Collection:** Loja Idomed In May, the Strategic Partnerships area introduced the new Dentistry collection at Loja Idomed, also in partnership with Reserva. The personalized collection features shirts with creative prints inspired by the course, conveying the students' love and vocation for Dentistry. The Partnerships team invited six Dentistry students from Idomed Città RJ to participate in a photo session in order to create a collection of images for future store communications. More information is available on our LinkedIn page.



### Student Club Rewards Program

The Strategic Partnerships area developed a gamification project based on the academic career of Estácio students. The goal of the program is to encourage good student performance by winning medals and missions aimed at routine student activities, such as "maintaining class attendance", "getting better grades" and, in return, rewarding them with coupons, gift cards and cashback from partner brands! For the pilot project, four Estácio units were involved, one from each region, which resulted in improvements in compliance and renewal indicators. The proposal is to expand the program to students from all Yduqs teaching brands in 2025.

### Professional experience at festivals:

A unique opportunity for Estácio students Estácio, in partnership with The Town, provided its students with an unforgettable professional experience in the first edition of the festival in São Paulo. Over 100 students worked on the support team, helping to make the event a success and improving their skills in the area.





## Entrepreneurship

| GRI 3-3 Employability and entrepreneurship |

With the purpose of presenting entrepreneurship as a career option, we dedicate special attention to the topic in each of our brands.

**My First Business** | In collaboration with the Brazilian Micro and Small Business Support Service (Sebrae), the Careers area promoted a series of workshops for Estácio and Wyden led by experienced market professionals, dedicated to help undergraduate students take their first steps in their entrepreneurial careers. The cycle of workshops has had over 5,500 participants.

**Startup Way Challenge** | An initiative that provides students with a practical and immersive experience in the world of entrepreneurship. In this challenge, students participate in the creation of startups, receiving group and individual mentoring led by experts from Sebrae and mentor-teachers from Estácio and Wyden. In all, we had over 2,000 attendees.

**IDOMED Talks** | In its second edition, IDOMED Talks assembled 6 partners from the health sector who work with entrepreneurship and innovation to show students how Medicine can be a fertile field for entrepreneurial practice. The initiative was carried out nationally and included the participation of over 350 students.

**Entrepreneurship and innovation hub** | IDOMED has IDOMED Hubs: an incubator for startups in the Healthtechs axis. Hubs offers an inclusive incubation process and technical and individualized medical solutions for players in the field of healthcare. Startups receive mentorship from market experts embaixahubs), gain traction through “how to” mentoring, specialized mentoring, international connections, networking and much more. At Ibmecc, we offer a program that promotes collaborative spaces to connect students with companies in search of innovative solutions. The initiative aims to mature startups, foster innovation and encourage entrepreneurship in the academic community.

The program provide opportunities for students to take on a leading role, using a selection methodology to bring companies with ideas to be developed. With mentoring over six to eight months, the program facilitates meetings between young entrepreneurs, angel investors and potential supporters. By joining the hubs, students can use the spaces at the units, participate in business challenges with partner companies, present ideas in pitch format, develop networking and participate in training programs, qualifications and workshops promoted by Ibmecc-Hubs.



# Learning in Extension: Innovative curricula with social impact

Our extension projects are integrated into the curricular components and cover topics relevant to each course, aligned with the needs of the local community. This allows students to put the knowledge acquired in the classroom into practice and contribute to the development of society.

All Estácio and Wyden campuses have community engagement programs, which assess impacts and promote local development. These programs are developed based on gauging the local reality and are intended to meet the specific needs of the community.

Regional managers and units throughout Brazil identify opportunities and manage corporate social responsibility measures. The units have the autonomy to develop activities adapted to the profile of nearby communities. In addition to our own initiatives, our campuses are also sought by various institutions to request the provision of services through courses such as Nutrition, Nursing, Physical Education, Physiotherapy and Medicine.

Socio-environmental responsibility actions, such as the Literacy and Reading Program for Youth and Adults and the Rede de Valor Program, are centralized by the Yduqs Institute. Activities are evaluated quarterly, observing practices to reduce impacts and promote awareness in the consumption of resources. The results are recorded and monitored by the corporate Environment area.

Advances were made in the curriculum of IDOMED graduates through specific transformations in curricular content, such as the transition from “Family Health” to “Teaching-Service-Community Integration” and from “Integrated Seminars” to “Research and Extension”. These changes reflected the inclusion of extension activities in 100% of the educational objectives of these subjects. Among the highlights of the year are projects related to family health, such as “Diabetic foot care”, as well as extension actions in partnership with schools in the municipal education network and quilombola communities..

## CONTINUED EXTENSION

Projects linked to undergraduate courses and didactic training laboratories.

**14,977** people directly impacted in 2023, in projects such as adult literacy and female entrepreneurship.

## SOCIAL EXTENSION

It pays extension teachers and guarantees students the connection between theory and practice.

**841,602** people directly impacted,

**309,032** teachers and employees participating in community activities, courses and events







# Research and scientific initiation

In the Research field, more than 2.5M was invested, with emphasis on projects in the area of clean energy, an initiative aligned with our ESG practices. Through the Productivity Research Program, we actively encourage the development of research projects, promoting scientific production among undergraduate course teachers. At the same time, our Scientific Initiation Program aims to awaken scientific thinking, creativity and critical ability to analyze complex problems in undergraduate students through guidance in research conducted by professors.

## PRODUCTIVITY RESEARCH



Participation of 406 teachers (masters and PhDs).



Approval of 150 research papers.



115 projects approved to attract external funding.

## SCIENTIFIC RESEARCH



Development of 550 projects throughout the year.



1,294 involvement students.



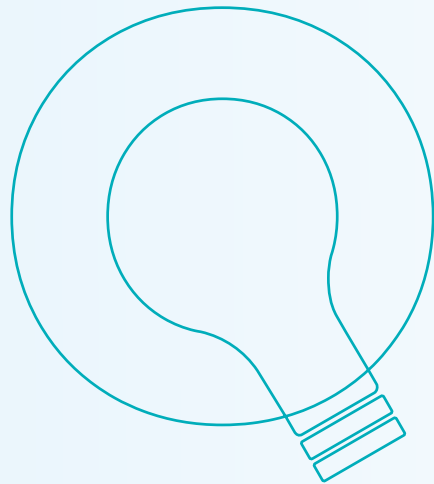
Participation of 534 teachers.



# Internationalization

We maintain agreements and cooperation with educational institutions in different parts of the world to provide international experiences for students and teachers. In 2023, these projects have expanded to cover ten nations in South and Central America, Europe, and Asia. The established agreements not only promote exchange, but also enrich students’ training, offering new academic, cultural and personal experiences.

The initiative included sending teachers to conferences in other countries, and also provided in-person experiences to 40 students in healthcare courses at Estácio and Wyden. They had the opportunity to visit the Barcelona Foundation, located in Buenos Aires (Argentina), where they took part in an intensive comparison between the Brazilian and Argentine health systems, accompanied by teachers.



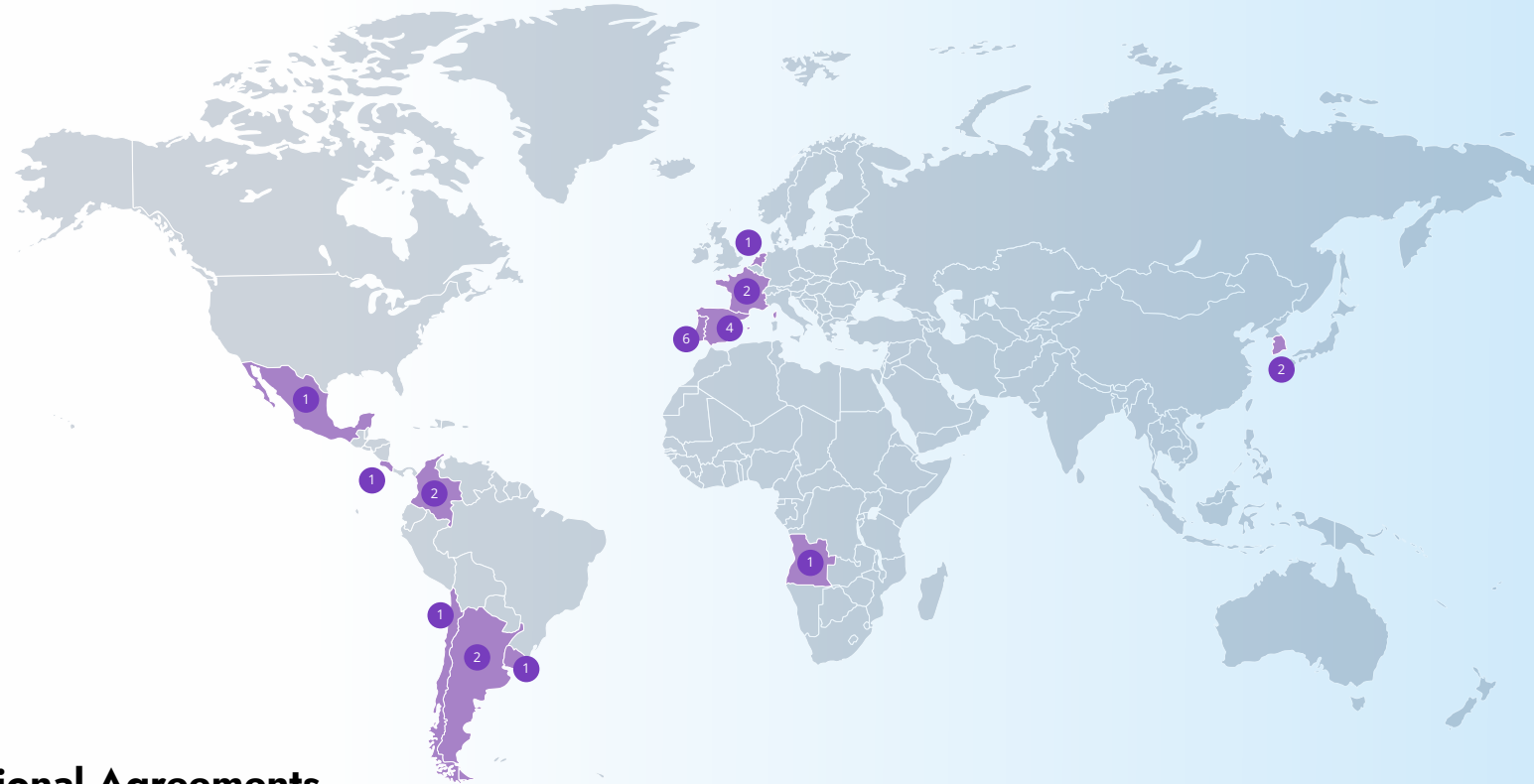
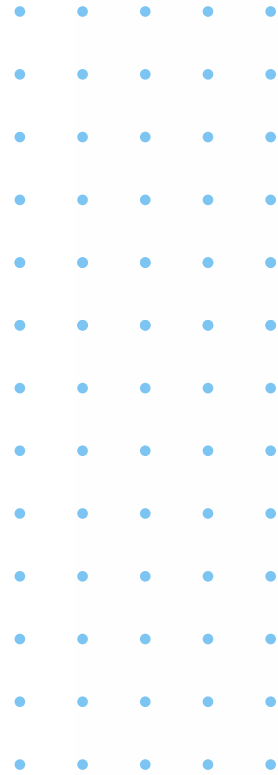
The great innovation came with the possibility of students taking courses online at foreign universities without leaving their cities, experiencing a truly international undertaking without physical borders.

Through remote mobility, 800 students had the opportunity to study subjects remotely at universities in the United States, Chile, Colombia and Argentina, expanding their learning boundaries.

Additionally, we expanded our offering of language courses, now offering free courses in English, Spanish, French and Italian to 18,000 students taken synchronously.







## International Agreements

ANGOLA  
Private University of Angola

ARGENTINA  
University of Buenos Aires;  
Customs Training Institute;  
Social Museum

CHILE  
University of Los Andes

COLOMBIA  
Western Autonomous University;  
National University of Colombia

SOUTH KOREA  
Pai Chai University;  
Woosong University

COSTA RICA  
University of Central America

SPAIN  
University of Burgos;  
University of Santiago de Compostela;  
University of Murcia;  
Barcelona Technology School

FRANCE  
Amos Business Sport School;  
EIGSI Ecole d'Ingénieurs

NETHERLANDS  
Breda University of Applied Sciences

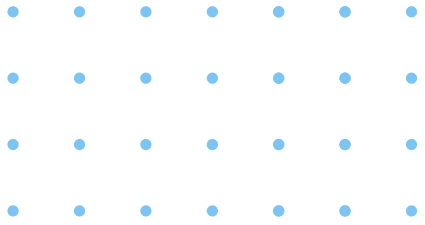
MEXICO  
Universidad la Salle Noroeste

URUGUAY  
University of the Company

PORTUGAL  
Higher Technical Institute  
Faculty of Law of the University of  
Lisbon;  
Coimbra University;  
Minho's university;  
University of Porto;  
Lusíada University



# Social dimension



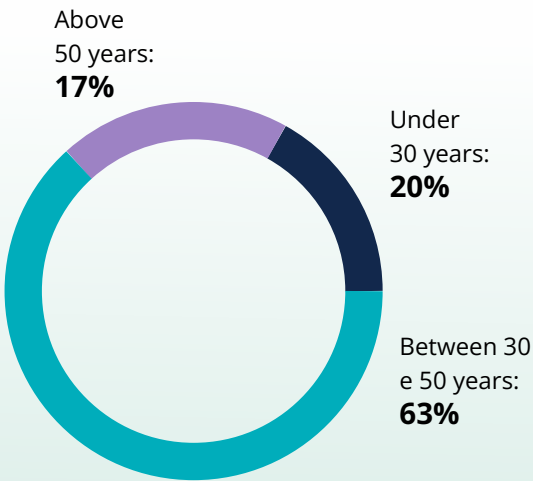
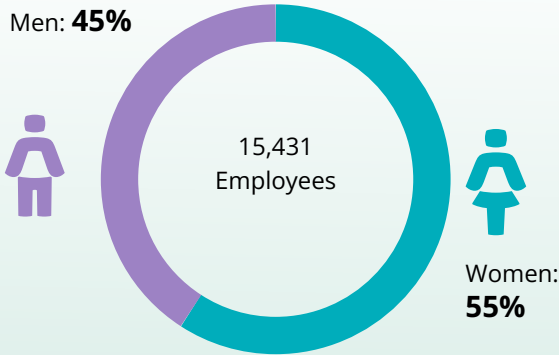
## Our human capital

[GRI 2-7, 2-8]

Our most valuable asset is human capital. We employ a team of dedicated professionals committed to providing quality and accessible education to an increasing number of people, and this effort is the key to our success. We closed out 2023 with 15,431 employees (counting by CPF) and 17,172 employees (by registration). Among these, 8,995 were teachers and 8,177 worked in administrative and teaching support areas. We also had 48 interns and 22 resident doctors over the same period.

Our people management and development policy aims to provide the best benefits, remuneration, career strategies and training opportunities. In addition, we foster a diverse and healthy coexistence, creating an inclusive environment where ethnic, gender and cultural differences are valued. Our management is based on three pillars: recruiting and developing talent, employee experience and data-driven decisions.

### Our workforce in 2023\*





EMPLOYEES BY REGION IN 2023\* | GRI 2-7 |

Employees by gender and region

Region	2022			2023		
	Men	Women	Total	Men	Women	Total
N	670	914	1,584	655	889	1,544
NE	1,776	2,271	4,047	1,724	2,073	3,797
S	236	308	544	236	312	548
SE	4,272	4,917	9,189	4,179	4,804	8,983
CO	241	327	568	221	338	559
Total	7,195	8,737	15,932	7,015	8,416	15,431

Employees by type of employment contract and gender

Region	2021			2022			2023		
	Temporary	Permanent	Total	Temporary	Permanent	Total	Temporary	Permanent	Total
N	35	1,806	1,841	67	1,517	1,584	101	1,443	1,544
NE	152	4,429	4,581	179	3,868	4,047	174	3,623	3,797
S	24	568	592	18	526	544	14	534	548
SE	252	9,807	10,059	192	8,997	9,189	346	8,637	8,983
CO	9	635	644	22	546	568	24	535	559
Total	472	17,245	17,717	478	15,454	15,932	659	14,772	15,431



Employees by Type of Employment Contract and Gender

Type of Contract	2021			2022			2023		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Permanent	7,887	9,357	17,244	7,073	8,381	15,454	6,838	7,934	14,772
Temporary	143	330	473	122	356	478	177	482	659
Total	8,030	9,687	17,717	7,195	8,737	15,932	7,015	8,416	15,431



EMPLOYEES BY REGION IN 2023\* | GRI 2-7 |

Employees by type of workday by gender

Type of Contract	2022			2023		
	Men	Women	Total	Men	Women	Total
Full time	3,179	3608	6787	3,353	3,877	7,230
Part time	4003	5112	9115	3,662	4,539	8,201
Total	7,182	8,720	15,902	7,015	8,416	15,431

Note: 1: The total number of employees presented in the table differs from the totals shown in previous tables referring to the GRI 2-7 indicator. This is because, for the classification information of employees by type of work day, a different database was considered for the period of 2022. Full-time: 180/220 hours and part-time are those other than 180/220 hours.

Employees by type of working hours and region

Region	2022			2023		
	Full time	Part time	Total	Full time	Part time	Total
N	701	1156	1857	674	870	1544
NE	1321	2204	3525	1,571	2,226	3797
S	136	365	501	185	363	548
SE	4418	5070	9488	4,580	4,403	8983
CO	211	320	531	220	339	559
Total	6,787	9,115	15,902	7,230	8,201	15,431

Note: 1: The total number of employees presented in the table differs from the totals shown in previous tables referring to the GRI 2-7 indicator, since, for the classification information of employees by type of working hours, a different database was considered for the period of 2022. Full-time: 180/220 hours and partial working hours are those other than 180/220 hours. Yduqs does not have employees without defined working hours.

Workers by functional category and gender [GRI 2-8]

Workers	2022			2023		
	Men	Women	Total	Men	Women	Total
Interns	24	43	67	19	29	48
Resident Physicians	5	4	9	7	15	22
Total	29	47	76	26	44	70

\* The indicator does not consider third-party collaborators.

Talent attraction and development

| GRI 404-2; 3-3 Employee attraction, development, well-being and retention |

Committed to providing a positive experience for our employees, we have made significant efforts to attract, develop and recognize talent. This commitment involves the ongoing assessment of people, valuing talents, appropriate rewards, encouraging engagement and recognition, forming an integral set that makes up the employee experience. We accurately examine employee experience from time they start at the company. This is used to strengthen our ability to improve processes, correct areas of attention and listen to employees' opinions from the recruitment and selection stage. This proactive approach plays an important role in the continuous improvement of the organizational environment and the well-being of employees.

In 2023, we prioritize the search for the top professionals in the market and strengthening the employer brand, resulting in an increase in talent retention and a drop in turnover over the short term. The teaching performance assessment and the People Cycle were restructured to align with our strategic positioning. The evaluation now prioritizes criteria aimed at academic excellence in

order to raise the quality of teaching and recognize the best teachers in all our educational institutions. The People Cycle was extended to all administrative employees, ensuring opportunities for development and recognition for the entire team.

Throughout the year, we recorded historic engagement numbers at all stages of the assessment process, including quarterly feedback, providing valuable insights for employee development.



Percentage of total employees, broken down by gender and functional category, who received regular performance and career development assessments in 2023 |GRI 404-3|

Functional category	Men	Women	Total
Presidency and Vice-Presidency	*100%	100%	*100%
Directors	*100%	100%	*100%
Managers	89%	*100%	95%
Coordinators	*100%	100%	100%
Course Coordinators	100%	100%	100%
Supervisors	*100%	94%	99%
Specialists	96%	87%	92%
Analysts	91%	97%	94%
Assistants	67%	73%	70%
Teachers	97%	94%	96%
Preceptors/tutors	*100%	*100%	*100%
Trainees	100%	100%	100%

\*From this cycle onwards, we changed the assumptions for breakdown by functional category. Therefore, we did not include the historical basis. |GRI 2-4|

Note: In indicator 404-3, we see a fluctuation in percentage that in some cases exceeds 100%. This is because, when considering our evaluation cycle covering the periods 2022.2 and 2023.1, there is a variation in the total employee base in each evaluation period. For comparison purposes, any indicator marked with an asterisk (\*) is related to the base that presented a percentage greater than 100%, thus aligning with the total evaluated in that period.

In addition, we invest in the continuous development of our employees through an annual training calendar for managers and non-managers that is based on the List of Needs for Training (LNT) constructed from the analysis of the Individual Development Plan (IDP), surveys with employees and managers to identify complementary themes and evaluate eNPS results. We have implemented leadership programs, such as “Lyderança Yduqs” and “Lydera Veteranos”, which are designed to improve skills and knowledge of leaders at different

levels. Specific academies by area, such as People & Management and Technology, were established to train our employees in specific soft and hard skills, promoting excellent performance in their roles. These initiatives reinforce our commitment to the professional and personal growth of all employees, further strengthening the positive experience.



Average hours of training per employee in 2023\* |GRI 404-1|

Broken down by gender	
Men	14.88
Women	17.21
Total	16.16
Broken down by functional category	
Presidency and Vice-Presidency	2.04
Directors	2.22
Managers	12.38
Coordinators	20.52
Course coordinators	24.81
Supervisors	16.23
Specialists	13.08
Analysts	25.65
Assistants/assistants	22.91
Apprentices	24.23
Teachers	11.33
Resident physicians	0.06
Preceptors/tutors	6.18
Interns	32.52
Trainees	177.82

\* From this cycle onwards, we changed the assumptions for breakdown by functional category. Therefore, we did not include the historical basis. |GRI 2-4|

# Employee experience

[ GRI 3-3 Employee attraction, development, well-being and retention ]

Every year, we make efforts to improve the experience of our employees. The basis of this improvement lies in frequent surveys that measure the satisfaction of our staff.

The Trilhar program is the centerpiece of our employee experience strategy. Based on monitoring experience and the results of in-house surveys, Trilhar makes it possible to adjust existing benefits, introduce new ones and steer the definition and updating of policies. It also plays a vital role in diagnosing opportunities for development, leading us to act quickly in sensitive areas and develop effective actions, with teams organized into squads.

In addition to constant monitoring, we collect feedback from employees to identify areas for improvement and evaluate the overall perception. This approach is complemented by our engagement survey, whose positive results at the start of the second half of 2023 showed a favorable rating of 86 points in a survey that saw 86% of employees responding. With these initiatives, our employees realize that their concerns and points of attention are heard and addressed effectively, generating tangible improvements in their daily experience.

Among the recent innovations to improve the experience of our employees, Equilibre stands out. This is a set of advantages through partnerships with several companies and services. The program was developed with the aim of promoting balance between personal and professional lives, prioritizing actions aimed at health and well-being. In 2023, the Gympass benefit was reinstated, strengthening support for the practice of physical activities. We also made changes to our health

plans to ensure comprehensive and effective coverage. In 2024, we plan to rollout new initiatives focused on promoting mental health, reinforcing our commitment to the integral well-being of our people.

For two years, we have also had Gui, an innovative knowledge management tool designed to simplify employees' access to essential daily information, making resolving queries faster and more hassle-free.

With 59 topics available on the platform, covering areas such as compensation, vacations and benefits, Gui eliminates the need to open tickets or contact the management team. In 2023, Gui logged more than 3,900 monthly hits and began to operate a proactive messaging system. For example, on an employee's birthday, Gui contacts that person to wish them a happy birthday. In addition to functioning as a support and recognition tool, Gui will be continually updated with the most sought-after information, to play an increasingly relevant role in the daily lives of our employees.

# Compensation and benefits

Our Remuneration Policies are based on benchmarks with renowned consulting firms and other companies, in addition to following our main Position and Salary Policy. They are validated by the Personnel Committee, with the active participation of our Board of Directors. The compensation area is fully involved in determining salary packages, using a methodology based on points and research on salaries in the market. [ GRI 2-19 ] [ GRI 2-20 ]

In 2023, the ratio between the total annual compensation of the highest paid individual and the average total annual compensation of all employees, excluding the highest paid, was 94.27 times. The ratio between the percentage increase in the total annual compensation of the highest paid individual and the average percentage increase in the total annual compensation of all employees, excluding the highest paid, was -30.12 pp. [ GRI 2-21 ]

Percentage increase in total annual compensation [ GRI 2-21 ]

	2021	2022	2023
Percentage increase in the highest compensation paid	62.84%	-14.30%	-34.04%
Percentage increase in average total compensation	-2.45%	8.23%	-3.92%
Ratio of the percentage increase in the highest compensation paid to the percentage increase in average total remuneration	65.29pp	-22.54pp	-30.12pp

Note: values for 2021 and 2022 revised considering the same calculation basis. Details in GRI 2-4.

We also offer a comprehensive range of benefits to promote well-being and to recognize dedicated work. Additionally, variable compensation is extended to all administrative employees, including Course Coordinators, providing incentives aligned to individual performance and company results. area. For all employees, regardless of contractual status (full-time, temporary or part-time), essential benefits such as health insurance, life insurance and maternity/paternity leave are offered. Thus, we reaffirm our commitment to providing a work environment that values and supports our employees in different aspects of their professional and personal lives. [ GRI 401-2 ]

## COLLECTIVE LABOR AGREEMENTS

95.25% of our employees are covered by collective bargaining agreements. Employees who are not covered are working in a location where there is no professional union. In these cases, we apply the rules established in labor legislation.



## Data-driven decisions

We currently have nine panels full of practical and relevant information, designed to support decisions and investments in our employees. The benefits derived from using these panels include a significant reduction in the average hiring time to 23 days, in addition to providing more effective budget control.

The management system we have implemented integrates goals for budgetary results, promoting the sharing of objectives between teams and adopting the OKR (Objective Key Results) a methodology to orient projects. This transformation enabled a more efficient allocation of efforts in our priority initiatives, expanding our ability to achieve significant results.



## Focus on diversity

| GRI 3-3 Diversity, inclusion and equity |

Since 2022, we have been committed to a continuous journey towards race and gender equity, establishing 14 concrete goals in the social aspects that are aligned with 5 Sustainable Development Goals (SDGs). Among them are reaching 40% of women in senior leadership positions and the representation of people of color in teaching and leadership positions by 2025.

In 2023, we have continued implementing specific actions to promote an inclusive and diverse environment. Affinity groups were created to address racial diversity, gender equity, PWDs and LGBTQIAP+, providing an improved interpretation of situations and more informed feedback. Diversity awareness is promoted through training, such as the “Yellow Card” app, which teaches about embarrassing behavior.

The Recruitment and Selection area developed exclusive programs for minority groups, including people with disabilities and black teachers, in addition to an exclusive trainee program for people of color. With opportunities for graduates or recent graduates, the program causes training, practical activities and highly relevant projects to develop talent. To participate, the interested party needs to declare themselves a person of color, be available to travel and have completed training in any higher education course. Being a graduate of one of our educational institutions was considered a differentiator. In registrations for the 2024 edition, candidates no longer need to know Excel and English, expanding opportunities for participation.

We actively participate in the United Nations (UN) Global Compact. During the year, we even officially joined two of its initiatives: the Elas Lideram 2030 Movement, which seeks to promote gender equality in leadership positions; and the Race is Priority Movement, which aims to strengthen the presence of black, indigenous people and people belonging to minority ethnic groups in leadership positions.

We also became one of the 75 companies that make up the iDiversa index, launched by B3, which recognizes and promotes gender and racial diversity in the corporate environment. This index, a first in Latin America, lists companies that distinguish themselves in promoting diversity at all organizational levels. In addition to being part of the index, we actively participated in the selection process for its first portfolio and contributed to the development of its innovative methodology.

External recognitions demonstrate that we are heading in the right direction: we are the only institution in the educational sector found in the ranking of the 74 leading companies in diversity, equity and inclusion in Brazil, according to the Ethos/Época de Inclusion 2023 Survey.

See more details about diversity in governance bodies and among employees [here](#).

We are one of the most diverse and inclusive companies in Brazil

Of the **54% of women** in our team, **56%** hold **leadership positions**.

Of the **44% of black people** on our team, **40%** hold **leadership positions**.

**10%** of our team self-identifies as **LGBTQIA+**.

**7 corporate goals** are aimed at further expanding **diversity** on our team.

# Looking after Personnel

| GRI 403-2, 403-3, 403-4, 403-5, 403-6, 403-7, 403-8, 3-3 Attraction, development, well-being and retention of employees |

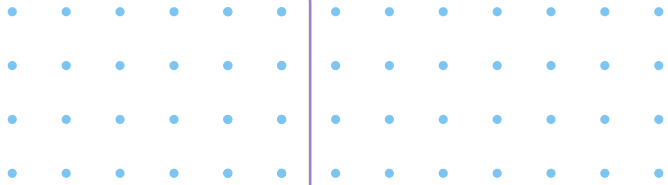
All employees receive assistance and monitoring from the Specialized Service for Safety Engineering and Occupational Medicine (SESMT) through the integrated occupational health and safety management system. This system was implemented in accordance with eSocial's messaging requirements, aligned with the Regulatory Standards of the Ministry of Labor and Employment, Social Security Laws and Guidelines, as well as the General Personal Data Protection Law (LGPD).

We currently use the SOC platform, an occupational health and safety management software that enables monitoring and compliance with regulatory standards at a national level, covering labor and social security aspects. Our corporate structure is divided into two boards and includes qualified professionals, such as doctors, engineers, occupational safety technicians, nurses, occupational nursing technicians and analysts.

The Occupational Medicine area established a partnership with Alper Seguros and began providing information, webinars and podcast links related to the health and well-being of employees. We also have an Occupational Nurse and a Social Worker in company, who collaborate with Occupational Medicine in specific programs aimed at pregnant women, postpartum women and employees with chronic illnesses. These professionals also monitor the main users of health plans and provide the necessary support, understanding employees' illnesses and referring them to the appropriate specialists.

In partnership with the Social Worker, we focus on controlling medical leave. We assist in scheduling inspections at the National Social Security Institute (INSS), highlighting the importance of regular communication to avoid "labor limbo". Additionally, we offer support in the return and rehabilitation processes for employees with special needs.

In order to prevent and mitigate negative impacts, we implement reports designed to identify risks to the health and safety of employees. These documents include:



Risk Management Program (PGR): maps all risks present in the work environment.

Occupational Health Medical Control Program (PCMSO): focuses on the care and control of employees' health.

Technical Report on Working Environment Conditions (LTCAT): identifies employees entitled to special retirement due to exposure to risks.

Unhealthy and Dangerous Technical Reports (LIT and LTP): regulate, based on the risks identified in the Risk Management Program (PGR), which employees are exposed to unhealthy and dangerous agents, ensuring the additional payments due.

Ergonomic Work Analysis (AET): aims to prevent occupational diseases, promoting health and quality of life for workers.





## Looking after Personnel



The physical structure of our operational units, although similar, is distributed throughout the national territory, which requires accurate risk assessments carried out by qualified professionals, such as Engineers and Occupational Safety Technicians. These assessments include technical visits to prepare recurring reports, the results of which are shared monthly with management. These reports include the Technical Report on Working Environment Conditions (LTCAT) and the Risk Management Program (PGR), both fundamental for the effective management of occupational risks. Our main objective is to ensure a safe working environment for all employees. When irregularities are identified, detailed investigations are conducted to determine their causes, followed by the implementation of corrective action plans. After the incident has been addressed, it is recorded as a “lesson learned”, helping to avoid a repetition of similar incidents in the future.

Units with more than 50 employees have an Internal Accident Prevention Committee (CIPA), trained in accordance with NR-05 of the Ministry of Labor and Employment, and a direct channel between Occupational Medicine and employees. CIPA, or those designated in the units, also serve as open channels for reporting risk situations, together with the Occupational Medicine hotline and confidential Compliance channels.

Through our corporate university, we teach specific courses focused on occupational safety, according to the position and duties of each employee. In 2023, training under the Risk Management Program (NR -1) was made available for employees who receive PPE specific to their activities (NR-6), for all professionals who work with electricity (NR-10), brigade voluntary fire (NR-23), risks for healthcare professionals (NR-32), for professionals who work at heights (NR-35), among others.

In the event of an accident, the Specialized Service in Safety Engineering and Occupational Medicine (SESMT) contacts management and CIPA for an investigation guided by a checklist and an incident/accident report. With this information and a photographic report, we provide instructions to the unit to take appropriate measures (interdiction, suspension, maintenance, etc.) and monitor improvements to allow the work process to continue.

In addition to our internal structure, we maintain a current contract with a third-party partnership to provide more support. This helps in the integration of employees, representatives of areas and committees, training them and encouraging communication about incidents, dangers, risks or opportunities.



Work accidents per employees | 403-9 |

	2021	2022	2023
The number of hours worked	38,566,719	40,359,671	39,446,930
The number of deaths resulting from work accidents;	0	0	0
The number of work accidents with serious consequences (excluding fatalities)* 1	2	1	4
The number of workplace accidents that must be reported*2	13	48	73
* typical cases:	13	28	40
* Commute:	0	20	33
Lost days	95	695	1383
* typical cases:	95	168	403
* Commute:	0	527	980

Typical Accidents	2021	2022	2023
Absolute number:	13	28	40
Leave of absence less than 15 days	7	21	31
Leave of absence longer than 15 days	2	1	2
No absence	4	6	7
Days/men lost	95	168	403
Frequency rate	0.337	0.69	1
Deaths	0	0	0
Severity Index	2.46	4.16	10.21

<sup>1</sup> 4 accidents with an absence of more than 15 days (typical cases and commuting)

<sup>2</sup> 73 accidents (40 typical cases and 33 Commuting)

2023 - The main types of work accidents\*

\* Typical cases: 21 accidents due to falls from the same level or with a difference in level, cuts due to glass/glassware 3; 2 sharp puncture accidents.

\* Commuting: 17 accidents with vehicles, motorcycles and/or bicycles; 16 accidents due to falls at the same level or with a difference in level. \* The indices were calculated based on 1 million hours worked and based on the requirements of NR 04.

\* \* The main types of typical work accidents refer to falls from the same level or with a difference in level and accidents with sharps.

Since 2016, commuting accidents are no longer considered when calculating the Accident Prevention Factor (FAP). Given that we have no control over accidents that occur while commuting, the separate presentation of information on typical accidents and commuting accidents highlights data related to this topic more clearly. In 2023, 33 road accidents were recorded, including 17 vehicle accidents and 16 accidents due to falls from the same level or from a difference in level. No deaths were recorded during the period. | GRI 403-9 |

The mapping and control of employee health is carried out by the Occupational Health Medical Control Program (PCMSO), a comprehensive system that includes a variety of occupational examinations, such as admission, periodic, return to work, risk change and dismissal, in addition to complementary exams when risks are identified in specific activities.

**In 2023, no confirmed cases of occupational diseases were recorded. There are two Work Accident Reporting (CAT) records reporting occupational illnesses, which are currently under investigation in court, and the causality has not yet been identified.** | GRI 403-10 |



In collaboration with a Social Worker, we monitor medical leaves, facilitating the scheduling of INSS examinations and providing guidance on the importance of regular communication with the company. We also offer support in the return and rehabilitation processes for employees with disabilities, providing specific tools and training when necessary.

To ensure that medical information is confidential, in accordance with the LGPD, we use the SOC corporate management system. This system ensures that only Occupational Medicine professionals have access to data related to employee health, reinforcing our commitment to the privacy and security of information.

We conduct training exercises each year in accordance with various regulatory standards to ensure our team is up to date. These include:

- Internal Accident Prevention Committees (NR-5): We provide specialized training for members of the Internal Accident Prevention Committees, ensuring effective action in promoting safety in the workplace.
- Employees who receive specific PPE (NR-6): We ensure that employees who use Personal Protective Equipment (PPE) receive specific training, in accordance with Regulatory Standard 6, making sure this equipment is properly and effectively used.
- Professionals who work with electricity (NR-10): We prioritize the safety of professionals who work with electricity, providing training in accordance with the NR-10 guidelines.
- Volunteer fire brigade (NR-23): We offer training for the formation of volunteer fire brigades, helping employees to act effectively in emergencies.
- Health professionals (NR-32): For professionals who work in the health sector, we promote specific risk training that comply with the requirements of NR-32.
- Working at heights (NR-35): Employees involved in activities at heights receive specialized training, as provided for in NR-35.

In 2023, we implemented internal training focused on NR-1, which establishes the general principles of safety and health at work, with a comprehensive approach to risks directly related to workers' health during the working day. Our goal is to consolidate a safe and healthy work environment for all employees.

Only outsourced workers are not under our management, as they are the responsibility of their respective contractors. In specific situations, such as signals from CIPA in cases of accidents, we contact the contracted company to carry out the necessary procedures. However, we do not have specific tools to monitor these cases.





# Supplier management | GRI 2-6|

We have established partnerships with a wide variety of suppliers, such as advertising, publishing, cleaning, surveillance, telemarketing, billing services, teaching materials, IT equipment and systems, security, renovations and construction. They are all dedicated to providing high quality services.

Supplier management is carried out in a unified manner through a digital system that enables interaction between buyers and suppliers at all stages, strengthening ties and allowing more efficient management, from negotiation to completion, with agile control of expenses and a reduction in costs. Furthermore, we adopt the best procurement governance practices. In addition to maximizing financial return, these practices seek to offer the best educational journey for students, through quality infrastructure. The Opex Purchasing Policies, Authority and Merchandise Purchase Card are essential guides for procurement, ensuring favorable conditions and following the qualification and suitability criteria of suppliers.

We regularly evaluate our suppliers and, when necessary, meet with them to address any issues that may arise. In situations where issues persist without resolution, supplier replacement may be considered. All suppliers, through a contractual clause, undertake to follow the Code of Ethics and Conduct, the Anti-Corruption Code and applicable laws. In the case of suppliers dealing with sensitive information, they are obliged to sign a confidentiality agreement..

Among other relevant business relationships, we maintain partnerships with 2,507 distance learning centers located in all states of Brazil.\* These centers use the digital products and services developed by us to provide higher education and various courses to a student audience (Digital segment) that reached 1,029.4 thousand individuals in 2023, including both digital undergraduate students and those in the Vida Toda segment.

\* The Company has a total of 2604 poles (97 are its own poles) and the other 2507 are partner poles.



## Yduqs Institute

Yduqs Institute is the consolidation of socio-environmental responsibility actions carried out by Yduqs for over 50 years. And we want to go even further! Our goal is to transform lives by promoting and encouraging citizenship to build more just and inclusive societies.

Our mission is to build a solid and sustainable legacy for society, promoting the transformative potential of our educators and students. We want to be recognized as the greatest agent of social transformation in the country, identifying, connecting and boosting the potential of organizations, communities and individuals.

In less than 3 years, we have already had more than 1 million people impacted by our direct actions or through support, more than 2000 scholarships distributed and more than 300 projects supported.

With a dedicated team, its own agenda and fundraising capacity, the Institute aspires to be a catalyst for social actions for organizations at less advanced stages.

## Yduqs Institute Pillars

### EDUCATION

In the Education pillar, our purpose is to encourage and raise the quality of the educational situation in Brazil. We have established dialogues with education departments across the country, offering support to schools and promoting transformative initiatives to positively impact students and teachers in elementary and high school, with a special focus on public education.

We also support projects that integrate education with culture, sports and the affirmation of citizenship, recognizing the importance of these elements in holistic educational development. Additionally, we contribute to the democratization of access to Higher Education by granting of scholarships at our educational institutions in an effort to expand educational opportunities and promote excellent academic training.

Some of the initiatives carried out in this aspect include:

### YOUTH AND ADULT LITERACY AND READING PROGRAM

An initiative that extends its focus to the communities surrounding YDUQS units and adopts measures that help to minimize illiteracy in Brazil.

It was initially focused on illiterate youths and adults. Over time, it developed and implemented its own methodology that allowed the inclusion of several people who attended the program into full life in society.

With the implementation of the program, another demand arose that was just as significant as the initial one. We began to receive functional illiterates who, although they could read, did not demonstrate the ability to understand reading comprehension and did not have the ability to produce a written text.

So, the team of teachers involved in the program focused on building a program aimed at improving literacy for this audience. The collective effort resulted in its own methodology, which safeguards the principles of the original program, so that there is no break in continuity, and also added recent studies that shed light on the processes of reading comprehension and development of skills for this purpose.

Each phase lasts four months. Classes are free and taught by students from various Estácio courses, such as Pedagogy, Literature, History, Geography and Mathematics, in collaboration with Estácio teaching staff. This combination of efforts has already resulted in the literacy of more than 1,300 people in 14 units spread across six Brazilian states. The social impact of this action



could be estimated to have reached a significantly larger number of people, families and communities who benefited from having the ability to read and write to act consciously in society.

### PRISMA

In Brazil, 40% of students do not have the financial means to properly prepare for the entrance exam, and only 31% of public school students finish high school with a working knowledge of the Portuguese language. In Mathematics, this number plummets to 5%. This is why QConcursos GrupoQ, with support from the Yduqs Institute, created Prisma - a free platform designed for high school students that brings together the necessary resources for learning, practice and review. Providing 70,000 questions applied to the National High School Exam (Enem) and other entrance exams, video lessons, tips and relevant content, the portal reached 178,000 users and 2.7 million questions resolved in 2023.

# Social development

In the Social Development pillar, we allocate our investments towards social responsibility projects, initiatives and actions, covering topics such as Sports, Culture, Citizenship, Entrepreneurship and Intrapreneurship.

We have established strategic partnerships with organizations that serve different audiences, especially children and young people in socially vulnerable situations. Also, we support initiatives that directly impact our students, focusing efforts on promoting employability after completing their academic training, as well as the communities surrounding our teaching units.

Some of the projects undertaken in this pillar include:

### Value Network

an initiative dedicated to supporting the journey of low-income students who benefit from the University for All Program (Prouni). Its primary objective is to reduce the difficulties encountered by students who wish to remain in Higher Education. Furthermore, Rede de Valor helps train students to promote the entry of even more qualified health professionals into the market. As such, the program grants monthly financial assistance of R\$ 400.00 to full Prouni scholarship students studying Medicine, who have a gross monthly family income, per person, of up to 1.5 minimum wages. In 2023, the program served the units in the state of Rio de Janeiro, on the Vista Carioca, Città América and Angra dos Reis (RJ) campuses. In 2023, Rede de Valor benefited 128 young people and reached the milestone of 49 doctors trained with support from the program. Financial assistance is obtained through donations

made by employees, companies and the general public. All money raised goes directly to the benefiting students.

In addition to the monthly allowance, students have access to exclusive and free career orientation with the aim of contributing to a broader and systemic view of their medical career. It provides the tools needed for building an entrepreneurial vision of their professional careers, in addition to developing the key soft skills necessary for the strategic management of their careers.

At the end of 2023, the expansion of Rede de Valor was ensured for the 8 Idomed units in Northeast Brazil, in Açailândia/MA, Alagoinhas/BA, Canindé/CE, Iguatu/CE, Juazeiro/BA, Juazeiro do Norte/CE, Quixadá/CE and Teresina/PI. Thus, from 2024 onwards, 11 units will be served, 3 in Rio de Janeiro and 8 in the Northeast. In total, the program will provide support to around 190 students.

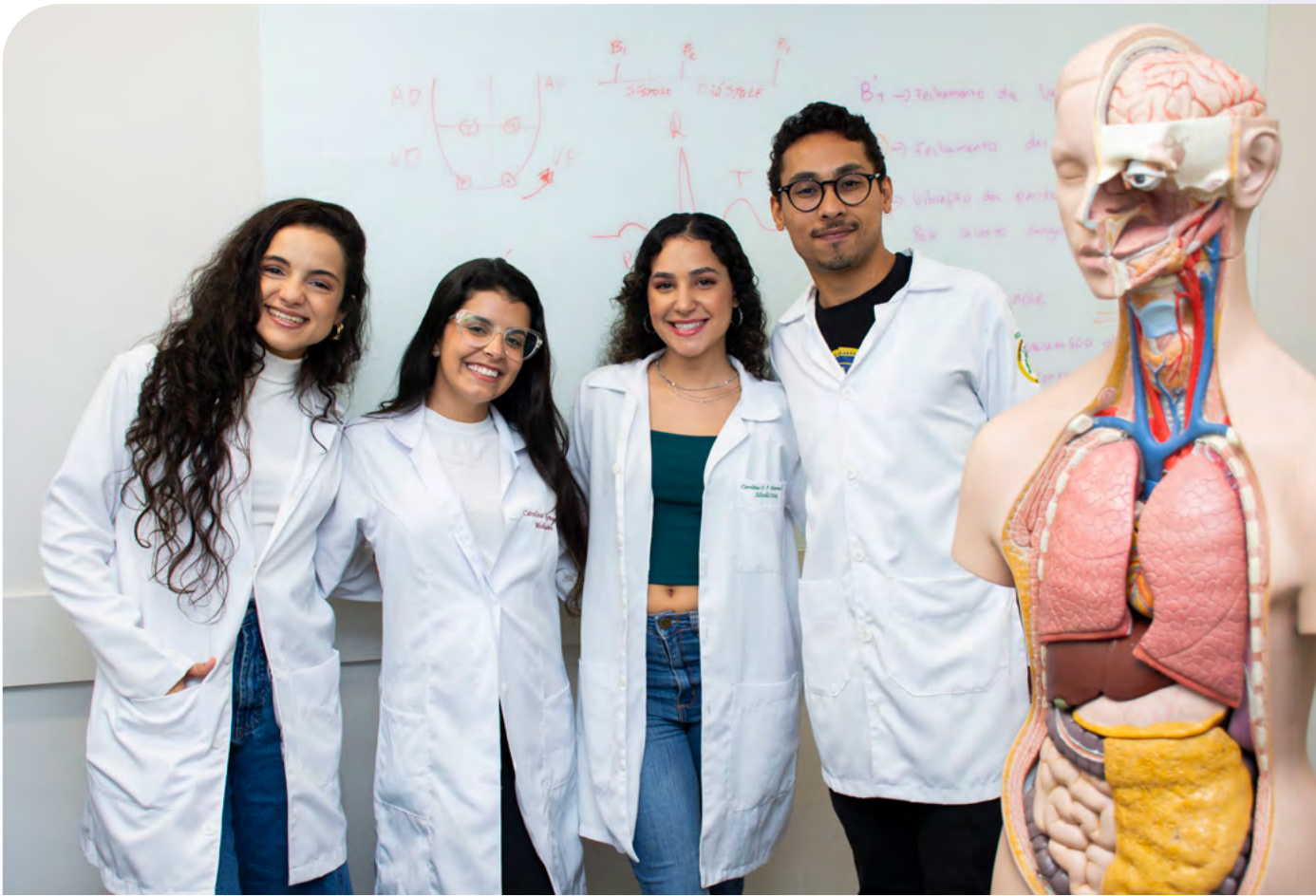
### Diversity & Inclusion Program

The initiative seeks to expand access to higher education, especially the Medical program at IDOMED - Institute of Medical Education, for minority groups. The program reserves places for candidates who declare themselves black, mixed race or indigenous, according to IBGE criteria.

Students eligible for Prouni, which has income and academic performance criteria, are able to participate. Students receive full scholarships for the entire period of the Medical course, and the scholarship is maintained based on academic performance criteria.

The scholarships were offered to the top ranked students with the on the Prouni waiting list at the IDOMED units, at the Città, Vista Carioca and Angra dos Reis campuses, as well as at the Estácio Unijipa University Center in Ji-Paraná. The first class was formed in the second semester of 2023, in accordance with the rules

established in the specific public notice of each higher education institution. In this first edition of the program, 20 students were enrolled in 3 units in the states of Rio de Janeiro and Rondônia. The majority of them, 60% of the class, declare themselves black or mixed race.





# Environment and health

In the environmental realm, our goal is to foster sustainable awareness through innovative projects focused on preservation and conservation. We seek to inspire initiatives that contribute to a healthier and more balanced environment. In terms of health, we base our initiatives on promoting sports, encouraging initiation and scientific research, and providing quality care to the community. These actions are not only designed for individual well-being, but also group health, thus contributing to a healthier and more resilient society.

**Sustainability and Socio-Environmental Responsibility Week** | Our 11th Sustainability and Socio-Environmental Responsibility Week, held from September 18 to 23, 2023, stood out as an integral part of the 19th Social Responsibility Campaign of the Brazilian Association of Higher Education Supporters (ABMES). Under the theme “Food that transforms”, the project sought to raise students’ awareness of the environmental, economic and social dimensions of sustainability, in line with our mission to educate engaged citizens. The activities, which included lectures, forums, workshops and livestreams, were conducted in person or broadcast by the Estácio, Wyden, Idomed and Ibmecc institutions, impacting more than 50,000 people in 95 participating units across the country. In this edition, around 8,700 employees and students were involved in the participating units.

**Projects encouraged**  
In addition to our own initiatives, we offer financial support for external projects. 34 projects were promoted, resulting in a total investment of R\$6.1 million. This contribution was made through federal and municipal culture incentive laws, the Sports Law, the Foundation for Childhood and Adolescence, in addition to the Audiovisual Sector Fund.

**Favela Observatory**  
The Favelas Observatory is a social research, consultancy and public action organization dedicated to the production of knowledge and political proposals on favelas and urban phenomena. Its core characteristic is that it was founded by residents of Rio’s outskirts and favelas. From this “place of origin”, the institution is dedicated to building a city project based on the recognition and legitimization of differences. The institution’s mission is to build experiences that overcome inequalities and strengthen democracy by affirming favelas and peripheries as territories of powers and rights. The work is structured around five axes: Communication, Right to life and public security, Urban Policies, Education and Art and Territory.

**Rolé Carioca**  
Rolé Carioca is a multiplatform cultural and heritage education project that uses activities and products in various formats to disseminate and generate access to the city’s historical-cultural content. There are guided



Investment in external projects (in R\$ thousands)

Law	2022		2023	
	Number of projects	Amount allocated	Number of projects	Amount allocated
Ancine (audiovisual)	4	700,000	01	200,000
Other cultural projects	50	7,467,000	26	3,287,966
Sports projects	3	650,000	13	2,184,000
Foundation for Childhood and Adolescence	4	952,000	01	516,000
Total	61	9,769,000	41	6,187,966



tours, a YouTube channel, a card game, a digital environment, a city guide for children, a map of online collective memories, publications and various other supports to publicize and make the population more familiar with to the stories of the city.

With irreverent and direct communication with the public, Rolé has been valuing the historical and cultural heritage of the city of Rio de Janeiro for 12 years in a more inclusive and representative way for its population, creating creative and practical strategies, sharing its methodology and tools so that the individual can, autonomously, assimilate the contents, generate feelings of representation and identification, to enhance the value of heritage.

We highlight that in 2019 Rolé Carioca received the Rodrigo Melo Franco de Andrade Award from IPHAN in recognition of its actions to democratize access to Rio de Janeiro's heritage. And in 2022, from ALERJ, as a Heloneida Studart Diploma of Culture. In 2023, along with ALERJ, it joined the Commission to Monitor Compliance with teaching laws on the HISTORY OF AFRICAN AND INDIGENOUS PEOPLES IN SCHOOLS, also receiving the Zumbi dos Palmares Diploma.

The YDUQS Institute, through Estacio, has been a partner of Rolé since the first year. In addition to its annual activities, it conducts several interactions between the network of teachers and students, embracing the project from end to end.

## Sports platform

### Sports platform

For more than 15 years, Yduqs and the Yduqs Institute have been dedicated to the development of national sport, combining social impact and integrity in the management of their platform.

Through a partnership with the group's educational institutions, approximately 2,000 athletes and para-athletes, including undergraduates and graduates, received essential support to conduct their career transitions and become qualified professionals.

### Support from the base to high performance

The support provided by Yduqs and the Yduqs Institute covers a variety of disciplines, with a special emphasis on the transition of athletes' careers. Through partnerships with renowned entities such as the Fernanda Keller Institute, the Reação Institute, the Brazilian Olympic Committee and the Brazilian Paralympic Committee, the platform offers scholarships and other benefits that help in the training and development of athletes. Names like Bruno Soares, Bruno Fratus, Rebeca Andrade, Vanilton Nascimento, Thiago Monteiro, Carolina Meligeni, Ymanitu Geon and Jennyfer Parinos are examples of athletes and para-athletes who received support from Yduqs and the Yduqs Institute. In addition to academic training, the initiative offers support that helps athletes and parathletes make the right decisions on the next steps in their careers.

### Trained Athletes And Parathletes

Names like Beatriz Haddad, Lucas Fink, Andreia Pimentel, Samuel Gonçalves, Matheus de Oliveira and Jade Barbosa, through the Yduqs Institute, earned their diplomas and are ready to decide the next steps in their careers.

### Commitment to good governance

The Yduqs Institute has been a signatory to the Pact for Sport since 2015 and, in 2023, Cláudia Romano, president of the Yduqs Institute, joined the board of directors of the Pact.

In September 2023, Instituto Yduqs became a member of SIGA Latin America (Sport Integrity Global Alliance), a global alliance that assembles leaders and opinion makers around the world. SIGA comprises sports organizations, governments, companies, non-governmental organizations (NGOs), media and other entities interested in promoting integrity and transparency in sport.

### Good Governance in Sport

Claudia Romano, president of the Yduqs Institute, was invited to publish an article in Sport Integrity Journal of the Sport Integrity Global Alliance, on the Importance of Good Governance in Sport.





### Business Council for Sport, Leisure and Social Development of ACRJ

This year, Cláudia Romano, president of the Yduqs Institut, was invited to become Business Advisor for Sport, Leisure and Social Development at ACRJ (Commercial Association of Rio de Janeiro), whose objective is to promote sport as a driving force for the economy and development social network in Rio de Janeiro.



These recognitions serve to reinforce the company's commitment to governance, investment and integrity in sport and education.

### OTHER INITIATIVES

Estácio, an educational institution at Yduqs, became part of the SIGA University Network, joining efforts to make the sporting world more professional and transparent. Yduqs also took part in events such as the 1st Rio Olympic City Conference and the Sou do Esporte Award, in addition to holding the Elas no Esporte event, which debated the role of women in the sports environment.



### “ELAS NO ESPORTE” (HER IN SPORTS)

An initiative that assembled national personalities such as Rebeca Andrade, Lais Souza and Fernanda Keller. The meeting, held at Estácio's Nova Iguaçu Campus, aimed to encourage debate about the role of women in the sports segment. More than 400 students were provided the opportunity to learn more about the vision of the Yduqs Institute and the importance of sport as a complement to the educational process and the formation of citizenship.

The event was recorded and made available in Aula Nacional 23.1, for all teaching brands in the group. There were more than 16,000 views on YouTube and another 42,000 people impacted through social media.



### DANIELE HYPÓLITO IN BOA VISTA

One of the most renowned Brazilian gymnasts, Daniele Hypólito, presented her story of overcoming and determination at a memorable lecture held in Estácio Boa Vista, speaking to over 1000 people, including undergraduate students from the Unit, guests and public school students, focusing on fundraising over the 3 days of events.

The athlete shared her journey from her first steps in gymnastics to major international competitions, promoting values inherent to professional training including focus, resilience, motivation and pointing out that each obstacle was an opportunity for personal and professional growth. Given the great impact of the lecture, we had more than 16 mentions in the press, with a value of more than 36,000

## MAIN EVENTS OF 2023

We supported a number of events in 2023 through incentive laws, providing opportunities for life knowledge and professional experience for our students. Some of the highlights include:

### RIO OPEN:

Held in partnership with Ibmecc, the Rio Open is the first ATP 500 in Brazil and the biggest tennis tournament in South America. Students from Ibmecc's Journalism and Advertising courses covered the event on the institution's social networks. They also had the opportunity to go behind the scenes of the tournament, visiting the press room and sharing experiences with professionals from the Rio Open television coverage.

Students from Estácio's Nutrition course interned in the culinary production of restaurants that serve athletes and guests at the event. The Rio Open is an important milestone in the Brazilian sports scene, attracting major national and international tennis players to compete on Brazilian soil. With clay courts and international prestige, the tournament has established itself as one of the most important in the region..

## RIO MARATHON AND MARATHON WITH ART 2023

The Rio Marathon and the Marathon with Art project were supported by the Yduqs Institute in partnership with Idomed. Details are below:

### Rio Marathon:

Between the 8th and 11th of June, at Marina da Glória, in Rio de Janeiro, we selected athletic medicine students from all over Brazil and teachers to become part of the IDOMED Team, which participated in the Rio Marathon on the 21K course. During the event, in partnership with the Yduqs Institute, we set up an IDOMED stand, providing two actions focused on well-being.

- Guided Meditation: Participants were able to enjoy a guided meditation, accompanied by relaxing music.
- Four Hands Massage: A unique relaxation experience, where two people perform massages simultaneously.

### Marathon with Art 2023:

With the support of the Yduqs Institute, the project highlights the union of art and sport across the city. Large running shoes, decorated by artists, were displayed in various parts of Rio de Janeiro during the 2023 edition. One of these sneakers was painted by Criz Silva at IDOMED Città. This initiative combines creativity, culture and love for sport, making the city even more vibrant and inspiring.





#### Flamengo Museum:

On August 4, 2023, the Flamengo Museum was inaugurated with the support of the Yduqs Institute. The event was attended by various celebrities, including Zico, a partner of the Institute. Students from the Journalism, Cinema, Photography and Audiovisual Production courses covered the event and produced the mini-documentary “Raça e Paixão”, portraying the history and love for Flamengo.

#### Mano a Mano 2023:

Marked by the anti-racist struggle, this event was supported by the Yduqs Institute in partnership with Estácio. Students from the Barra Tom Jobim and Madureira Campuses provided journalistic coverage and participated in the press conference, alongside major networks like Globo, which broadcast the event live.

#### Dream Tour 2023:

The Yduqs Institute also supported this initiative. Students from the Journalism, Advertising, Cinema and Audiovisual Production courses collaborated with renowned broadcasters, including SporTV. Physiotherapy and Physical Education students also applied their knowledge in prepping athletes. In recognition, the female and male 1st place winners in surfing received a distance learning scholarship.

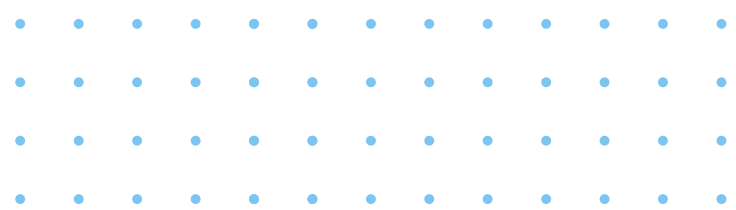
## EVENTS IN BRAZIL:

In 2023, in addition to the events held in Rio de Janeiro, several competitions throughout Brazil were supported by the Yduqs Institute, including those organized by Confederations, Federations, Clubs and Institutions linked to Sport.

One of these notable events was the Brazilian Loterias Caixa Women’s Artistic Gymnastics Championship, held in partnership with the Brazilian Gymnastics Confederation in August 2023 in Bahia. The participation of student-athletes supported by the Yduqs Institute stood out, such as Rebeca Andrade, Flavia Saraiva and Jade Barbosa.

Also in collaboration with the Brazilian Rugby Confederation, we offered support for the Americas Rugby Trophy competition, held in Cuiabá - MT, in June 2023, with the participation of the Brazilian Rugby Team. Our student-athletes, Dayana Dakar and Julia Leni, were present, taking the Estácio brand to this sporting event.





## PARIS IS RIGHT AROUND THE CORNER!

At the Rio 2016 Olympic Games, Estácio made history by becoming the first higher education institution to support the event. Its commitment included content development, selection and training of 140,000 volunteers and 6,000 collaborators for the Olympic and Paralympic Games. In August 2020, in an innovative initiative supported by the Yduqs Institute, nine students from the Gastronomy course were sent to Japan to participate in the Tokyo 2020 Olympic Games. For two weeks, they contributed to Team Brasil's food base, exchanging experiences with renowned Brazilian cooks and international chefs, providing valuable international professional experience. In addition, more than 50 Estácio student-athletes competed in the Olympics, securing medals in their disciplines.

Looking to the future, the Yduqs Institute is already planning its presence at the Paris 2024 Olympics. Since 2023, it has held planning meetings in collaboration with the Brazilian Olympic Committee. In addition to supporting Team Brasil with its student-athletes, its students will have the unique opportunity to experience the practice of their professions at the biggest sporting event in the world.

## DEMOCRATIZATION OF ELITE SPORTS

In recent years, the Yduqs Institute has also worked to promote the democratization of sports considered elite, such as golf and tennis, traditionally associated with a more restricted audience in terms of access and participation. Initiatives such as the Escolinha Fabiano de Paula and the Japeri Public Golf Course, in Rio de Janeiro, have played a crucial role in promoting a more inclusive sporting culture.

With the support of the Yduqs Institute, Escolinha Fabiano de Paula has played a vital role in expanding the Brazilian tennis talent base, creating a more inclusive environment within the sport and offering new possibilities for the future for children and young people in Rocinha, one of the most populous and creative favelas in Brazil.

Likewise, Golf, which has long been viewed as an elitist sport, can be accessed by people from different backgrounds through the Campo Público de Golfe de Japeri project, a partnership between the Yduqs Institute and the Rio Golf Federation. In addition to offering opportunities for socially vulnerable children and adolescents through Golf, the Yduqs Institute supports the Japeri Public Golf Course project by offering scholarships, combining education and sport in social transformation.

The CUIDAR Project (Unified Center for the Identification and Development of Flamengo Performance Athletes), supported by the Yduqs Institute, plays an essential role in the health and well-being of Flamengo athletes, from base to high-performance levels, offering medical guidance and follow-up services.

In 2023, it provided more than 13 thousand consultations, revealing that more than 30% of athletes do not have health insurance, and over 50% are in a situation of social vulnerability.



# Environmental Dimension

| GRI 3-3 Sustainable resource management |

To ensure that our operational units are properly running, it is essential to maintain continuous access to resources such as electricity and water. The consumption of these resources is directly related to the number of students enrolled, which implies constant growth associated with the development of our business. However, we act diligently in each unit to make awareness actions increasingly effective in an effort to minimize the environmental impacts resulting from this growth.

For waste management, we strictly monitor the procurement and execution of suppliers, from collection to environmentally appropriate final disposal. In addition, we validate legal documentation, ensuring compliance with current environmental standards. If any potential non-compliance is identified that keeps the supplier from providing the proper services, we will follow a replacement process that seeks to ensure that waste management does not become a negative impact. Additionally, we have adopted preventive measures and sustainable practices on campuses, including energy efficiency, effective waste management and renewable energy sources.

The guidelines appropriate to the operational units are promoted through an Integrated Policy, available in the Process Management System and which addresses issues of occupational safety, environment and occupational health. Management Procedures for Waste Management and Socio-Environmental Management are also available, which address various environmental aspects. A specific Management Procedure for Managing Greenhouse Gas Emissions is currently being developed, with a release scheduled for 2024.

The implemented measures are accompanied by controls, reports and indicators that are compared to results prior to the implementation of the new measures. With clear goals established, measures focus on consistent results and are constantly reviewed and updated to ensure continuous improvement. Results are shared between operational units through formal reports, periodic meetings and internal and external communication channels, ensuring that all stakeholders are involved in our ongoing improvement and sustainability processes.



## OUR COMMITMENTS AND SUSTAINABLE PRACTICES

We are committed to using energy from renewable sources, seeking to reduce our GHG emissions.

We use our educational platform to disseminate environmental education content in order to raise awareness among our students, employees and communities about sustainable practices. In 2023, more than 1,171,000 students accessed our Introduction to Environmental Education course.

All units, both academic and corporate, adhere to strict environmental procedures and guidelines.

We implement smart practices for using natural resources, closely monitoring energy and water consumption as well as waste management. Eco-efficiency initiatives are an integral part of our operations.

We carry out quarterly assessments of our environmental performance, with emphasis on compliance with environmental licensing and compliance with the Waste Management Plan (PGRS).

We count on regular support from consulting firms specializing in environmental management to identify opportunities for improvement and develop initiatives to reduce consumption, focusing on the rational use of water and electricity.

# Energy

| GRI 302-1 |

We entrust the management of energy consumption to the Facilities and SMA (Sustainability, Environment and Safety) area, which acts strategically in the generation and analysis of monthly indicators that are subsequently submitted to the Executive Board. This department is responsible for proposing measures aimed at energy and financial efficiency, encompassing both the acquisition and consumption of energy from renewable sources. In addition, strategies are devised to reduce the share of non-renewable energy consumption.

In 2023, we reached a significant milestone by adjusting the organization's energy matrix, increasing consumption from renewable sources to more than 90%. This progress was driven by effective and assertive management of the units that consume energy from the photovoltaic plant (3%), from the free market (79%) and through those that consume from the Captive Market, but had the acquisition of Renewable Energy Certificates (IREC) (9%).

To ensure the accuracy and reliability of energy consumption measurements, we adopt best practices and apply the methodologies provided for in the International Protocol for Performance Measurement and Verification (PIMVP), published by the National Institute of Energy Efficiency (INEE). Also, to calculate the energy consumption of Diesel, we convert the volume to mass and, subsequently, multiply the result by the net calorific power of the diesel. These measurement methods follow the guidelines established in the CDP 2023 and IPCC 2006 guide, ensuring data consistency and comparability.

With regard to the Electricity Compensation Systems of the units covered by Distributed Generation (DG) systems, we are based on relevant legislation, including Law No. 14.300/2022 – Legal Framework for DG, ANEEL Normative Resolution No. 687/2015 – Electricity Compensation System, and ANEEL Normative Resolution No. 614/2014 – Determination of unavailability of a generating unit or electricity import enterprise, connected to the National Interconnected System (SIN).

For units present in the free and regulated energy markets, we consulted legislation such as Decree No. 5.163 of July 30, 2004 – Regulates the commercialization of electrical energy, Normative Resolution No. 957/2021 – Electrical Energy Commercialization Convention, the Resolution Normative No. 622/2014 – Financial guarantees and the execution of registrations of electricity purchase and sale contracts, Normative Resolution No. 545/2013 – Dismissal of agents and challenge of acts carried out in the Electric Energy Trading Chamber (CCEE) and Normative Resolution No. 1.009/2022 – Rules for contracting energy by agents in free and regulated contracting environments.

## Energy consumption within the organization (in gigajoules, GJ) | GRI 302-1 |

Total energy consumed (GJ)

	2021	2022	2023
Fuels from non-renewable sources	n/d	1,081	2,454.57
Fuels from renewable sources	0	0	0
Electricity	127,198	171,069	188,611.90
Energy sold	0	6,632	0
Total	127,198	178,782	191,066

Note: In 2022, we consider the plant's energy generation (Sale), and the reduction in Total Consumption (Credit). This year, we are now considering credit directly on consumption bills.

Consumption Of Fuel From Non-Renewable Sources (Gj)

	2022	2023
Diesel	408.38	1,748.06
Liquefied petroleum gas (LPG)	422.78	383.99
Natural gas	249.62	322.52
Total	1,080.78	2,454.57

Energy Intensity | GRI 302-3 |

	2022	2023
Within the organization	0.14	0.68

Note: In 2022, the total energy consumption within the organization was considered (302-1), divided by the base number of students in 2022 (1,194,878).

Note: In 2023, we reformulated our way of calculating energy intensity, considering the total energy consumption in the year in GJ and the annual base of on-site students (262,900 in-person students added to 15,700 Premium students in 2023) as the denominator. Therefore, we use this parameter for strategic purposes to observe consumption in GJ per student/year. The defined metric (reference) for calculating relative energy is the number of students.



### MOBILITY SUPPORT

Through our sponsorship of Tembici, we are supporting a bike-sharing project in a number of Brazilian capitals, promoting sustainable and active transportation in cities. The stations were strategically installed after research and evaluations conducted by Tembici urban planners, in collaboration with experts from City Hall, aiming to meet the demand of our students. In the future, new points will be connected to the units, facilitating student travel. In Belo Horizonte, the system will be entirely electric, the only one in Latin America, with 500 electric bicycles in 50 stations, promoting sustainable innovation.

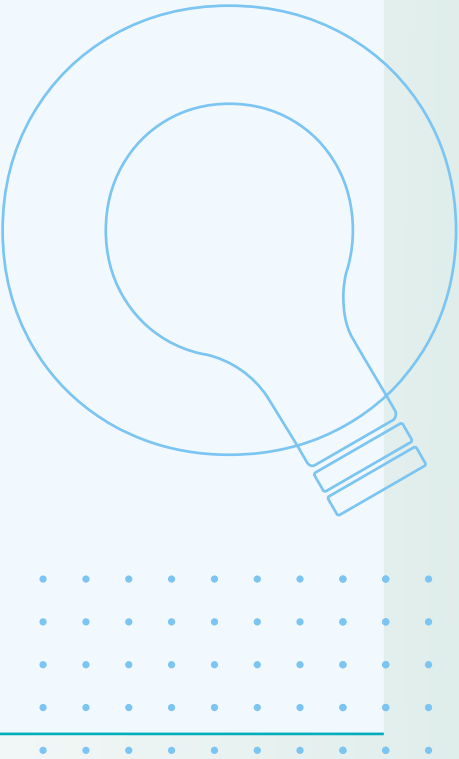


# Emissions

We annually disclose our inventory of greenhouse gas (GHG) emissions, based on the guidelines of the Brazilian GHG Protocol Program. The base reporting year is 2022 due to the scope of measurement of the three scopes and the year in which we assumed a public ESG target. The measurement of scope 3 emissions in our GHG inventory is an unprecedented initiative in the educational sector. This action, integrated with our environmental sustainability goals, highlights our on-going commitment to evaluating and mitigating the environmental impact resulting from our operations. The survey of our emissions also considers the following references, sources of emission factors and global warming potential rates.



References	Sources of emission factors	Global Warming Potential Rates
<p>NBR ISO 14064 standard; Brazilian Association of Technical Standards, 2007 (ABNT, 2007); Specifications of the Brazilian GHG Protocol Program;</p> <p>Protocol Program Verification Specifications ; GHG Corporate Protocol - Brazilian GHG Protocol Program (PBGHGP) - Fundação Getulio Vargas; World Resources Institute (FGV/ GVces ; WRI, 2011)</p>	<p>ASHRAE - ASHRAE Refrigerant Designations</p> <p>BEN 2015 - National Energy Balance 2015: Base year 2014 / Energy Research Company. – Rio de Janeiro: EPE, 2015.</p> <p>IPCC 2006 - 2006 IPCC Guidelines for National Greenhouse Gas Inventories, Prepared by the National Greenhouse Gas Inventories Programme, Eggleston HS, Buendia L., Miwa K., Ngara T. and Tanabe K. (eds). Published: IGES, Japa.</p> <p>PBGHGP 2016 - Brazilian GHG Protocol Program. Calculation Tool, 2016 Cycle.</p> <p>von Sperling &amp; Chernicharo 2005 - von Sperling, M., Chernicharo, CA de L. Biological Wastewater Treatment in Warm Climate Regions. Volume one. Department of Sanitary and Environmental Engineering Federal University of Minas Gerais, Brazil. ISBN: 1 84339 002 7, 2005.</p> <p>PBGHGP 2018 - Emissions calculation tool for the Brazilian GHG Protocol Program (v2018.1)</p> <p>IPCC 2019 - 2019 Refinement to the 2006 IPCC Guidelines for National Greenhouse Gas Inventories, Prepared by the National Greenhouse Gas Inventories Program.</p> <p>PBGHGP 2021 - Brazilian GHG Protocol Program. Calculation Tool, v2021.0.1. Cycle 2021</p> <p>DEFRA 2021 - UK Government, Department for Environment Food &amp; Rural Affairs - DEFRA. Greenhouse Gas Conversion Factor Repository. Reporting year 2021.</p> <p>BEN 2020 - National Energy Balance 2020: Base year 2019 / Energy Research Company. – Rio de Janeiro: EPE, 2020.</p> <p>PBGHGP 2022 - Brazilian GHG Protocol Program. Calculation Tool, v2022.0.1. Cycle 2022. • MCTI AUG2022 - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTIC). Average factor - Corporate inventories. Archive by June/2022.</p> <p>MCTI OCT2022 - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTIC). Average factor - Corporate inventories. Archive by August/2022.</p> <p>MCTI NOV2022 - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTI). Average factor - Corporate inventories. Archive by September/2022.</p> <p>CTI DEC2022 - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTI). Average factor - Corporate inventories. Archive by October/2022.</p> <p>MCTI JAN2023 - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTI). Average factor - Corporate inventories. Archive by November/2022.</p> <p>MCTI JAN2023a - MINISTRY OF SCIENCE, TECHNOLOGY and INNOVATION (MCTI). Average factor - Corporate inventories. Archive by December/2022.</p>	<p>Gas (GWP)</p> <p>CH4 ( 28.00)</p> <p>CO2 ( 1.00)</p> <p>CO 2 (1.00)</p> <p>HCFC-141b (782.00)</p> <p>HCFC-22 (1760.00)</p> <p>HFC-125 (3170.00)</p> <p>HFC-134a (1300.00)</p> <p>HFC-32 (677.00)</p> <p>N 2 O (265.00)</p>



Greenhouse Gas (GHG) Emissions – per ton of CO<sub>2</sub> equivalent<sup>1</sup> | GRI 305-1 e 305-2 |

	2022	2023
Direct emissions (scope 1) <sup>2</sup>   GRI 305-1	5,001.38	5,951.67
Generation of electricity, heat or steam	68.43	160.56
Physicochemical processing	123.37	139.59
Transport of materials, products, waste, employees and passengers	0	0
Fugitive emissions	4,809.58	5,651.51
Indirect emissions from energy acquisition (ecopo 2) <sup>3</sup>   GRI 305-2	1,983.55	1,993.64
Other indirect emissions (scope 3) <sup>3</sup>   GRI 305-2	8,842.50	10,491.47
Waste generated in operations	8,402.58	9,609.64
Business travel	439.92	881.83
Total emissions	15,827.32	18,436.78

<sup>1</sup> 1 The methodology used to record the data was carried out through direct measurements. No biogenic emissions were recorded in 2022.

<sup>2</sup> The following gases are included in the calculations above: CO<sub>2</sub>, CH<sub>4</sub>, N<sub>2</sub>O, HFCs.

<sup>3</sup> Includes only CO<sub>2</sub>.

<sup>4</sup> No biogenic CO<sub>2</sub> emissions were recorded in 2022.

Moving forward, in 2023 we joined the Public Emissions Registry, a platform developed by the Brazilian GHG Protocol Program. Obtaining the Gold Seal certified the completeness and external and independent verification of our GHG inventory.

Throughout the year, we invested in research into clean energy, emission control and mitigation strategies, eco-efficiency, selective collection, and waste reduction, further consolidating our commitment to society and the fight against climate change.

Over the year, we also received an upgrade of the Morgan Stanley Capital International (MSCI) rating from A to AA, establishing ourselves as a “global leader in ESG”. Receiving the AA rating means that the financial market recognizes our responsible practices as excellent, emphasizing not only our commitment to the Environmental, Social and Governance (ESG) pillars, but also positively indicating the effectiveness of our management financial and our long-term sustainability.

We are the only educational institution in Latin America to reach this level of excellence and the only AA company in the world dedicated to Higher Education. The assessment covered 10 sector-specific categories, highlighting our exceptional ESG risk management capabilities compared to our market peers.

This recognition is a direct result of several initiatives, such as the reduction of carbon emissions, the implementation of responsible marketing policies and efforts dedicated to the continuous improvement of the quality of services and the security of student data.

Moving forward, in 2023, we reached another significant milestone in our environmental commitment. After winning the Gold Seal of the Brazilian GHG Protocol Program (PBGHG) and joining the Public Registry of Greenhouse Gas (GHG) Emissions, Yduqs officially became a carbon neutral company.

This feat was achieved through the full compensation of Greenhouse Gas (GHG) emissions related to the direct impacts of the company's activity (scopes 1 and 2). Yduqs chose to invest in renewable energy, in the form of carbon credits, acquiring 6,895 tons of CO<sub>2</sub> and in two projects: the Porto do Delta wind complexes (4,496 tCO<sub>2</sub>e), in Piauí, and Santa Clara ( 2,399 tCO<sub>2</sub>e), in Rio Grande do Norte.

The compensation certificates, known as Carbon Credit Retirement, were issued on an official United Nations (UN) platform and are internationally recognized by the Clean Development Mechanism (CDM). The compensation refers to the GHG emissions inventory for the year 2022.

The practice of offsetting carbon credits involves preserving natural resources and reducing the rise in temperatures, playing an essential role in sequestering CO<sub>2</sub> and the atmosphere.

Two specific projects were chosen for this purpose:

PROJECT 1: Porto do Delta Wind Complex

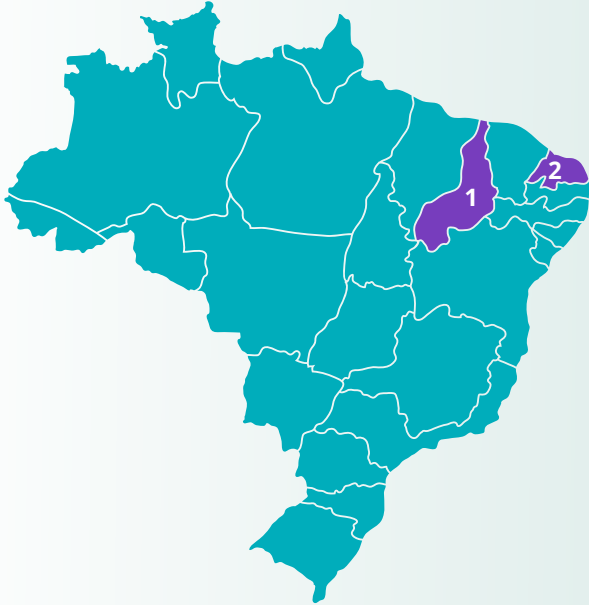
LOCATION: Parnaíba - Piauí

VOLUME: 4,496 tCO<sub>2</sub>e

PROJECT 2: Santa Clara Wind Complex

LOCATION: Rio Grande do Norte

VOLUME: 2,399 tCO<sub>2</sub>e



Compensation certificates are available on the official website of the United Nations Framework Convention on Climate Change (UNFCCC). More details about Yduqs' environmental commitment can be found in the ESG Central.



# Water

| GRI 303-2 |

The responsible management of water resources is one of our priorities.

The Facilities and SMA (Sustainability, Environment and Safety) area leads the monitoring and management of water consumption in our units, establishing measurable indicators that are reviewed monthly by the Executive Board.



We promote a continuous culture of awareness among our employees and service partners, highlighting the importance of combating water waste. We implement permanent actions, such as hiring consultants to identify opportunities for reduction in units with higher consumption, installing new equipment – such as economical taps, double-action flushes and flow controllers – and evaluating potential leaks.

Additionally, we have an Internal Management Procedure that establishes minimum environmental requirements to ensure that our units conduct their activities in an environmentally responsible manner. Regarding sanitary sewage, the procedure provides guidance on analyzing effluents to ensure compliance with current environmental standards.

When implementing one of our facilities, a legal technical feasibility study is carried out, in conjunction with the local concessionaire, to identify whether the municipality has the capacity to receive and treat effluents

from our unit. If there is technical feasibility, we request the hiring of a supplier to interconnect the sewage network, accompanied by the local concessionaire. In the absence of technical feasibility, we consult the municipal environmental agency in conjunction with a consultancy specialized in preparing sewage projects. In this sense, the best technology to meet the unit's demand will be studied.

Some of the technologies we use include a Septic Tank, Filter Tank and Sewage Treatment Station (ETE). During the project preparation phase, the profile of the water body receiving the effluents is considered, when applicable, making the selection of the appropriate technology for the treatment and/or disposal of effluents tangible. Collection, disposal and consumption are measured directly by the local utility or through a water meter installed in the unit.

Direct measurements of water consumption are carried out in accordance with the methodologies provided for in current legislation. The instruments used to manage the capture and consumption of water always respect the National Water Resources Management System (SINGREH) and the National Water Agency, based on laws and regulations such as Law No. 9.433 of January 8, 1997 (Law of Water), Federal Law No. 14.026/2020 (New Legal Framework for Basic Sanitation), Law No. 13.312/2016 (Individualized measurement of water consumption), among others. After compiling the data, we added direct measurements of water capture from artesian wells and water acquisition through tanker trucks.

Internally, we have a Management Procedure PGE 05.181, which, among other guidelines, determines that units must carry out physical-chemical analysis in order to identify whether effluents are being disposed of within current environmental standards. The sectoral standards considered include ABNT NBR nº 12,235, Federal Law nº 6,938, Federal Law nº 9,433, Federal Law nº 9.795, Federal Law nº 12.305, Federal Law nº 12.651, Ordinance nº 280, Ordinance nº 1.274, CONAMA Resolution nº 222, CONAMA Resolution nº 237, CONAMA Resolution nº 275, among others.

Water collection and disposal (in megaliters, ML)

| GRI 303-3, 303-4 |

	2022				2023			
	Water captured		Discarded water		Water captured		Discarded water	
	All the areas	Areas with water stress	All the areas	Areas with water stress	All the areas	Areas with water stress	All the areas	Areas with water stress
Groundwater (Total)	62.836	41.044	50.269	32.835	75.384	28.778	60.307	23.022
Fresh Water (≤1000 mg/l Total Dissolved Solids)	62.836	41.044	50.269	32.835	75.384	28.778	60.307	23.022
Other waters (>1000 mg/l Total Dissolved Solids )	0	0	0	0	0	0	0	0
Third party water (Total)	236.705	0	189.364	0	300.774	0	238.035	0
Fresh Water (≤1000 mg/l Total Dissolved Solids)	236.705	0	189.464	0	300.774	0	238.035	0
Other waters (>1000 mg/l Total Dissolved Solids)	0	0	0	0	0	0	0	0
Grand total	299.541	41.044	239.633	32.835	376.158	28.778	298.342	23.022

Water consumption (in megaliters, ML) | GRI 303-5 |

	2022		2023	
	All the areas	Areas with water stress	All the areas	Areas with water stress
Total water capture	299.541	41.044	376.158	28.778
Total water disposal	239.633	32.833	298.342	23.022
Total water consumption	59.908	8.209	77.816	5.756





# Waste

| GRI 306-1, 306-2 |

The management of waste generated is a joint responsibility between the units and the Environment cell. To guarantee the quality of services, we conduct monthly surveys to identify opportunities for improvement and ensure adherence to the practices established in the contractual scope. Our commitment to proper disposal and responsible waste management includes carrying out quarterly checks to ensure that the management of these materials, from collection to transport to the temporary shelter, complies with the expectations of the Environment cell and the current legislation.

Our suppliers regularly renew the units’ waste management program, incorporating training and awareness activities. Additionally, we implement a plan to address waste management at each unit, establishing clear guidelines to prevent waste.

Since 2022, we have had digital scales in the waste shelters of the operational units. This equipment allows us to evaluate and measure the volume of waste generated, including common waste sent to landfills and waste from healthcare services. This initiative facilitates the issuance of the Waste Transport Manifesto, an official document that records and tracks the transport of waste, documenting its origin, destination and characteristics, ensuring control and compliance with environmental regulations.

Additionally, in the management of chemical waste, the operational unit purchases chemical products licensed by the Federal Police. These products are stored and

subsequently fractionated for academic practices in laboratories. The handling of these chemicals during academic hands-on classes generates waste (chemical reagents) that are stored in drums until the temporary waste shelter.



## WASTE GENERATED | GRI 306-3 |

Total waste generated, by composition (t)

Year		2022			2023		
Category	Type	Total Quantity Generated (T)	Not intended for final disposal [gri 306-4 a]	Intended For Final Disposal [Gri 306-5 A]	Total Quantity Generated ( T)	Not Intended For Final Disposal [Gri 306-4 A]	Intended For Final Disposal [Gri 306-5 A]
Urban Solid Waste - Class II	Non hazardous	6,205.65	23.34	6,182.31	5,596.39	7.06	5,589.33
Waste from Health Services – Group A, B and E	Hazardous	36.78	0	36.78	46.99	0	46.99
Total		6,242.43	23.34	6,219.09	5,643.38	7.06	5,636.32

## WASTE NOT INTENDED FOR FINAL DISPOSAL | GRI 306-4 |

Total Waste Not Intended For Final Disposal, Per Recovery Operation, In Metric Tons (T)

Year	2022			2023		
Non-Hazardous Waste	Within the organization	Outside the organization	Total	Within the organization	Outside the organization	Total
Recycling	0	23.34	23.34	0	7.06	7.06
Total waste not destined for final disposal	0	23.34	23.34	0	7.06	7.06

WASTE INTENDED FOR FINAL DISPOSAL | GRI 306-5 |

Total Waste Intended For Final Disposal, Per Recovery Operation, In Metric Tons (T)

Year	2022			2023		
Non-Hazardous Waste	Within the organization	Outside the organization	Total	Within the organization	Outside the organization	Total
Incineration (with energy recovery)	0	6,182.31	6,182.31	0	0	0
Incineration (without energy recovery)	0	0	0	0	0	0
Landfill	0	0	0	0	5,589.33	5,589.33
Other disposal operations	0	0	0	0	0	0
Total non-hazardous waste destined for final disposal	0	6,182.31	6,182.31	0	0	5,589.33

Hazardous Waste	Within the organization	Outside the organization	Total	Within the organization	Outside the organization	Total
Incineration (with energy recovery)	0	0	0	0	0	0
Incineration (without energy recovery)	0	0	0	0	0	0
Landfill	0	0	0	0	23.31	23.31
Other disposal operations	0	0	0	0	0	0
Total hazardous waste destined for final disposal	0	0	0	0	23.31	23.31







# Anexos da GRI

# GRI Attachments

## SOCIAL DIMENSION

Ratio between the lowest salary and the local minimum wage, broken down by gender<sup>1</sup> | GRI 202-1 |

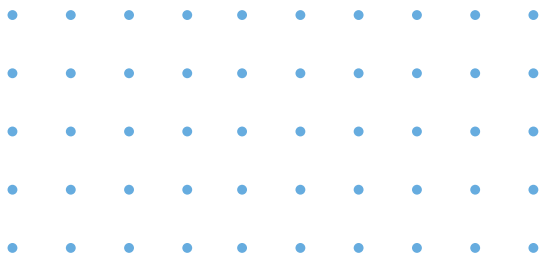
	2021		2022		2023	
	Men	Women	Men	Women	Men	Women
Lowest salary paid by the organization	1,100	1,100	1,212	1,212	1,320	1,320
Minimum wage determined by legislation or union	1,100		1,212		1,320	
Percentage ratio	100	100	100	100	100	100

<sup>1</sup> The lowest salary paid is equivalent to the current legal minimum wage. However, in some units, we follow the category floor, defined by a Collective Labor Agreement (ACT), Collective Labor Convention (CCT) or State law.

Proportion of board members hired from the local community<sup>1</sup> | GRI 202-2 |

SENIOR MANAGEMENT MEMBERS HIRED FROM THE LOCAL COMMUNITY <sup>1</sup>	2022	2023
Total board members	38	3
Board members hired from the local community	38	3
Percentage of management hired from the local community	100%	100%

<sup>1</sup> Members of the Board of Directors were considered. 2. The geographical definition of location used was city. The definition for important operational units was Yduqs itself as a whole, that is, all its operations given that the Board of Directors is unique for the reported businesses.



## NEW EMPLOYEE HIRES AND EMPLOYEE TURNOVER | GRI 401-1 |

Hired employees, by age group

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
Under 30 years old	2,069	0.12	1,323	0.07	1,589	0.092534
Between 30 and 50 years old	2,871	0.16	2,391	0.13	2,654	0.154554
Over 50 years old	295	0.02	435	0.02	336	0.019567
Total	5,235	0.30	4,149	0.23	4,579	0.266655

Hired employees, by gender

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
Men	2,146	0.12	1,793	0.10	1,993	0.116061
Women	3,089	0.17	2,356	0.13	2,586	0.150594
Total	5,235	0.30	4,149	0.23	4,579	0.266655

Employees hired, by region

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
N	642	0.04	612	0.03	631	0.036746
NE	1,559	0.09	904	0.05	1,297	0.07553
S	242	0.01	173	0.01	212	0.012346
SE	2,530	0.14	2,288	0.13	2,180	0.126951
CO	262	0.01	172	0.01	259	0.015083
Total	5,235	0.29	4,149	0.23	4,579	0.266655



#### Employees who left the company, by age group

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
Under 30 years old	1,471	0.05	1,564	0.09	1,065	0.06
Between 30 and 50 years old	3,324	0.19	4,049	0.22	3,413	0.20
Over 50 years old	850	0.05	872	0.05	710	0.04
Total	5,645	0.30	6,485	0.36	5,188	0.30

#### Employees who left the company, by gender

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
Homens	2,631	0.15	2,877	0.16	2,199	0.13
Mulheres	3,014	0.17	3,608	0.20	2,989	0.17
Total	5,645	0.32	6,485	0.36	5,188	0.30

#### Employees who left the company, by region

	2021		2022		2023	
	N°	Rate	N°	Rate	N°	Rate
N	767	0.04	977	0.06	679	0.04
NE	1,786	0.10	1,839	0.10	1,553	0.09
S	185	0.01	325	0.02	209	0.01
SE	2,664	0.15	3,094	0.17	2,468	0.14
CO	243	0.01	250	0.01	279	0.02
Total	5,645	0.31	6,485	0.36	5,188	0.30

<sup>1</sup> Methodology: (dismissed or hired/total active enrollments).

#### Ratio of spending on local suppliers | GRI 204-1 |

Regional <sup>1</sup>	2021	2022	2023
Corporate			
Amount spent with local suppliers (R\$)	12,211,690.59	4,859,081.78	16,581,856.89
% of budget spent on local suppliers	5.87%	3.98%	24.30%
UNESA			
Amount spent with local suppliers (R\$)	42,205,454.74	20,301,376.48	22,211,514.85
% of budget spent on local suppliers	20.31%	16.66%	32.55%
North			
Amount spent with local suppliers (R\$)	7,622,832.66	3,179,891.23	4,918,818.57
% of budget spent on local suppliers	3.66%	2.61%	7.21%
North East			
Amount spent with local suppliers (R\$)	5,867,087.88	6,219,554.24	4,430,062.57
% of budget spent on local suppliers	2.82%	5.10%	6.49%
South Center			
Amount spent with local suppliers (R\$)	16,992,413.28	16,604,349.01	6,509,488.49
% of budget spent on local suppliers	8.17%	13.62%	9.54%
Premium <sup>2</sup>			
Amount spent with local suppliers (R\$)	-	-	13,592,801.26
% of budget spent on local suppliers	-	-	19.92%

<sup>1</sup> These regions are used to identify groupings of physical business areas and include the Corporate, UNESA, North, Northeast, Central South and Premium categories..

<sup>2</sup> Started to be reported in this reporting cycle. | GRI 2-4|

Dismissal rate and restate-  
ment of values following the  
rationale for dismissal rate and  
non-turnover.

Outsourced employees are not  
available for disclosure and are  
not included in the information  
reported.

COMPLIANCE WITH LAWS AND REGULATIONS

Our legal department evaluates the relevance of the legal or administrative proceedings received, taking the possible financial impact on our operations into account. The most notable cases, especially those involving substantial fines, are still under discussion, both at the administrative and judicial levels. Consequently, in 2023, there were no significant cases of non-compliance with laws and regulations that resulted in the imposition of fines or non-monetary sanctions. |GRI 2-27|

OPERATIONS EVALUATED FOR RISKS RELATED TO CORRUPTION

100% of the organization’s operations were subject to corruption-related risk assessments. Significant risks related to corruption were identified through a detailed risk assessment. Relationships with public officials are essential to enable business continuity and routine company operations. These interactions include government public policies to promote education, such as FIES and ProUni, as well as inspection processes by regulatory agencies such as permits, Fire Department inspections and educational sector licenses. Assessments by regulatory agencies, such as the Ministry of Education (MEC), and public notices, such as the Mais Médicos Program, are also considered. Interactions with the Executive, Legislative and Judiciary branches are also points of attention, aiming to ensure that all activities are in compliance with current laws and regulations, thus mitigating possible risks of corruption. In 2023, 80% of employees were trained on the topic of corruption, an opportunity in which everyone accepted the Codes of Ethics and Conduct and Anti-Corruption. Considering only managers, this percentage increases to 93%. |GRI 205-1|

CORPORATE GOVERNANCE

COMMUNICATION AND TRAINING IN ANTI-CORRUPTION POLICIES AND PROCEDURES | GRI 205-2 |

Members of the governance body to whom they were communicated and who received training on anti-corruption policies and procedures<sup>1</sup>

	2021		2022		2023	
	Announcements	Qualified	Announcements	Qualified	Announcements	Qualified
Number	13	0	15	0	12	0
Percentage (%)	100	0	100	0	100	0

<sup>1</sup> Training on Codes of Ethics and Conduct and the Anti-Corruption Code is provided to all employees, while it is not mandatory for members of governance bodies. However, the update and revision of these codes and their guidelines are communicated to all members of the governance bodies. The Board of Directors even plays a fundamental role in the prior approval of these codes, formally recording the deliberations in meeting minutes.

Employees who were notified and who received training on anti-corruption policies and procedures, by region

		2021		2022		2023	
		Announcements	Qualified	Announcements	Qualified	Announcements	Qualified
North	Number	1,841	1,185	1,584	953	2,019	1,408
	Percentage (%)	100	64.36	100	60.16	100	69.74
North East	Number	4,581	2,948	4,048	2,709	3,612	2,809
	Percentage (%)	100	64.35	100	66.92	100	77.77
South	Number	592	468	544	425	585	470
	Percentage (%)	100	79.05	100	78.12	100	80.34
South East	Number	10,059	7,614	9,186	6,965	10,470	8,755
	Percentage (%)	100	75.69	100	75.82	100	83.62
Midwest	Number	644	392	568	320	559	424
	Percentage (%)	100	60.86	100	56.34	100	75.85



# SOCIAL DIMENSION

## Maternity/ paternity leave in 2023<sup>1</sup> | GRI 401-3 |

	Men	Women
Total number of employees who were entitled to take maternity/paternity leave	8,998	11,065
Total number of employees who took parental leave in the current year.	-	301
Total employees expected to return in the current year	-	
Total employees who returned to work after the end of parental leave.	-	250
Return rate	-	
Total employees who returned to work in the previous year and remained employed for another 12 months, ending in the current year 3	-	250
Total employees who returned in the previous year	-	-
Retention rate	-	100%

<sup>1</sup> EsteThis indicator began to be retorted in 2023. Therefore, there is no historical basis. | GRI 2-4 |

<sup>2</sup> We do not have information regarding paternity leave, as the leave is handled directly with the immediate manager.

<sup>3</sup> There was no dismissal within 12 months of employees who returned from maternity leave.

## Diversity in governance bodies and among employees, broken down by gender and functional category\* | GRI 405-1 |

Functional category	Men	Women
Members of governance bodies	83%	17%
Presidency and Vice-Presidency	71.4%	28.6%
Directors	70.3%	29.7%
Managers	48.7%	51.3%
Coordinators	38.7%	61.3%
Course coordinators	40.2%	59.8%
Supervisors	43.9%	56.1%
Specialists	62.5%	37.5%
Analysts	47.6%	52.4%
Assistants/assistants	46.3%	53.7%
Apprentices	31.6%	68.4%
Teachers	47.7%	52.3%
Resident doctors	31.8%	68.2%
Preceptors/tutors	31.8%	68.2%
Interns	39.6%	60.4%
Trainees	18.2%	81.8%
TOTAL	45.2	54.8

\* From this cycle onwards, we changed the assumptions for break down by functional category. Therefore, we did not include the historical basis. | GRI 2-4 |

# SOCIAL DIMENSION

Diversity in governance bodies and among employees, broken down by age group and functional category\* |GRI 405-1 |

Functional category	Under 30 years	Between 30 and 50 years	Above 50 years
Members of governance bodies	0%	25%	75%
Presidency and Vice-Presidency	0.0%	85.7%	14.3%
Directors	0.0%	83.8%	16.2%
Managers	4.7%	83.8%	11.5%
Coordinators	11.7%	80.6%	7.6%
Course coordinators	5.3%	74.0%	20.6%
Supervisors	20.0%	69.9%	10.1%
Specialists	12.0%	78.4%	9.6%
Analysts	26.2%	67.2%	6.6%
Assistants/assistants	40.5%	46.3%	13.1%
Apprentices	99.5%	0.5%	0.0%
Teachers	4.7%	69.4%	26.0%
Resident doctors	31.8%	68.2%	0.0%
Preceptors/tutors	18.2%	70.2%	11.6%
Interns	87.5%	12.5%	0.0%
Trainees	72.7%	27.3%	0.0%
TOTAL	18.7%	63.5%	17.8%

\*From this cycle onwards, we changed the assumptions for break down by functional category. Therefore, we did not include the historical basis. |GRI 2-4 |

Employees from under-represented groups, by functional category (%)¹

	2023   PCDS
Members of governance bodies	0
Presidency and Vice-Presidency	0
Directors	1.4
Managers	3.1
Coordinators	1.6
Course coordinators	2.2
Supervisors	0.6
Specialists	1.4
Analysts	1.9
Assistants/assistants	9
Apprentices	0.5
Teachers	2.2
Resident doctors	0
Preceptors/tutors	1.2
Interns	0
Trainees	0
Total	3.7



# SOCIAL DIMENSION – FOCUS ON DIVERSITY

Diversity in governance bodies and among employees, broken down by ethnicity and functional category\* | GRI 405-1 |

Functional category	Yellow	White	Indigenous	Black	Brown	Prefer not to respond	No data
Members of governance bodies	0%	0%	0%	0%	0%	0%	100%
Presidency and Vice-Presidency	0.0%	28.6%	0.0%	0.0%	0.0%	28.6%	42.9%
Directors	2.7%	67.6%	0.0%	1.4%	16.2%	5.4%	6.8%
Managers	2.4%	57.1%	0.0%	3.4%	24.9%	3.1%	9.2%
Coordinators	1.6%	51.3%	0.2%	8.8%	30.5%	2.2%	5.5%
Course coordinators	2.2%	59.4%	0.3%	6.9%	27.5%	2.0%	1.7%
Supervisors	2.5%	40.6%	1.1%	11.8%	36.1%	1.1%	6.8%
Specialists	3.8%	54.3%	0.0%	8.7%	20.2%	3.4%	9.6%
Analysts	1.1%	50.1%	0.2%	12.5%	28.2%	1.8%	6.1%
Assistants/assistants	1.8%	29.9%	0.5%	16.7%	40.5%	2.1%	8.5%
Apprentices	1.0%	28.6%	0.0%	15.5%	35.9%	1.0%	18.0%
Teachers	1.2%	53.6%	0.2%	5.0%	22.6%	2.3%	15.0%
Resident doctors	0.0%	27.3%	0.0%	4.5%	27.3%	0.0%	40.9%
Preceptors/tutors	1.2%	38.4%	0.1%	7.7%	31.8%	1.2%	19.7%
Interns	0.0%	47.8%	2.1%	20.8%	27.1%	0.0%	2.1%
Trainees	0.0%	0.0%	0.0%	45.5%	54.5%	0.0%	0.0%
TOTAL	1.5	45.7	0.3	9.3	29.3	2.1	11.8

\*This is the first cycle in which we present this information. Therefore, there is no historical basis.

Diversity in governance bodies and among employees, broken down by sexuality and functional category\* | GRI 405-1 |

Functional category	Asexual	Bisexual	Heterosexual	Homossexual	Pansexual	Prefer not to respond	No data
Members of governance bodies	0.0%	0%	0%	0.0%	0.0%	0%	100%
Presidency and Vice-Presidency	0.0%	0.0%	42.9%	0.0%	0.0%	14.3%	42.9%
Directors	0.0%	2.7%	81.1%	2.7%	0.0%	6.8%	6.8%
Managers	0.0%	1.0%	81.9%	4.5%	0.3%	3.1%	9.2%
Coordinators	0.0%	1.4%	83.4%	7.2%	0.2%	2.3%	5.5%
Course coordinators	0.1%	3.3%	85.4%	6.8%	0.0%	2.4%	1.7%
Supervisors	0.3%	3.7%	81.7%	5.9%	0.6%	1.1%	6.8%
Specialists	0.0%	2.4%	77.4%	5.3%	1.4%	3.8%	9.6%
Analysts	0.3%	4.0%	80.1%	6.2%	0.7%	2.5%	6.1%
Assistants/assistants	0.3%	3.7%	78.9%	4.5%	0.5%	3.7%	8.5%
Apprentices	0.5%	4.4%	66.5%	2.9%	2.9%	4.9%	18.0%
Teachers	0.1%	1.9%	73.8%	5.6%	0.3%	3.3%	15.0%
Resident doctors	0.0%	0.0%	50.0%	4.5%	0.0%	4.5%	40.9%
Preceptors/tutors	0.1%	1.7%	71.5%	4.5%	0.1%	2.4%	19.7%
Interns	2.1%	6.3%	79.2%	8.3%	2.1%	0.0%	2.1%
Trainees	0.0%	9.1%	90.9%	0.0%	0.0%	0.0%	0.0%
TOTAL	0.1	2.6	76.5	5.3	0.4	3.2	11.8

\*This is the first cycle in which we present this information. Therefore, there is no historical basis.

# SOCIAL DIMENSION – FOCUS ON DIVERSITY

Diversity in governance bodies and among employees, broken down by gender identity and functional category\* | GRI 405-1 |

Functional category	Agender	Cisgender	Transgender	Pangender	Non-binary	Prefer not to respond	No data
Members of governance bodies	0.0%	0%	0%	0.0%	0.0%	0%	100%
Presidency and Vice-Presidency	0.0%	28.6%	0.0%	0.0%	0.0%	28.6%	42.9%
Directors	0.0%	85.1%	0.0%	0.0%	0.0%	8.1%	6.8%
Managers	0.0%	86.9%	0.0%	0.0%	0.3%	3.7%	9.2%
Coordinators	0.4%	89.6%	0.2%	0.0%	0.0%	4.3%	5.5%
Course coordinators	0.2%	93.5%	0.3%	0.0%	0.2%	4.0%	1.7%
Supervisors	0.0%	88.5%	0.8%	0.0%	0.0%	3.9%	6.8%
Specialists	0.0%	84.1%	0.5%	0.0%	1.4%	4.3%	9.6%
Analysts	0.3%	89.1%	0.3%	0.0%	0.3%	3.9%	6.1%
Assistants/assistants	0.5%	82.8%	0.6%	0.1%	0.1%	7.5%	8.5%
Apprentices	0.0%	73.8%	1.0%	0.0%	0.5%	6.8%	18.0%
Teachers	0.2%	80.7%	0.1%	0.0%	0.2%	3.8%	15.0%
Resident doctors	0.0%	54.5%	0.0%	0.0%	0.0%	4.5%	40.9%
Preceptors/tutors	0.1%	75.3%	0.1%	0.1%	0.1%	4.5%	19.7%
Interns	0.0%	93.8%	0.0%	0.0%	2.1%	2.1%	2.1%
Trainees	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
TOTAL	0.3	82.5	0.3	0	0.2	4.9	11.8

\*This is the first cycle in which we present this information. Therefore, there is no historical basis.

Cases of discrimination and corrective measures taken | GRI 406-1 |

## Cases of discrimination

	2022	2023
The organization analyzed the case	13	16
A repair plan is being implemented	15 <sup>1</sup>	0
The repair plan was implemented and its results analyzed through routine internal management analysis processes	0 <sup>3</sup>	16
The case is no longer subject to action (i.e., it is resolved, completed)	13 <sup>2</sup>	16
Total	28	16

Proportion between the base salary and compensation received by women and that received by men | GRI 405-2 |

Categoria funcional	2023
Vice presidency	76.10%
Board	83.20%
Management	96.50%
Coordination	82.80%
Specialists	86.30%
Supervisors	97.9%
Trainees	100%
Administrative	88%
Support	110.5%
Professors	71.7%
Apprentices	100.40%



# GRI CONTENT SUMMARY

Declaration of use	We report in accordance with the GRI Standards for the period January 1 to December 31, 2023.
GRI 1 used	GRI 1: Fundamentals 2021.
Applicable GRI Sector Standard(s )	None.

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation

## GENERAL CONTENTS

GRI 2: General Contents 2021	2-1 Organization Details	Our corporate structure is <a href="#">available here</a> .	No			
	2-2 Entities included in the organization's sustainability report		Yes			
	2-3 Reporting period, frequency and point of contact		No			
	2-4 Information reformulations	The information presented in this sustainability report were collected from different areas of our team, with support from external consultancy specialist, and subsequently submitted to assurance limited liability company of PwC – a requirement of our High Leadership. External and independent verification in keeps in line with best practices transparency in the market. The rate reported in indicator 401-1 in 2022 will not be the turnover rate, but rather the rate of redundancies, according to the calculation premise clarified in the 2023 preparation basis.	Yes			
	2-5 External check		Yes			
	Activities and workers					
	2-6 Activities, value chain and other business relationships		No			
	2-7 Employees		Yes			
	2-8 Workers who are not employees		Yes			
	Governance					
	2-9 Governance structure and its composition		No	Items c.vii and c.viii.	Information unavailable.	Not all necessary information for the item was identified. We are implementing process improvements for inclusion in the next cycle.
	2-10 Appointment and selection to the highest governance body		No	Item b.iv.	Information unavailable.	Not all necessary information for the item was identified. We are implementing process improvements for inclusion in the next cycle.

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 2: General Contents 2021	2-11 President of the highest governance body		No			
	2-12 Role played by the highest governance body in supervising impact management		No			
	2-13 Delegation of responsibility in impact management		No			
	2-14 Role played by the highest governance body in sustainability reporting		No			
	2-15 Conflicts of interest		No			
	2-16 Communicating Critical Concerns		Yes			
	2-17 Collective knowledge of the highest governance body		No	Item a.	Information unavailable.	Not all necessary information for the item was identified. We are implementing process improvements for inclusion in the next cycle.
	2-18 Performance assessment of the highest governance body		No			
	2-19 Compensation Policies		No	All.	Confidentiality restrictions.	Information regarding executive remuneration is strictly confidential and is only disclosed in our Reference Form.
	2-20 Process for determining remuneration		No			
	2-21 Proportion of total annual compensation		Yes			
GRI 2: General Contents 2021	Strategy, policies and practices					
	2-22 Declaration on sustainable development strategy		No			
	2-23 Policy commitments		No			
	2-24 Incorporation of policy commitments		No			
	2-25 Processes for repairing negative impacts		Yes			
	2-26 Mechanisms for advice and raising concerns		Yes			



GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 2: General Contents 2021	2-27 Compliance with laws and regulations	Our legal department evaluates the relevance of the legal or administrative proceedings received, taking into account the possible financial impact on our operations. The most notable cases, especially those involving substantial fines, are still under discussion, both at the administrative and judicial levels. Consequently, in 2023, there were no significant cases of non-compliance with laws and regulations that resulted in the imposition of fines or non-monetary sanctions.	Yes			
	2-28 Participation in associations		No			
	Engagement with stakeholders					
	2-29 Approach to stakeholder engagement	We have 95.25% of employees covered by collective bargaining agreements. Employees not covered are working in a location where there is no professional union. In these cases, we apply the rules set out in labor legislation.	Yes			
	2-30 Collective bargaining agreements		No			
MATERIAL THEMES						
GRI 3: Material Topics 2021	3-1 Process of defining material themes		Yes			
	3-2 List of material themes		Yes			
ATTRACTION, DEVELOPMENT, WELL-BEING AND RETENTION OF EMPLOYEES						
GRI 3: Material Topics 2021	3-3 Management of material topics		Yes			
GRI 201: Economic performance 2016	201-3 Obligations of defined benefit plans and other retirement plans		No	All.	Not applicable.	We do not offer a retirement plan to our employees. However, we collect monthly Social Security contributions from employees, destined for the National Social Security Institute (INSS), which is responsible for paying retirement and other benefits to Brazilian workers (Law No. 8,213, of July 24, 1991 ).
GRI 401: Employment 2016	401-1 New Hires and Employee Turnover		Yes			
	401-2 Benefits offered to full-time employees that are not offered to temporary or part-time employees		Yes			
	401-3 Maternity/paternity leave		Yes			

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 402: Labor Relations 2016	402-1 Minimum notice period for operational changes	In collective bargaining agreements, there are no clauses that establish a minimum notice period for employees before significant operational changes. Although we chose to adopt a minimum period of three weeks, in some specific situations the period may be shorter.	Yes			
GRI 403: Occupational Health and Safety 2018	403-1 Occupational health and safety management system		No			
	403-2 Hazard identification, risk assessment and incident investigation		No	Item c.	Information unavailable.	Not all necessary information for the item was identified. We are implementing process improvements for inclusion in the next cycle.
	403-3 Occupational health services		No			
	403-4 Workers' participation, consultation and communication to workers regarding occupational health and safety		No			
	403-5 Training of workers in occupational health and safety		No			
	403-6 Promotion of worker health		No			
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked to business relationships		No			
	403-8 Workers covered by an occupational health and safety management system		No			
	403-9 Work accidents		Yes			
	403-10 Occupational diseases		Yes			
GRI 404: Training and Education 2016	404-1 Average hours of training per year, per employee		Yes			
	404-2 Programs for improving employee skills and career transition assistance		No			
	404-3 Percentage of employees who receive regular performance and career development reviews		Yes			



GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 407: Freedom of Association and Collective Bargaining 2016	407-1 Operations and suppliers where the right to freedom of association and collective bargaining may be at risk	We do not identify operations and suppliers where the right to freedom of association and collective bargaining may be at risk.	Yes			
DIVERSITY, INCLUSION AND EQUITY						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 202: Market Presence 2016	202-1 Proportion between the lowest salary and the local minimum wage, with break down by gender		No			
	202-2 Proportion of board members hired from the local community		No			
GRI 405: Diversity and Equal Opportunities 2016	405-1 Diversity in governance bodies and employees		Yes			
	405-2 Proportion between the base salary and remuneration received by women and those received by men		Yes			
GRI 406: Non-Discrimination 2016	406-1 Cases of discrimination and corrective measures taken	In 2023, 16 cases of discrimination were investigated and concluded as valid and partially valid, for which the following educational and corrective measures were adopted: written warning; oral warning; literacy education; suspension, termination and, when carried out by third parties, removal from the operation. The reduction in the number of cases compared to the previous year, when 28 cases were registered, demonstrates the effectiveness of the measures taken.	Yes			
SOCIAL DEVELOPMENT AROUND THE UNITS						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 203: Indirect Economic Impacts 2016	203-1 Investments in infrastructure and support for services		No	All.	Information unavailable.	Not all the information required for the item was identified. We are implementing process improvements for inclusion in the next cycle
	203-2 Significant indirect economic impacts		No			
GRI 204: Purchasing Practices 2016	204-1 Proportion of spending on local suppliers		No			

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 413: Local Communities 2016	413-1 Operations with engagement, impact assessments and development programs aimed at the local community		No	All.	Information unavailable.	Not all the information required for the item was identified. We are implementing process improvements for inclusion in the next cycle
	413-2 Operations with actual or potential significant negative impacts on local communities		No	All.	Information unavailable.	Not all the information required for the item was identified. We are implementing process improvements for inclusion in the next cycle
EMPLOYABILITY AND ENTREPRENEURSHIP						
GRI 3: Material Themes 2021	3-3 Management of material topics		Yes			
ETHICS, INTEGRITY AND COMPLIANCE						
GRI 3: Material Themes 2021	3-3 Management of material topics		Yes			
GRI 205: Combating Corruption 2016	205-1 Operations assessed for risks related to corruption	Significant risks related to corruption were identified through a detailed risk assessment. Relationships with public officials are essential to enable business continuity and routine company operations. These interactions include government public policies to promote education, such as FIES and ProUni, as well as inspection processes by regulatory bodies such as permits, Fire Department inspections and educational sector licenses. Assessments by regulatory agencies, such as the Ministry of Education (MEC), and public notices, such as the Mais Médicos Program, are also considered. Interactions with the Executive, Legislative and Judiciary branches are also points of attention, aiming to ensure that all activities are in compliance with current laws and regulations, thus mitigating possible risks of corruption. In 2023, 80% of employees were trained on the topic of corruption, an opportunity in which everyone accepted the Codes of Ethics and Conduct and Anti-Corruption. Considering only managers, this percentage increases to 93%.	Yes			
	205-2 Communication and training in anti-corruption policies and procedures	We carry out periodic communications with the Ethics Committee, including the training attendance percentages throughout 2023.	Yes			
	205-3 Confirmed cases of corruption and measures taken	There were none.	Yes			
GRI 206: Unfair Competition 2016	206-1 Lawsuits for unfair competition, trust and monopoly practices	There were none.	Yes			



GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 308: Environmental Assessment of Suppliers 2016	308-1 New suppliers selected based on environmental criteria	We do not carry out environmental assessments of suppliers for contracting. We only require our suppliers to sign our Sustainability Commitment in the Value Chain. We acquired a tool to start assessments as of 2024. We are also looking for technologies to help us identify possible suppliers with environmental irregularities, which could cause negative impacts on our chain.	No			
	308-2 Negative environmental impacts of the supply chain and measures taken	No negative environmental impacts from our supply chain were identified.	No			
GRI 408: Child Labor 2016	408-1 Operations and suppliers with significant risk of child labor incidents	We have not identified, in our direct operations, significant risks of child labor in Brazil or in any other country. In relation to our suppliers, we recognize the possibility of risks, especially those involved in the management of movable assets, works and cargo transport. To mitigate these risks, we implement rigorous procedures, including consultation and monitoring of CNPJs, physical approval of furniture suppliers and physical inspection of the locations where services are provided. Additionally, all contractual drafts contain comprehensive clauses that reinforce our commitment to not condone child labor. We are committed to ensuring that our entire supply chain adheres to high ethical and legal standards, reflecting our corporate social responsibility.	No			
GRI 409: Forced or Slave Labor 2016	409-1 Operations and suppliers with significant risk of cases of forced or compulsory labor	We have not identified, in our direct operations, significant risks of cases of forced or compulsory labor in Brazil or any other country. In relation to our suppliers, we recognize the possibility of risks, especially those involved in the management of movable assets, works and cargo transport. To mitigate these risks, we implement rigorous procedures, including consultation and monitoring of CNPJs, physical approval of furniture suppliers and physical inspection of the locations where services are provided. Additionally, all contractual drafts contain comprehensive clauses that reinforce our commitment not to condone forced or slave-like labor. We are committed to ensuring that our entire supply chain adheres to high ethical and legal standards, reflecting our corporate social responsibility.	No			
GRI 410: Security Practices 2016	410-1 Security personnel trained in human rights policies or procedures		No	All.	Information unavailable.	We are currently mapping whether suppliers offer Human Rights courses for Security professionals.
GRI 414: Social Assessment of Suppliers 2016	414-1 New suppliers selected based on social criteria	0%. YDUQS does not apply a social assessment for suppliers. In 2023, we hired a solution to provide supplier ratings across all ESG pillars. We plan integration with Ariba in the SLP module for 2024.	Yes			
	414-2 Negative social impacts of the supply chain and measures taken		No	All.	Information unavailable.	We are implementing process improvements to include the necessary information for the item in the next cycle.

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
INNOVATION AND TECHNOLOGY						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 201: Economic performance 2016	201-1 Direct economic value generated and distributed		Yes			
	201-4 Financial support received from the government		Yes			
PRIVACY AND DATA SECURITY						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 418: Customer Privacy 2016	418-1 Substantiated complaints regarding violation of privacy and loss of customer data		Yes			
QUALITY AND ACCESS TO EDUCATION						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
RELAÇÕES GOVERNAMENTAIS E ADVOCACY/ÓRGÃOS REGULADORES						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 415: Public Policies 2016	415-1 Political contributions	We do not make political contributions.				
TRANSPARENCY AND RELATIONSHIP WITH PRIORITY AUDIENCES						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 417: Marketing and Labeling 2016	417-1 Requirements for information and labeling of products and services		No	All.		
	417-2 Cases of non-compliance in relation to information and labeling of products and services		No	All.		
	417-3 Cases of non-compliance in relation to marketing communication		No	All.		



GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
SUSTAINABLE RESOURCE MANAGEMENT						
GRI 3: Material Themes 2021	3-3 Management of material topics		No			
GRI 302: Energy 2016	302-1 Energy consumption within the organization		Yes			
	302-3 Energy intensity		Yes			
GRI 302: Energy 2016	302-4 Reduction in energy consumption		Yes	All.	Information unavailable.	Currently, we do not have specific tools to link the actions implemented to the reduction in energy consumption. However, we are in the process of improving, promoting awareness and establishing a regular internal reporting practice for the entire team through the energy efficiency document. The intention is to strengthen participatory and effective management in relation to this important topic.
GRI 303: Water and Effluents 2018	303-2 Management of impacts related to water disposal		No			
	303-3 Water collection		Yes			
	303-4 Water disposal		Yes			
	303-5 Water consumption		Yes			
GRI 305: Emissions 2016	305-1 Direct emissions (Scope 1) of greenhouse gases (GHG)		No			
	305-2 Indirect emissions (Scope 2) of greenhouse gases (GHG) from energy acquisition		No			
	305-3 Other indirect emissions (Scope 3) of greenhouse gases (GHG)	There were no such emissions in 2023.	No			
	305-4 Intensity of greenhouse gas (GHG) emissions		No	All.	Information unavailable.	The information was not identified required for the item. We are implementing process improvements for inclusion next year
	305-5 Reduction of greenhouse gas (GHG) emissions	In 2023 there were no reductions in greenhouse gas emissions.	No			

GRI standard	Content	Response	Assurance	Omission		
				Omitted requirements	Reason	Explanation
GRI 306: Waste 2016	306-1 Waste generation and significant waste-related impacts		No			
	306-2 Management of significant impacts related to waste		No			
	306-3 Waste generated		Yes			
	306-4 Waste not intended for final disposal		Yes			
	306-5 Waste intended for final disposal		Yes			



SASB CONTENT SUMMARY

Theme	Code	Accounting metric	Response	Assurance
Accounting topics and metrics for sustainability disclosure   Sector: Services   Industry: Education				
Data security	SV-ED-230a.2	at		No
	SV-ED-230a.3	Number, percentage (%)		Yes
Activity metrics	SV-ED-000.A	Number		Yes
	SV-ED-000.D	Number		Yes
	SV-ED-260a.1	Number		Yes
	SV.ED.260a.3	Number		Yes

# Independent auditor’s limited assurance report on the non-financial information included in the 2023 Integrated Report

To the Board of Directors and Stockholders  
YDUQS Participações S.A.  
São Paulo – SP

## INTRODUCTION

We have been engaged by YDUQS Participações S.A. (“Company” or “YDUQS”) to present our limited assurance report on the non-financial information included in the 2023 Integrated Report of YDUQS for the year ended December 31, 2023.

Our limited assurance does not cover prior-period information, or any other information disclosed together with the 2023 Integrated Report, including any incorporated images, audio files or videos.

## RESPONSIBILITIES OF THE MANAGEMENT OF YDUQS

The management of YDUQS is responsible for:

- selecting or establishing adequate criteria for the preparation and presentation of the information included in the 2023 Integrated Report;
- preparing the information in accordance with the criteria and guidelines of the Global Reporting Initiative (GRI-Standards) with Guidance CPC 09 - Integrated Report issued by the Brazilian Federal Accounting Council (CFC), related to the Basic Conceptual Framework for Integrated Reporting, prepared by the International Integrated Reporting Council (IIRC) and with the basis of preparation developed by the Company;
- designing, implementing and maintaining internal controls over the significant information for the preparation of the information included in the Integrated Report, which is free from material misstatement, whether due to fraud or error.

## OUR INDEPENDENCE AND QUALITY CONTROL

We comply with the independence and other ethical requirements of the Federal Accounting Council (CFC) in NBCs PG 100 and 200 and NBC PA 291, which are based on the principles of integrity, objectivity and professional competence, and which also consider the confidentiality and behavior of professionals.

We apply the Brazilian and international quality control standards established in NBC PA 01, issued by the CFC, and thus maintain an appropriate quality control system that includes policies and procedures related to compliance with ethical requirements, professional standards, legal requirements and regulatory requirements.

## INDEPENDENT AUDITOR’S RESPONSIBILITY

Our responsibility is to express a conclusion on the non-financial information included in the 2023 Integrated Report, based on our limited assurance engagement carried out in accordance with the Technical Communication CTO 01 – Issuance of Assurance Reports related to Sustainability and Social Responsibility, issued by the Federal Accounting Council (CFC), based on the Brazilian standard NBC TO 3000, “Assurance Engagements Other than Audit 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). Those standards require that the auditor complies with ethical requirements, independence requirements, and other responsibilities of these standards, including those regarding 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 the compliance with ethical requirements, professional standards and relevant legal and regulatory requirements.



Moreover, the aforementioned standards require that the work be planned and performed to obtain limited assurance that the non-financial information included in the 2023 Integrated Report, taken as a whole, is free from material misstatement.

A limited assurance engagement conducted in accordance with the Brazilian standard NBC TO 3000 and ISAE 3000 mainly consists of making inquiries of management and other professionals of YDUQS involved in the preparation of the information, as well as applying analytical procedures to obtain evidence that allows us to issue a limited assurance conclusion on the information, taken as a whole. A limited assurance engagement also requires the performance of additional procedures when the independent auditor becomes aware of matters that lead him to believe that the information disclosed in the Integrated Report taken as a whole might present significant misstatements.

The procedures selected are based on our understanding of the aspects related to the compilation, materiality, and presentation of the information included in the 2023 Integrated Report, other circumstances of the engagement and our analysis of the activities and processes associated with the significant information disclosed in the 2023 Integrated Report in which significant misstatements might exist. The procedures comprised, among others:

- (a) planning the work, taking into consideration the materiality and the volume of quantitative and qualitative information and the operating and internal control systems that were used to prepare the information included in the 2023 Integrated Report;
- (b) understanding the calculation methodology and the procedures adopted for the compilation of indicators through inquiries of the managers responsible for the preparation of the information;
- (c) applying analytical procedures to quantitative information and making inquiries regarding the qualitative information and its correlation with the indicators disclosed in the 2023 Integrated Report; and
- (d) when non-financial data relate to financial indicators, comparing these indicators with the financial statements and/or accounting records.

The limited assurance engagement also included the analysis of the compliance with the GRI Standards, with Guidance CPC 09 - Integrated Report and the criteria established in the basis of preparation developed by the Company.

Our procedures did not include assessing the adequacy of the design or operating effectiveness of the controls, testing the data on which the estimates are based or separately developing our own estimate to compare with YDUQS's estimate.

We believe that the evidence we have obtained is sufficient and appropriate to provide a basis for our limited assurance conclusion.

### SCOPE AND LIMITATIONS

The procedures applied in a limited assurance engagement vary in nature and timing and are less detailed than those applied in a reasonable assurance. Consequently, the level of assurance obtained in a limited assurance engagement is substantially lower than the level that would be obtained in a reasonable assurance engagement. If we had performed a reasonable assurance engagement, we might have identified other matters and possible misstatements in the information included in the 2023 Integrated Report. Therefore, we do not express an opinion on this information.

Non-financial data are subject to more inherent limitations than financial data, due to the nature and diversity of the methods used to determine, calculate and estimate these data. Qualitative interpretations of the relevance, materiality, and accuracy of the data are subject to individual assumptions and judgments. Furthermore, we did not consider in our engagement the data reported for prior periods nor future projections and goals.

The preparation and presentation of non-financial information and indicators followed the definitions of the basis of preparation developed by the Company and the GRI and, therefore, the information included in the 2023 Integrated Report does not aim to provide assurance with regard to the compliance with social, economic, environmental or engineering laws and regulations. However, the aforementioned standards establish the presentation and disclosure of possible cases of non-compliance with such regulations when sanctions or significant fines are applied. Our assurance report should be read and understood in this context, inherent to the criteria selected and previously mentioned in this paragraph.

The absence of a significant set of established practices on which to base the evaluation and measurement of non-financial information allows for different but acceptable evaluation and measurement techniques, which can affect comparability between entities and over time.

The contents included in the scope of this assurance engagement are presented in the GRI Content Index and SASB Content Index of the 2023 Integrated Report.

**CONCLUSION**

Based on the procedures performed, described herein, and on the evidence obtained, no matter has come to our attention that causes us to believe that the non-financial information included in the 2023 Integrated Report of YDUQS has not been prepared, in all material respects, in accordance with the criteria established in the basis of preparation, with the GRI Standards and with the Guidance CPC 09 - Integrated Report.

São Paulo, April 02, 2024

PricewaterhouseCoopers  
Auditores Independentes Ltda.  
CRC 2SP000160/O-5

Maurício Colombari  
Contador CRC 1SP195838/O-3



## CREDITS AND INSTITUTIONAL INFORMATION

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# YDUQS

Integrated Report 2023