

2025 SUSTAINABILITY REPORT



ănima
EDUCAÇÃO

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Introduction

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- Message from the Chairman of the Board of Directors
- About the Report



Message from the President

GRI 2-22

It still moves me to see how education can transform the way people view their own lives. Sometimes, it all begins with an encounter—with someone who believes in you, encourages you, and broadens your horizons. And when this happens millions of times every day, transformation is no longer merely individual; it becomes a force that drives society as a whole.

This conviction guides our decisions across the Ecosystem every day and is also reflected in what we present in this 2025 Sustainability Report.

More than a presentation of indicators and progress, this report reflects how we understand our role: expanding access, developing people, and contributing to a better-prepared, more aware, and more sustainable society.

Education has the power to broaden perspectives, strengthen autonomy, and open pathways to social mobility. When a person learns, they grow. When millions learn, the

country moves forward. That is why I have always believed that education is a collective commitment and a priority for the future.

And none of this would be possible without educators—the driving force behind a transformation that gains momentum every day, in classrooms, communities, and the relationships built throughout this journey.

It is in this context that sustainability and education become inseparable. To me, ESG has never been merely an acronym or a trend. It means making conscious choices today to build a better future. It means aligning performance with purpose, growth with responsibility, and results with legacy. It means understanding that relevant organizations are those capable of creating value for all their stakeholders.

At Ânima, we work every day to turn this vision into reality. We invest in academic quality, innovation, and learning experiences aligned with the demands of our time. We continue to advance diversity and

inclusion, fostering more representative and welcoming environments. We work to expand access to higher education and support student retention. We continuously strengthen our governance, transparency, and ethics practices. And we remain committed to environmental stewardship, because preparing for the future also means caring for the planet we share.

These achievements are a direct result of the engagement of our teams, educators, students, partners, and communities. ESG is always a collective effort. It stems from culture—from the values we uphold—gains strength through relationships, and is reinforced by the coherence and consistency of our daily decisions.

We move forward with the humility of lifelong learners and the sense of responsibility of those who understand that conscious choices, made day after day, are what ensure the longevity of an educational project of this scale. We are driven by the courage to engage in dialogue and build solid bridges



between the present and the future. And we will continue on this journey, confident that education is the most powerful and transformative platform for building, together, a more prosperous and humane Brazil.

PAULA HARRACA

President of Ânima Educação

Message from the Chairman of the Board of Directors

I often find myself thinking back to 2003. That was when, faced with the possibility that a college in Belo Horizonte might close, we chose a path that, at the time, seemed more difficult. It was not simply about restoring an institution. It was about ensuring continuity in the journeys of hundreds of students and educators. We may not have known where that step would lead us, but what continues to define Ânima to this day was already there: the conviction that education represents a profound commitment to people and to the futures they can build.

Since that first seed was planted in Minas Gerais, Ânima has never stopped growing, but we have worked hard to ensure that we never lose our essence. Looking back on our journey, I see that we have been propelled by an unwavering belief: that we are a community driven by a shared

purpose. For us, the “magic of education” is not an abstract concept; it comes to life through human connection, and our mission has always been to ensure that this connection is the driving force behind everything we build.

This 2025 Sustainability Report reflects that journey. It portrays an organization that has matured and expanded its impact while preserving what makes it unique. Academic quality and commitment to society are not separate dimensions; they go hand in hand and reinforce one another.

Our governance is rooted in this commitment to longevity. Ethics put into practice, transparency as a guiding principle, and an environment where good ideas are given a chance, regardless of hierarchy.

Throughout this journey, our understanding of our responsibility has also evolved. Our impact can be seen in the stories we help transform, in the development of the regions where we operate, in the leaders we help develop, and in the creation of a society better prepared for the future.

It is gratifying to see how the values we established long ago now extend beyond the walls of our institutions, positively influencing Brazilian education and contributing to a more just country. It is with that same sense of pride that we continue to build something designed to stand the test of time: Ânima’s future will continue to be shaped by exceptional people, united by the courage to believe that, in our schools, “even the walls educate.” We remain steadfast in our original mission of transforming the country through education.



DANIEL FACCINI CASTANHO

Chairman of the
Board of Directors of Ânima Educação

About the Report

GRI 2-3, 2-5

The year 2025 marks the maturation of our ESG journey, with the resumption of publication of our Sustainability Report and, for the first time, the adoption of the GRI (Global Reporting Initiative) and SASB (Sustainability Accounting Standards Board) standards, reaffirming our commitment to transparency with our educators, students, the academic community, regulators, investors, and partners, as well as our role as agents of transformation in the country. In this report, we present our figures and practices to demonstrate how our purpose translates into a lasting legacy for society and for Brazil's future.

This is the first reporting cycle in which we have adopted a unified communication strategy encompassing the holding company Ânima Educação; Inspirali, our medical education platform; and Instituto Ânima, a nonprofit organization dedicated to science and technology. This structure provides greater clarity to the information presented and enables a better

understanding of the breadth of our impact and operations.

Starting with this edition, the report will be published annually, in conjunction with the release of our financial report. The information presented in this document covers the period from January 1 to December 31, 2025, in accordance with leading global transparency standards.

All content has undergone external assurance and is organized into three sections. The first section presents the annual results of the holding company Ânima Educação and its subsidiaries—also referred to as Ânima or the company—as well as our purpose and principles, highlights of the year, and information on our stakeholders, business strategy, and economic and financial performance.

We then outline our ESG strategy and present our ambitions, structured around six commitments and their alignment with the

United Nations Sustainable Development Goals (SDGs). Sections 2 and 3 cover Inspirali and Instituto Ânima, respectively.

This document is an invitation to discover our essence and what makes us unique: our way of being Ânima.

We hope you enjoy the report!



For additional information about this document or Ânima's ESG management strategy, please contact us at:
esg@animaeducacao.com.br



Ânima

- About Us
- Awards and Rankings
- Stakeholder Engagement
- Business Strategy
- Economic and Financial Performance

About Us

GRI 2-1, 2-2, 2-6, SV-ED-000.A

Ânima is Brazil's largest and most innovative ecosystem for quality education. We have a portfolio of valuable brands and are one of the leading players in continuing medical education through Inspirali, our medical education platform.

Founded in 2003, Ânima is a for-profit, publicly traded corporation headquartered in the city of São Paulo and operating exclusively in Brazil. The company operates in all regions of the country, and its shares are traded on the stock exchange in accordance with applicable legislation and the Novo Mercado Regulations of Brasil, Bolsa, Balcão (B3).

The company comprises 18 higher education institutions and approximately 400 educational centers throughout Brazil. The Ânima Ecosystem also includes brands specializing in their respective fields, such as the Brazilian School of Law (Ebradi), Le

Cordon Bleu, SingularityU Brazil, Community Creators Academy, and Learning Village, Latin America's first innovation and education hub.

Our portfolio includes undergraduate programs (in-person, distance learning, and blended), graduate programs, short-term courses, as well as initiatives focused on student experience and innovation. These activities are complemented by a robust community extension program that provides services to the public.



Watch the video

Ânima Educação.
Brazil goes through here!



In addition to traditional academic education, we operate in the corporate market (B2B) through Ânima Soluções and leading executive education programs such as HSM and HSM University. This operation serves as a strategic partner to the private sector in lifelong learning, developing leadership, upskilling, and reskilling programs tailored to the innovation challenges faced by organizations.

360,400

students enrolled
at Ânima Educação at the
end of 2025

We also have Instituto Ânima, a nonprofit Scientific, Technological, and Innovation Institution (STI) that serves as the Ânima Ecosystem's platform for implementing public policies and social innovation initiatives.

We ended 2025 with 360,400 enrolled students, following a period of structural adjustments guided by our strategic decisions and adaptation to the sector's new regulatory landscape.

In online education, we quickly reorganized our offerings and portfolio in full compliance with the current regulatory framework, while maintaining the strength and stability of our in-person education operations.

Ânima makes education happen in a humane and unique way, while remaining closely attuned to the changes taking place in the world. We create environments that inspire learning and prepare our students for the real-world challenges of today's job market.



360,000+

students enrolled at the end of 2025,
including **Core***, distance learning and Medicine

14,000+

educators

Presence in

12 states

400

digital education academic units

70+

schools

630,000+

people who benefited from
university extension projects

BRL 394 million

generated through non-mandatory
internship grants

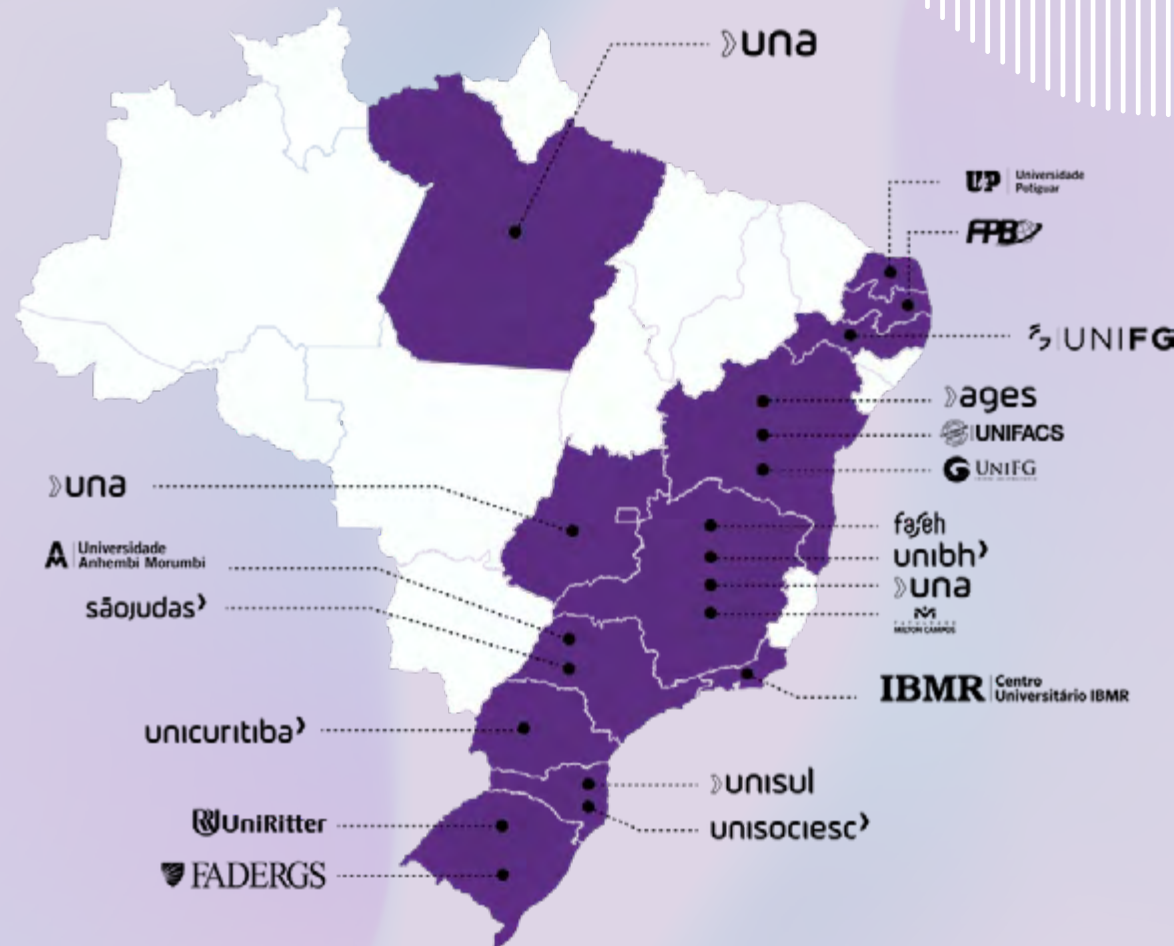
85,211

non-mandatory internship positions

270,000+

hours of teacher training

BRANDS WITH IN-PERSON CLASSES



OUR BRANDS AND INSTITUTIONS

Specialist brands



EBRADI

hsm

hsm^U

INSPIRALI



Solutions in education

ânima solutions

Nonprofit association

instituto ânima

*** Ânima Core** Activities related to the provision of educational services, in both in-person and blended learning formats, for higher education and professional development programs (except Medicine), including undergraduate, master's, and doctoral programs (*stricto sensu*) and extension programs, as well as professional development services through postgraduate programs (*lato sensu*), conferences, forums, seminars, specialization courses, in-company courses, preparatory courses for the Brazilian Bar Association (OAB), and services and consulting in technological innovation, technical support, and the maintenance and development of computer programs.

INSPIRALI

MEDICAL EXCELLENCE AND SOCIAL IMPACT

Inspirali is Ânima Educação's medical education platform, dedicated to strengthening humanistic medical education in Brazil. As Brazil's second-largest private medical education provider, it operates 15 schools with 21,000 students, including 12,000 undergraduate students and 9,000 enrolled in Continuing Medical Education programs.

In line with Ânima's principles, transformative, high-quality education lies at the heart of its strategy. The curriculum incorporates active learning methodologies, realistic simulations, and exposure to the Unified Health System (SUS) from the first year onward, connecting theory with outpatient practice.

21,000

students and 1,500 professors and medical specialists across various regions of Brazil

In alignment with SDG 3 (Good Health and Well-Being), Inspirali generates community and regional impact by helping promote health and quality of life through services provided to the population, particularly people in situations of greater social vulnerability.



Learn more

in the chapter on [Inspirali](#)

instituto ânima

SOCIAL INNOVATION AND TRANSFORMATIVE EDUCATION

Instituto Ânima serves as Ânima Educação's social arm and laboratory for structural innovation, promoting the transformation of basic and public education in Brazil.

Established as a Scientific, Technological, and Innovation Institution (STI), the institute has demonstrated a strong capacity for execution and scalability. Its executed budget of BRL 113 million enabled it to administer 3,753 research grants across various fields of study—an 18% increase compared to the previous cycle.

Through its Laboratory for Innovation in Public Education Policy (LIPPE), Instituto Ânima brings transformative,

7,800+

specialists trained and 4,000 extension agents certified across 1,524 Brazilian municipalities

high-quality education to life by designing and offering free extension and graduate programs to partner public education systems.



Learn more

in the chapter on [Instituto Ânima](#)



Purpose

We are passionate about education and believe in its power to transform lives. Our purpose, “to transform the country through education,” reflects our belief that education prepares each individual to build their own future.

The ESG agenda lies at the heart of our business model. By combining academic excellence with civic education, we contribute to Brazil’s social development and economic inclusion by fostering skills development and employability.

Our learning ecosystem moves beyond standardized education to offer

personalized learning pathways. It is based on the Ânima Learning Ecosystem (E2A), an innovative academic framework centered on each student’s life plan and the development of practical skills and competencies for the job market.

Our brands have strong ties to the regions and communities where they operate. We respect the “regional accent” in our interactions and in the development of implementation solutions. Ânima’s academic infrastructure serves as a valuable community support network that transforms lives, strengthens local economies, and provides essential services to communities.



The ESG agenda lies at the heart of our business model, which combines academic and civic education to promote economic inclusion



Watch the video

The People Behind Ânima



Principles

Our culture is underpinned by nine principles that guide every decision the organization makes.



education

2, 3, 4, 5

management

6, 7, 8, 9

Timeline

2003

FOUNDATION

- Founding of Ânima Educação through the acquisition of Minas Gerais Educação Ltda.—the operator of Centro Universitário Una in Belo Horizonte—by founding partners Daniel Castanho, Marcelo Bueno, and Maurício Escobar.

2006

EXPANSION TO THE STATE OF SÃO PAULO

- Acquisition of Associação Educacional do Litoral Santista (AELIS), the sponsoring organization of Monte Serrat University Center (Unimonte), in Santos (SP).



- Initial public offering on the BM&F Bovespa (now B3), in the Novo Mercado segment.
- Acquisition of 100% of HSM, a leader in executive and management education in Latin America.

GOING PUBLIC AND PORTFOLIO DIVERSIFICATION

2013

2009

CONSOLIDATION IN MINAS GERAIS

- Acquisition of Belo Horizonte University Center (UniBH), a long-standing educational institution in the capital of Minas Gerais.

2014

ENTRY INTO THE CITY OF SÃO PAULO

- Acquisition of São Judas Tadeu University, one of São Paulo's most historic universities.

2016

START OF OPERATIONS IN THE SOUTH AND NEW BUSINESS SEGMENTS

- Acquisition of UniSociesc (SC and PR), marking the company's entry into Brazil's Southern region.
- Establishment of the Escola Brasileira de Direito (Ebradi) school of law.
- Partnership with the international French culinary arts network Le Cordon Bleu.



2018

ACADEMIC INNOVATION

- Adoption of the Ânima Learning Ecosystem (E2A), an innovative competency-based education model.
- Opening of Brazil's first Le Cordon Bleu culinary arts school, in São Paulo.

2019/2020

INSPIRALI AND ENTRY INTO THE NORTHEAST

- Establishment of Inspirali, a company dedicated to managing medical schools and providing continuing education in health care.
- Acquisition of AGES and UniFG, which operate in Bahia, and UniCuritiba University Center, in Paraná.
- Opening of Learning Village, Latin America's first innovation and education hub, founded by HSM and SingularityU Brazil.

- Strategic alliance between Inspirali and DNA Capital, involving an investment of BRL 1 billion.
- Founding of Ânima Ventures, dedicated to investing in startups.
- Establishment of the VIVAE joint venture, resulting from an investment agreement with Telefônica Brasil to create a digital education platform.

STRATEGIC PARTNERSHIPS AND PROMOTION OF ENTREPRENEURSHIP

2022

- Acquisition of Laureate Education's Brazilian operations, doubling the student base and expanding the company's geographic and digital presence.
- Acquisition of IBCMED, a digital platform for graduate education for health care professionals.
- Acquisition of Milton Campos Colleges, in Minas Gerais, and the University of Southern Santa Catarina (Unisul).

THE BIG LEAP

2021

2023

- Ranked by Forbes among the ten most innovative companies in Brazil.

A NATIONAL LEADER IN INNOVATION

2024

NEW MANAGEMENT

- Appointment of the company's first female president, who also became the first non-partner executive to lead the company.

2025

THE "THIRD WAVE" AND ITS SOCIAL IMPACT

- Launch, in partnership with Agência California, of the Community Creators Academy, dedicated to career development in the digital economy.



Awards and Rankings

OAB RECOMMENDS SEAL:

recognition of high-quality legal education awarded to the law programs at São Judas Tadeu University and UniCuritiba.

FNESP/SEMESP:

ranked among the ten most innovative higher education institutions in Brazil.

IT FORUM:

included among the 100 most innovative companies in the use of technology and ranked 2nd in the Technology Executive Award in the education category.

FOLHA DE S.PAULO/FGV DIVERSITY RANKING:

Brazil's 7th most diverse publicly traded company.

AI LIGHTHOUSE AWARDS:

recognition of companies making the best use of AI in Brazil.

2025 INOVATIVOS AWARDS:

the company took first place with "IA.RA," its artificial intelligence solution designed to personalize the educational experience.

GLOBAL CIO PROJECT OF THE YEAR:

recognition for the omnichannel platform.



Watch the video

A Tour of the Ecosystem



Stakeholder Engagement GRI 2-29

At Ânima, we build lasting relationships with our stakeholders, including our educators, students, business partners, civil society organizations, governments, regulatory agencies, local communities, NGOs, shareholders, investors, suppliers, and labor unions.

To this end, we seek to understand the needs and expectations of these stakeholders so that we can better manage business risks and opportunities.

In our stakeholder engagement, we adopt an approach based on active listening and collaborative consultation, integrating these dialogues into our business processes.

Among our stakeholder engagement initiatives, the following stand out:

STAKEHOLDER RELATIONSHIP INITIATIVES

Stakeholder	Forms of engagement	Purpose of the relationship
Students	• Satisfaction surveys • Participation in the Higher Councils and other governing bodies • Extension projects and community activities • Customer service channels and active listening	To reinforce the student-centered approach, continuously improve the academic experience, and enhance educational outcomes
Educators (teachers and administrative staff)	• Organizational climate surveys • Institutional engagement and recognition programs • Participation in boards and committees • Training programs, professional development, and continuing education	To foster a collaborative work environment that promotes continuous development, thereby reinforcing educator engagement, retention, and the quality of educational services provided
Local communities	• University extension projects • Opening of the campuses for community activities • Social programs and services for the public	To create social impact, contribute to local development, and strengthen ties to the community
Investors and shareholders	• Events • Financial and ESG reports • Transparent communication	To ensure transparency, build trust, and provide access to capital
Regulatory agencies and the government	• Institutional dialogue and forums • Regulatory compliance and accountability	To ensure regulatory compliance and contribute to the improvement of public policies
Civil society organizations (NGOs and CSOs)	• Partnerships in social and educational projects • Participation in group initiatives	To expand socio-environmental impact and promote public interest agendas
Suppliers	• Structured business relationship • Ongoing communication and alignment of expectations	To ensure operational efficiency, integrity, and sustainability of the value chain
Unions	• Institutional dialogue and collective bargaining	To ensure balanced labor relations
Associations and industry organizations	• Active participation in organizations	To strengthen the sector, influence policy, and promote best practices



Membership associations and voluntary commitments GRI 2-28

We believe that transforming the country through education requires collective action and the institutional strengthening of the sector. For this reason, Ânima actively participates in strategic organizations that foster debate on public policy, innovation, and the quality of education in Brazil and internationally. Among the main organizations of which we are members, the following stand out:

Association of Higher Education

Maintaining Entities (Semesp): represents the interests of the private higher education sector and its sponsoring entities.



Brazilian Association for International

Education (Faubai): promotes the internationalization of education and the exchange of knowledge.

National Association of University

Centers (Anaceu): focuses on strengthening the university center model and its regional relevance.



UN Global Compact – Brazil Network:

promotes the alignment of strategies and operations with ten universal principles in the areas of human rights, labor, the environment, and anti-corruption.

Business Strategy

In 2025, Ânima consolidated its “third wave” of growth, a phase that balances the expansion of our operations with a rigorous focus on academic quality and disciplined capital allocation. Our goal is to ensure that every investment translates into personalized learning pathways that deliver high perceived value to students.

Our vision for the future is embodied in our ambition to “*Dobrar a Ânima*” (Double Ânima)*: we want to multiply the value we deliver to students, educators, companies, shareholders, and, above all, society.

To double our impact and help create a more humane and conscious future, our students’ experience across different learning models—all of which maintain high academic standards—forms the foundation for the growth of Core.

We also believe that education happens within communities. That is why our plan is strengthened by preserving the local identity of our brands and empowering our institutions with autonomy. We respect the “regional accent” and culture of each region.

In 2025, this approach proved successful: we achieved record re-enrollment rates and a level of engagement demonstrating that a sense of belonging is key to reducing dropout rates and increasing our relevance in the communities where we operate.

* V2A – “*Dobrar a Ânima*” does not represent commitments or projections, nor does it establish deadlines for their achievement; it should be understood as an expression of our ambition to evolve.



Integrated ecosystem

Our long-term vision extends beyond higher education. The Ânima Ecosystem operates as an integrated and coordinated system, connecting higher education, executive education, B2B solutions, and market engagement initiatives to diversify our portfolio and maximize our impact.

Leading brands such as HSM, SingularityU, Le Cordon Bleu, and Community Creators Academy expand our ability to make a meaningful impact at different stages of the development journey of individuals and organizations.

Through these initiatives, we strengthen our engagement with leaders, companies, students, and professionals by combining education, innovation, employability, and lifelong learning.

This integration enables us to offer more comprehensive solutions aligned with changes in the world of work, bringing academia closer to the needs of organizations and expanding our ability to generate economic and social value consistently and sustainably.



Ânima’s “third wave” of growth balances expansion, rigorous academic standards, and disciplined capital allocation



Blended learning model

We reaffirm the consolidation of the blended learning model as a strategic priority and a cornerstone of our educational offerings, in line with the new regulatory framework for higher education. This decision reflects our belief that scale and accessibility can be expanded without compromising the quality of the learning environment or the student experience.

By accelerating the transition of programs previously offered in a 100% distance learning format to models with a greater in-person component, we are strengthening our regional presence through local centers and physical infrastructure integrated with technology.

Distance learning continues to be offered in contexts where the nature of the content and evidence of academic quality support this format, ensuring pedagogical coherence and effective learning.

At the same time, we have made steady progress in personalizing learning pathways, providing ongoing student support, and strengthening our faculty's teaching capabilities.

As part of this process, a sense of belonging, regional identity, and academic excellence go beyond rhetoric to become pillars that guide our decisions, practices, and the educational experience across our network.



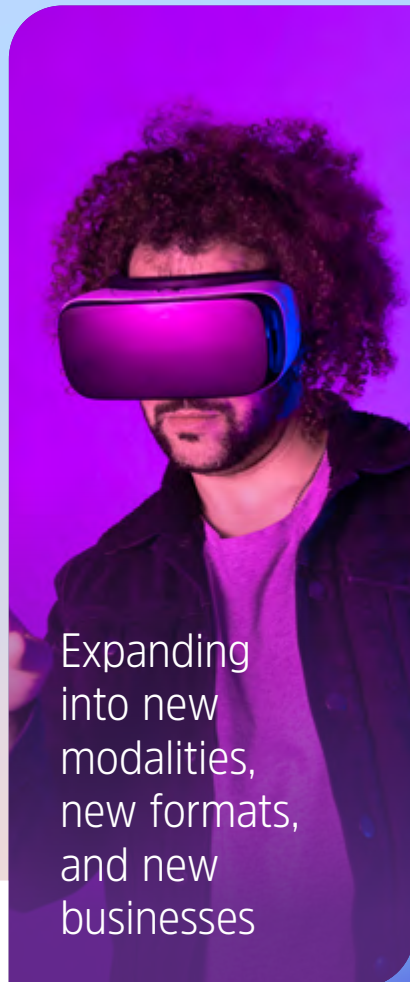
We have made progress in personalizing learning pathways, providing ongoing student support, and strengthening teaching capabilities

THE FIVE PILLARS OF OUR STRATEGY



1

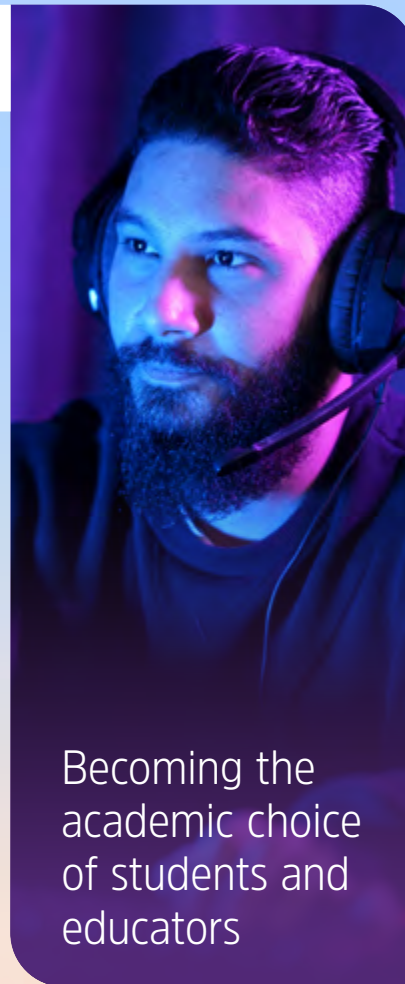
Growing in Core
through different
models



2

Expanding
into new
modalities,
new formats,
and new
businesses

3



Becoming the
academic choice
of students and
educators



5

Improving
service for
everyone
through
technology



4

Continuing
to grow and
standing out in
medical education

Economic and Financial Performance GRI 2-6, 3-3

Results are not an end in themselves, but a means of building the future. At Ânima, this principle guides our management and reinforces the role of financial stability as a driving force for scaling up high-quality, transformative education and democratizing access to education. The organization's economic and financial performance enables continued investment in educational innovation and ensures its institutional longevity.

In 2025, our consolidated net revenue reached BRL 4 billion, an increase of 5.8% compared with 2024. Adjusted EBITDA (excluding IFRS 16) increased 11.2% to BRL 1.2 billion, with the margin expanding to 30%.

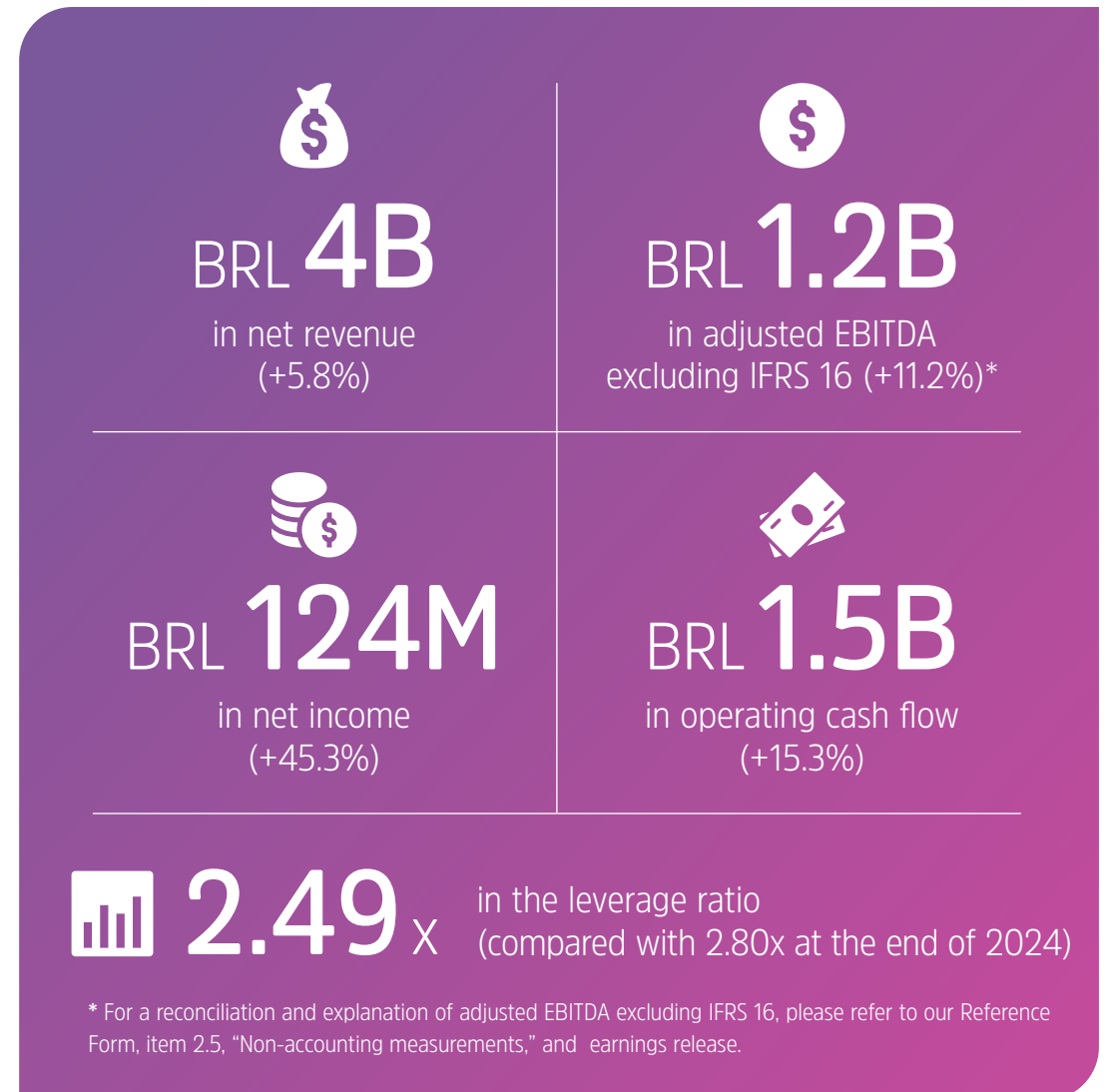
Operating cash flow increased 15.3% to BRL 1.5 billion. As a result of this performance, we have consistently reduced our leverage ratio (adjusted net debt to adjusted EBITDA excluding IFRS 16). In the fourth quarter of 2025, the ratio stood at 2.49x, compared with 2.80x in the same period of 2024.

Throughout the year, we achieved robust earnings growth despite a macroeconomic environment marked by high interest rates and rising financial expenses. Net income attributable to controlling shareholders totaled BRL 123.8 million.

Our strategic execution has driven revenue growth and quality across all areas of the Ecosystem. In Core, we recorded a 5.4% increase in the average tuition fee for academic programs.

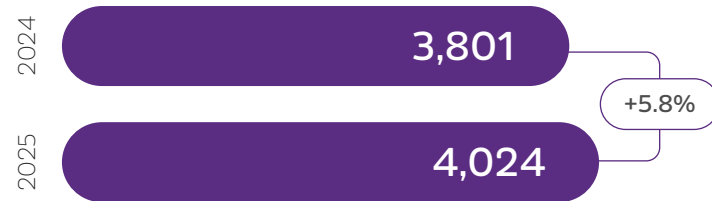
Digital education recorded a 10.9% increase in net revenue, driven by a portfolio repositioning that prioritized profitability and helped reduce dropout rates.

Inspirali, which comprises companies offering undergraduate Medicine programs and other businesses related to its ecosystem, demonstrated the strength of its portfolio and strategy, with net revenue increasing by BRL 136 million, or 9.8% compared with the previous year.

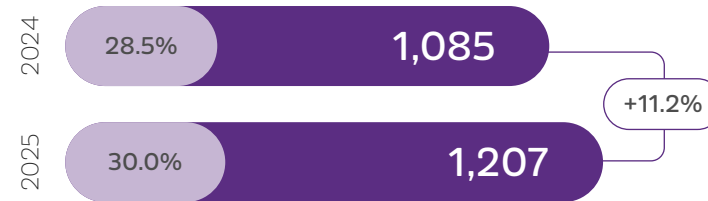


NET REVENUE

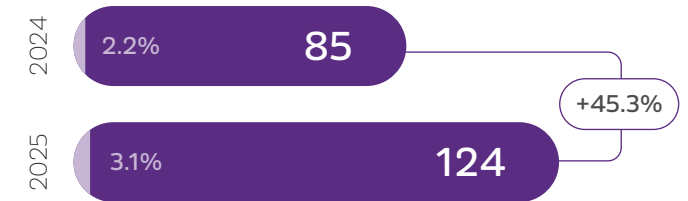
(BRL MILLION)



ADJUSTED EBITDA (EXCLUDING IFRS 16) (BRL MILLION)

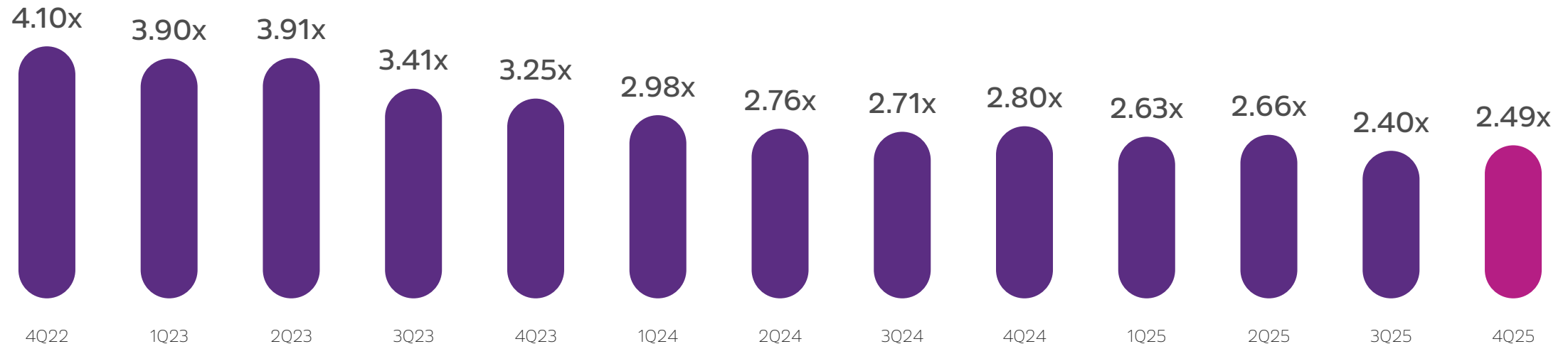


NET INCOME ATTRIBUTABLE TO CONTROLLING SHAREHOLDERS (BRL MILLION)



Margin

LEVERAGE RATIO^{1,2} – 4Q22 TO 4Q25



1. We calculate net debt as the sum of loans, financing, debentures, and derivatives, less amounts recognized as cash and cash equivalents and marketable securities in current and non-current assets and liabilities. Adjusted net debt is calculated by adding to net debt the adjusted amount of other liabilities recognized in current and non-current liabilities. Net debt adjusted for the impact of IFRS 16 is calculated as net debt adjusted for the impact of liabilities arising from IFRS 16 (effective January 1, 2019). There is no standardized definition for the calculation of net debt, adjusted net debt, or net debt adjusted for the impact of IFRS 16, and our definitions may differ from those adopted by other companies. Net debt, adjusted net debt, and net debt adjusted for the impact of IFRS 16 are not measures of indebtedness under BR GAAP or IFRS, nor are they measures of our cash flow, liquidity, or funds available for debt service. The reconciliation is presented in the adjusted debt reconciliation table in the financial statements.

2. The leverage ratio is calculated based on adjusted EBITDA excluding IFRS 16 for the LTM (last 12 months).



Learn more

in our

[Results Center](#)

Our Commitments

- Our ESG Strategy
- Materiality
- ESG Commitments
 - **C1** – Transformative, High-Quality Education for Students
 - **C2** – Educators' Experience and Recognition
 - **C3** – Community and Local Impact
 - **C4** – Transparent and Accountable Governance
 - **C5** – Environmental Awareness
 - **C6** – Diversity, Equity, and Inclusion



Our ESG Journey

GRI 2-17

Education plays a fundamental role in preparing professionals and leaders to address the challenges facing our society. In this context, for us at Ânima, business strategy and the environment, social, and governance (ESG) agenda are inseparable.

By treating education as a tool for promoting citizenship, social advancement and inclusion, and employability, we ensure that our impact

reflects our ability to transform lives and create value for our stakeholders.

In 2025, the company consolidated its ESG agenda by prioritizing the strengthening of foundational pillars—such as its governance structure, the definition of materiality, and the resumption of stakeholder reporting—while advancing its strategy and laying the groundwork for the future.



Materiality GRI 3-1

Ânima Educação conducted its materiality assessment in 2025, identifying and prioritizing its key environmental, social, and governance topics based on the concept of double materiality, which involves an integrated analysis of materiality from two perspectives:



IMPACT MATERIALITY

Focuses on the company's impacts on society and the environment.



FINANCIAL MATERIALITY

Focuses on the effects of ESG topics on the company itself in terms of business development.

To identify actual and potential impacts, we used methods such as stakeholder mapping, focus groups, individual and group interviews, online consultations with the company's various stakeholders, workshops, working meetings, and the analysis of internal and external documents. The entire process was overseen and approved by the Executive Committee (Comex) and the Board of Directors (BD).

Topics were prioritized based on technical criteria related to likelihood and severity—considering intensity, extent, and reversibility—as well as magnitude and relevance to stakeholders, in accordance with the methodology of the European Financial Reporting Advisory Group (EFRAG).

OUR MATERIAL TOPICS GRI 3-2

Based on the materiality assessment conducted from both impact and financial materiality perspectives, Ânima Educação's priority topics were defined and are presented throughout this report in alignment with the company's ESG strategy.



ECONOMIC IMPACT



ATTRACTING, DEVELOPING AND RETAINING EDUCATORS



ACCESS TO EDUCATION



DIVERSITY, EQUITY AND INCLUSION



ECONOMIC PERFORMANCE



SOCIAL DEVELOPMENT



PRIVACY AND DATA SECURITY



INNOVATION AND TECHNOLOGY IN THE SERVICE OF STUDENTS



EDUCATOR HEALTH, WELL-BEING, AND SAFETY



QUALITY OF EDUCATION



RELATIONSHIP WITH STUDENTS



ETHICS, INTEGRITY AND COMPLIANCE

ESG Commitments

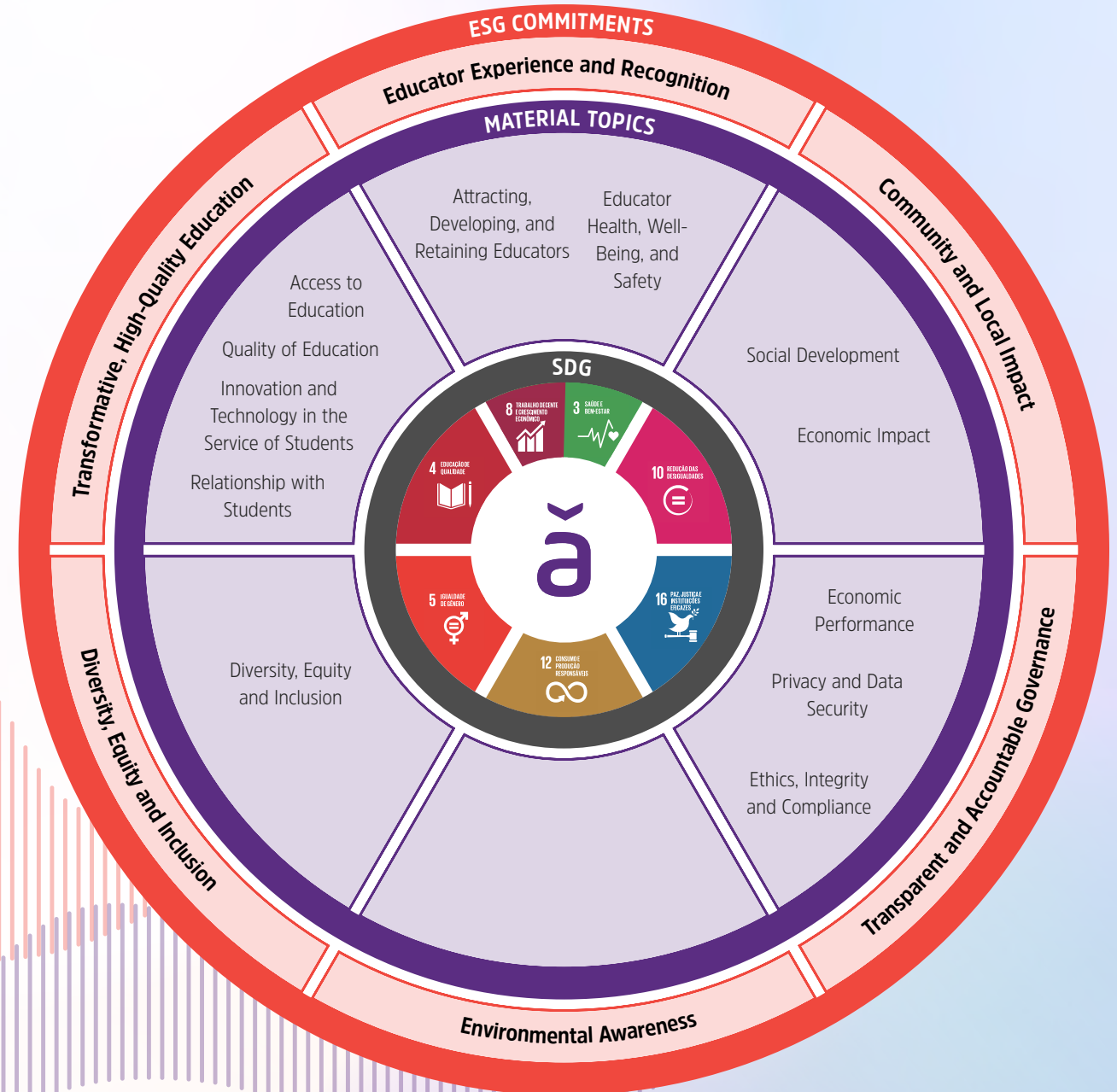
The ESG strategy, also developed in 2025, was the result of a collaborative effort by our ESG Commission, comprising representatives from various academic, administrative, and operational areas, and also incorporated dialogue with our stakeholders. [Read more about ESG governance.](#)

This approach ensured that the strategy was aligned with the opportunities and challenges across all areas of the business, as well as with the ambitions that guide our future.

The strategy is structured around six commitments that directly connect our business model with our priority material topics (see diagram).

Below, we provide further details on each commitment.

Relationship between ESG commitments, material topics, and the SDGs



Commitment 1

Transformative, High-Quality Education for Students

To promote education that transforms people and communities, generating real and measurable impact on society.

OUR GOALS:

- We will provide high-quality education, recognized for its strong performance in market indices and by regulatory agencies.
- We are committed to the success of every student—not only in completing their program, but throughout a journey of learning, civic education, and employability.
- We will provide an outstanding experience for every student, ensuring satisfaction and engagement throughout their educational journey.
- We will increasingly provide seamless and engaging customer service and support.



C1 – Transformative, High-Quality Education for Students

QUALITY OF EDUCATION GRI 3-3

The student is at the heart of the school, and the teacher is their greatest inspiration. Guided by this principle, we pursue academic excellence while recognizing that student success is built on a foundation of civic education, grounded in ethics and human values and capable of fostering the changes society needs.

The quality of education is one of the institution's main pillars and a driver of value creation for students, educators, and other stakeholders. This represents an ongoing commitment to creating relevant, integrated educational experiences focused on the comprehensive development of individuals.

To support this commitment, we continuously invest in methodologies, technologies, and pedagogical models that foster learning. The integration of data science, artificial intelligence, and active learning methodologies enables us to personalize each student's learning journey,

ensuring that individuals receive guidance and support tailored to their pace, profile, and educational and professional goals.

We recognize that higher education faces ongoing challenges, including the need to continuously update curricula, align education with the demands of the market and society, comply with regulatory requirements, and maintain high standards of academic quality. These challenges are addressed through a structured academic governance framework, guided by educational indicators and ongoing dialogue with our stakeholders.

This management model enhances the student experience and ensures the continuous improvement of academic processes. The effectiveness of these initiatives is monitored through academic and institutional indicators integrated into a continuous cycle of planning, implementation, evaluation, and improvement.

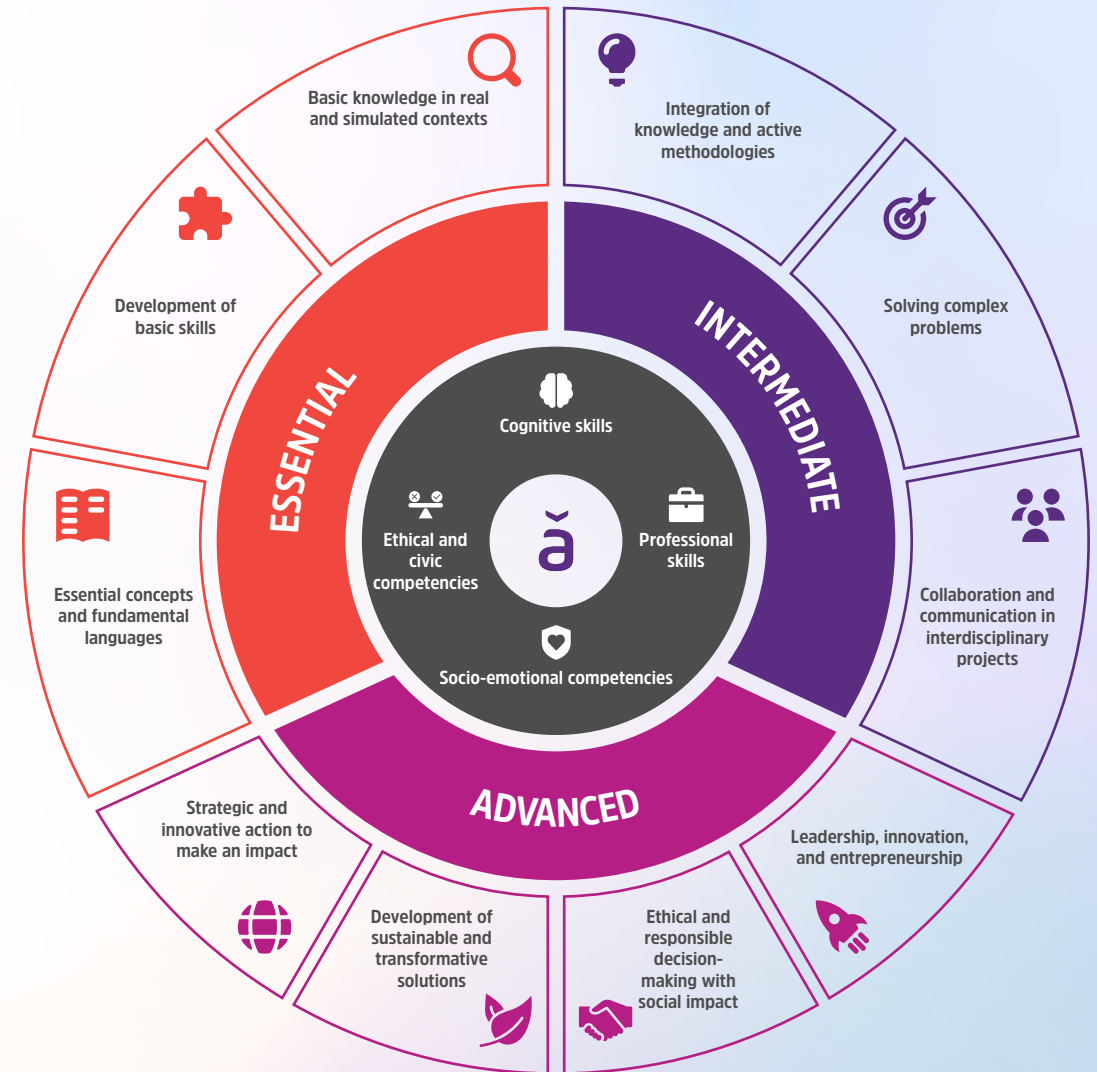
E2A ACADEMIC MODEL

Ânima structures its educational offerings around a competency-based teaching model guided by the principle of placing students at the center of the learning process. The model focuses on the integrated development of cognitive, social-emotional, ethical, and professional competencies to promote civic education aligned with the contemporary demands of the job market and society.

Our academic model, the Ânima Learning Ecosystem (E2A), integrates major global issues into the curriculum, preparing professionals and leaders capable of understanding and addressing complex challenges.

E2A also represents a departure from the traditional teaching model based on isolated subjects, adopting a curriculum organized into Curricular Units (CUs) distributed across progressive levels of experience. This pedagogical framework is guided by the integrated development of competencies, combining practical and theoretical dimensions through real-world and simulated experiences and the intentional use of active learning methodologies.

In this model, competence is understood as the ability to apply knowledge, skills, and attitudes in an observable and potentially creative manner. The main benefits of this approach include a stronger connection with the world of work through exposure to real-world contexts; the development of intellectual autonomy and the ability to engage in continuous learning; stronger interpersonal skills; and curricular flexibility, enabling continuous adaptation to social, technological, and economic change.



LEARNING ANALYTICS

Learning analytics plays a central role as a framework for educational quality by demonstrating how interactions among students, teachers, and digital systems generate evidence that can be used to improve learning processes. The focus shifts from measuring performance in isolation to analyzing educational experiences in all their complexity, integrating cognitive, social, affective, and ethical dimensions.

This approach integrates data science with the science of learning, combining technology with pedagogical intent. In this context, data do not generate meaning on their own; the identity of the curriculum and the theoretical and pedagogical framework guide the analyses, transforming information into knowledge and action.

Every indicator, dashboard, or predictive model is grounded in concepts of what it means to learn, which competencies should be developed, and how learning should be assessed.

INITIAL STUDENT PROFILE

Based on National High School Exam (Enem) scores, the Initial Student Profile serves as a tool for identifying and tracking the development of foundational learning skills, with a focus on interpretation and logical reasoning.

We organize the information into student profiles and make it available through interactive dashboards, with views by program, brand, and class. This tool helps educators and administrators develop more effective instructional strategies based on students' actual needs, with the aim of enhancing personalized instruction and data-driven decision-making.

The project also serves as the starting point for the development of the Student Competency Development Index (IDCD). This institutional indicator makes it possible to track learning progress throughout the academic journey.

The role of teachers is crucial in turning these advances into tangible results. The judicious use of available data, combined with an understanding of student profiles and the use of tools such as dashboards and instructional support guides, enhances the effectiveness of teaching practices, particularly during key assessment periods.



The
Student's
Initial Profile
tool tracks the
development
of learning skills



STRICTO SENSU, RESEARCH AND SCIENTIFIC OUTPUT

Stricto sensu—master’s and doctoral programs—plays a strategic role at higher education institutions. By promoting applied research and knowledge development, they contribute directly to technological advancement, the resolution of complex problems, and the creation of value for society.

Science drives economic and social development by strengthening innovation, fostering entrepreneurship, and promoting knowledge transfer to different productive sectors.

In addition, master’s and doctoral programs enhance faculty qualifications by attracting researchers with doctoral and postdoctoral training, thereby raising academic quality and strengthening research capacity.

3,900

students participated in Undergraduate Scientific and Technological Research activities

RECOGNIZED EXCELLENCE

In the **CAPES 2021–2024 Quadrennial Evaluation**, conducted by the Ministry of Education, Ânima’s graduate programs achieved strong results, demonstrating their academic maturity and the quality of the faculty’s scientific output. The evaluation assigns scores ranging from 1 to 7, with higher scores reflecting progressively higher levels of quality.

Of the 22 *stricto sensu* programs, two achieved a **score of 6**, indicating excellence and international recognition, while 11 received a score of 5, the highest level of excellence at the national level.

In 2025, we engaged 3,914 students in Undergraduate Scientific and Technological research activities, preparing professionals capable of driving innovation, social development, and economic impact in the regions where we operate.

To support this strategy, we maintain the institutional **Pró-Ciência & Inovação** (Pro-Science & Innovation) program and actively participate in external grant programs, such as the Institutional Program for Undergraduate Scientific Research Scholarships (PIBIC) and the Institutional Program for Scholarships in Technological Development and Innovation (PIBITI), administered by the National Council for Scientific and Technological Development (CNPq).

The integration of undergraduate and *stricto sensu* programs is a distinguishing feature of the Ânima Ecosystem. In practice, this connection is achieved through continuous learning, with the classroom interacting directly with the laboratory and undergraduate education organically connecting with graduate education.

The democratization of scientific knowledge, supported by large-scale events and open-access platforms, engaged 8,635 students throughout 2025:

- **CONCITEC**

The National Congress on Science and Technology is held annually and brings together students, faculty, researchers, and academic leaders from across the country to celebrate science through collaboration, discuss trends, and share research findings.

- **National Symposia**

Forums for exchange and learning where ideas are discussed, findings are explored from new perspectives, and networking is strengthened.

- **Ânima Journal Portal**

We publish 15 active scientific journals, providing visibility and editorial rigor for the work of students and faculty.

- **Science, Technology, and Society Channel**

Our [YouTube channel](#) features research-based learning activities that bring students, teachers, and researchers together.

DUAL LEARNING PRACTICES

The quality of education is also reflected in the strong connections among universities, the job market, and society. Through the **Dual Learning Model**, students develop real-world projects in partnership with companies, gaining hands-on experience with professional challenges while still in college. This experience enhances employability, strengthens learning, and aligns academic education with economic and social needs.

In 2025, the Dual Learning Model reached more than 200,000 students.

We highlight two examples of these partnerships:

- **Dual Afirmativa Professional Accelerator** – In partnership with Banco Santander, the program trained 262 students, with an exclusive focus on diversity (Black, transgender, and disabled individuals), to work in the banking sector. The program combined behavioral and technical content, resulting in industry certifications—such

200,000

students were impacted by the Dual Learning Model in 2025

as the CPA-20 and CEA certifications from the Brazilian Financial and Capital Markets Association (Anbima)—and the direct hiring of students.

- **Organizational Intervention at Senior Sistemas** – As part of the Dual Learning Model, psychology students addressed a real-world corporate challenge related to low employee engagement at the company. The academic initiative not only improved the organizational climate but also resulted in the hiring of students.



Watch the video

About the
Dual Learning Model



NEW EVALUATION MODEL

In 2025, Ânima strengthened its approach to learning management by advancing its institutional assessment model, adapting its processes to in-person, blended, live, and distance learning formats and expanding its focus on competency development and meaningful learning.

Through a system comprising essay-based assessments (A1), multiple-choice assessments (A2), applied formative assessments (A3), and integrated activities (AI), we conducted approximately 1.7 million assessments, generating a robust database for monitoring academic quality and supporting decision-making. As a result, academic performance increased by 2.6 percentage points in the in-person format and by 2.2 percentage points in the online format.

These advances expand our institutional capacity to monitor student development on a large scale, enhancing academic performance and preparation for external assessments such as the National Student Performance Exam (Enade), the Brazilian Bar Association (OAB), and the Federal Accounting Council (CFC).

PROVEN EXCELLENCE

Our academic management framework uses official indicators to guide our institutional excellence goals, continuously monitoring the Course Rating (CC), Institutional Rating (CI), Preliminary Course Rating (CPC), Overall Course Index (IGC), and National Student Performance Exam (Enade).

In 2025, evaluators from the Ministry of Education (MEC) conducted 647 evaluation visits to Ânima's institutions, with 92.3% of our programs receiving the highest Course Rating (CC) scores of 4 or 5.

81%

of graduates were working after graduation*

* Survey conducted between April and May 2026 based on the Abmes/Symplicity Employability Index (IASE), covering graduates who completed their degrees between July 1, 2024, and June 30, 2025.

THE SCIENCE OF HAPPINESS IS NOW TAUGHT AS A UNIVERSITY COURSE

In 2025, Ânima Educação incorporated the development of happiness as a competency into its undergraduate curriculum, establishing well-being as something that can be learned and measured.

Based on principles of positive psychology and models adopted by international institutions, the initiative recorded 8,853 students enrolled in the "Science of Happiness" course. Enrollment in the exploratory course exceeded interest in high-demand technical topics such as Digital Marketing and Artificial Intelligence.

The Center for the Science of Happiness, responsible for initiatives related to this topic, was designed to systematically integrate science, education, and care. Its approach is also grounded in contemporary research on well-being, sense of belonging, purpose, and engagement.

Management of this care ecosystem began using the Student Happiness Index (FID) to monitor, intervene, and provide recommendations for developing happiness as a competency, as well as to guide proactive initiatives aimed at promoting well-being.





INNOVATION AND TECHNOLOGY IN THE SERVICE OF STUDENTS GRI 3-3

Technology is one of the pillars of our plan to transform the country.

Throughout the academic journey, we combine operational efficiency and inclusion, personalizing learning pathways through adaptive tracks and artificial intelligence (AI), while expanding accessibility and increasing student engagement through virtual and augmented reality.

The use of these tools shapes our digital transformation, which not only breaks down geographical barriers and optimizes physical resources but also adheres to ethical and security guidelines.



Technology is our ally, but it can never replace the human factor in education

BRL
133.3M

of investments in technologies and systems

To reinforce these guidelines, we conducted a public consultation with our academic community, resulting in the Ânima Manifesto for the Intelligent Use of AI, which articulates our vision that technology is a powerful ally, but never a substitute for the human element in education.

In this context, we have established an AI governance framework that includes periodic audits to mitigate algorithmic bias and prevent the reproduction of social inequalities, ensuring that our predictive and assessment tools operate fairly and transparently.

INNOVATIVE INITIATIVES

Ulife – Our digital platform provides students with a comprehensive and integrated academic experience, serving as a central hub for all their needs. Through it, students can study, take exams, and manage their study routines both on and off campus.

The tool enhances the academic experience through AI features that transcribe and summarize classes, provide personalized student support, generate practice tests for the National Student Performance Exam (Enade), and allow students to practice job interviews.

400,000

views on our digital platforms
in 2025

In 2025, we reached the milestone of 400,000 visits to our digital platforms, including access via the web and app. Available features include QR code generation for access to institutions and a digital student ID, enhancing convenience and access to benefits for the academic community.

IA.RA – Learning Re-framing Agent – Our proprietary artificial intelligence tool was developed to transform the way we teach and learn. A standout winner of the 2025 Inovativos Award (FGV/Accenture), the solution combines digital innovation with social and environmental responsibility to further enhance the quality of the Ecosystem's educational initiatives.

Its name was inspired by *Mãe D'água*, a figure from Indigenous mythology. IA.RA was developed based on principles of sustainability and social and environmental responsibility. With every interaction, students and teachers receive tips on how to better care for the planet.

Since the second half of 2024, IA.RA has been integrated into the **Ulife** platform, helping teachers develop instructional materials and generating accurate data on class performance. This strengthens teaching practices and allows teachers to focus on the essence of teaching.

For students, IA.RA personalizes the learning experience by offering content transcription, translations, reading suggestions, and smart summaries, all designed to foster critical thinking.

Among its other features, we have also developed IA.RA-Skills, a self-assessment system that maps students' experiences and skills, providing feedback to guide their professional development and connect them with job opportunities and professional development courses.

HAND TALK

This digital platform uses AI to automatically translate text and audio into Brazilian Sign Language (Libras). See [Diversity, equity, and inclusion](#).



ÂNIMA VENTURES

Founded in May 2022, Ânima Ventures serves as an investment fund within our ecosystem. In addition to seeking financial returns, its objective is to identify startups with direct synergies with Ânima's medium- and long-term strategy.

Since beginning operations, the fund has evaluated nearly one thousand startups in Brazil and abroad. It currently has a portfolio of eight investments, with approximately BRL 35.11 million allocated through January 2026. Its activities are organized around four fronts:

- **Access to education**, focused on expanding access to higher education;
- **Lifelong learning**, promoting continuing and technical education;
- **Experience**, through the incorporation of new technologies into the classroom; and
- **Community**, strengthening connections among our students.

Notable investments include solutions focused on agribusiness education, such as AgroAdvance, and artificial intelligence platforms applied to personalized learning.

In addition to investing, Ânima Ventures also works to create new businesses and strategic partnerships within its ecosystem. Its objective is to combine financial returns with the creation of strategic value and innovation.

BRL
35.11M

allocated to investments
in eight startups



TITANS LAB

Titans Lab is an Ânima initiative designed to foster student entrepreneurship, with the potential to generate an investment at least equivalent to the amount the student contributed toward their undergraduate education.

Starting in the fourth year, the program enables selected students to receive grants of up to BRL 150,000 to launch their own businesses. Selected participants go through Ignite, a mentoring phase designed to support the development of their business

plans, followed by Liftoff, a consulting program with global experts to help tailor their products to market needs.

In 2025, of the 60 projects submitted in response to the call for proposals, three were selected for funding: the Caminhar Junto (Walking Together) app (Unifacs), designed to support parents of children with special needs; the Arrendaí (Lease It) solution (UniCuritiba), designed to formalize contracts in agribusiness; and the Robótica Sem Fronteiras (Robotics Without Borders) educational project (UAM).

ACCESS TO EDUCATION GRI 3-3, SV-ED-270A.4

Ânima Educação strategically manages access to education by integrating inclusion policies into its business model to generate positive socioeconomic impacts. Our focus is on inclusion and social mobility, while also contributing to the professional development of the population. In this context, we offer scholarships for a variety of programs and student profiles.

In 2025, we launched the Opportunity, Overcoming Challenges, Advancement, Education, and Income Program (Prospere), which connects access to education with employment opportunities for people in situations of social vulnerability, including job openings within the Ânima Ecosystem itself. In 2025, more than 100 young people registered for the program's first phase.

Initially, we are offering 39 full scholarships for undergraduate programs within the Ânima Ecosystem.

Selection criteria include *per capita* household income of up to two minimum wages, completion of high school, a National High School Exam (Enem) score obtained within the past ten years, and an interest in in-person or blended undergraduate programs.

Our access policy is also implemented through participation in public financing and scholarship programs, such as the University for All Program (ProUni), aimed at low-income students; the Program to Encourage the Restructuring and Strengthening of Higher Education Institutions (Proies); and the Student Financing Fund (Fies), which offers student financing at competitive rates with a social focus. These programs provide opportunities to expand the student base and promote social inclusion. Integrating these alternatives improves conversion rates by diversifying payment options.

SOCIODEMOGRAPHIC PROFILE OF THE UNDERGRADUATE STUDENT*



63%

of students are women



42%

of students self-identified as Black or brown



73%

attended public high schools, either entirely or in part



45%

have a household income of up to three minimum wages

* Survey conducted in 2025.

RELATIONSHIP WITH STUDENTS GRI 3-3

We believe that an ongoing, personalized, and efficient relationship is essential to student engagement, retention, and academic success, which in turn contribute to employability and citizenship. In 2025, we enhanced our student retention initiatives by adopting a digital **omnichannel** platform and strengthened efforts focused on the student experience by fostering a welcoming environment, personalizing the student journey, and increasing engagement throughout the academic cycle, making the experience more meaningful and satisfying.

In 2025, we established a new area called **Vivências do Aluno** (Student Experience),

reporting to the Vice President of Strategy. Its purpose is to redesign the student journey and improve operational processes. Its main objective is to place students at the center and create memorable experiences.

We value student participation in our governance structure by fostering institutional spaces for active listening, where leadership engages with students' contributions, insights, and concerns. This relationship-based approach includes occasional participation in governing bodies such as the Executive Committee (Comex) and the Higher Council (Consup), as well as engagement through student associations, ensuring that student input contributes to continuous improvement.

As part of this commitment to dialogue, we have developed specific initiatives focused on listening and engagement. One of these is the *Liderando* (Leading) project, which promotes the election of class representatives and active listening to these leaders, strengthening a structured communication channel between students and the institution.

To address dropout rates and sustain our transformative, high-quality education, we began planning the *Crescendo Juntos* (Growing Together) project in 2025, with implementation scheduled for 2026 at São Judas University, at the Mooca and Unimonte campuses.

The initiative will provide free daycare for students' children between six months and five years of age during in-person classes. With care provided by students and teachers, mothers will be able to attend classes with greater peace of mind.



We have several initiatives to give students an active voice within our governance structure

80%

of student satisfaction with the
quality of service

CONTINUOUS, PERSONALIZED SERVICE

Student service channels are continuously monitored with a focus on resolving student requests, meeting established response times, and continually improving satisfaction rates. Among the key indicators used to assess service quality, the Customer Satisfaction Score (CSAT) stands out, reaching 80% in 2025.

Atende+, our unified student engagement and support channel, operates through a

new omnichannel platform. It centralizes information and provides a seamless and personalized service experience. With this integration, students can resolve their issues quickly without having to repeat their history when moving between different communication channels.

In 2025, technological and operational efficiency was reflected in customer relationship metrics: average wait time on WhatsApp dropped 74%; the operation achieved a 74% first-contact resolution rate; ratings in the “good” and “excellent” categories rose 25% compared with the previous year; and the satisfaction rate for the digital *Atende+* platform increased by 7 percentage points between the first and second halves of the year.

In-person service also delivered strong results, achieving a first-contact resolution (FCR) rate above 80%.

We also expanded our direct communication channels with students through *Conectados*, a virtual platform that centralizes the dissemination of academic information and service guidance.

In 2025, we also used technological tools, including AI integrated into our service channels, to develop the *Matrícula+* digital platform, creating a new experience in the prospective student journey. As a result, we were able to provide candidates with a smoother and more streamlined experience.

The average wait time
on WhatsApp
dropped
74%, and the
operation achieved a
70% resolution rate
on the first contact



SUPPORT AND INCLUSION

The Center for Psychopedagogical Support and Inclusion (NAPI) is an important mechanism for ensuring high-quality education and promoting diversity, equity, and inclusion.

Its activities focus on student retention, educational accessibility, and support for mental health needs, with the aim of reducing dropout rates among vulnerable groups.

In 2025, NAPI provided more than 10,000 consultations. We carried out 532 initiatives, ranging from classroom interventions and learning workshops to technical support for teachers in managing complex situations.

Our Plan for Inclusion in the Learning Process (PIPA) provides teachers with guidance on the accommodations required for each student receiving Specialized Educational Services (AEE).



EXTENSION PROJECT

Training on the Cisco Net Academy platform



Through a partnership with Cisco, one of the world's leading IT and communications companies—particularly in the areas of the Internet of Things (IoT), Information Security, and Data Analytics—the project helps students develop skills in strategic areas that are in high demand in the job market. The initiative contributes to the development of technical and behavioral skills, complementing students' academic education and expanding their employment opportunities.



AXIS

Education, Culture, and Citizenship

Commitment 2

Educator Experience and Recognition

To value and support those who teach, promoting well-being, recognition, and continuing education for teaching and administrative staff.

OUR GOALS:

- We will implement policies and practices that value, engage, and recognize teachers.
- We will take steps to promote comprehensive care for educators—both physical and emotional—thereby strengthening the organizational climate, productivity, and quality of life.
- We will train educators in innovative methodologies, educational technologies, and sustainable teaching practices.
- We will implement initiatives to recognize and engage our educators working in administrative roles.

C2 – Educator Experience and Recognition

At Ânima, all teaching and administrative staff are referred to as educators. This reflects our belief that we are all educators, united by a commitment to education as a means of transforming the country. For us, education is a shared responsibility and an ongoing commitment to the development of society.

We foster an environment in which mental health, safety, and professional recognition guide our daily decisions, practices, and relationships. By continuously investing in the development and well-being of our educators, we build a culture that combines high performance with a human-centered approach, which is essential to professional commitment and to ensuring that we provide education that effectively prepares students for the future.

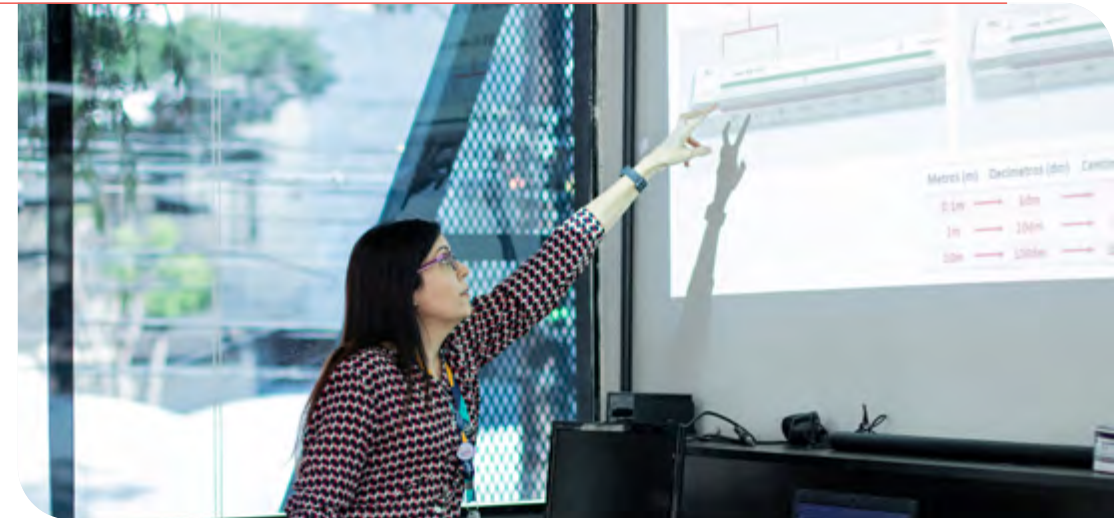
ATTRACTING, DEVELOPING, AND RETAINING

GRI 3-3, 202-1, 401-1, 404-1, 404-2

We adopt a structured approach to people management focused on the development, engagement, and recognition of our entire internal community, ensuring consistency between the employee experience and the quality of the education we provide.

To ensure that we hire professionals aligned with our institutional purpose, we have enhanced our selection processes through competency-based applicant tracking systems. We also organize onboarding sessions to help new employees adapt more quickly and become productive sooner.

In 2025, we made progress in consolidating an integrated educator experience structured around performance evaluation cycles, leadership development, and programs focused on well-being and professional growth.



The *Semear Educadores* (Sowing Educators) cycle serves as the central pillar of performance management, connecting assessment, development, and strategy. Through this process, we have strengthened a culture of continuous feedback, clarified performance expectations, and developed development plans aligned with business needs and individual aspirations.

For educators in administrative and management roles, Ânima promoted ongoing professional development initiatives, including the establishment of the Leadership Academy and programs focused on technical and managerial training, thereby strengthening human and organizational development.

In addition, we offer institutional scholarships for undergraduate and graduate programs, ensuring the ongoing professional development of our staff while serving as an important tool for attracting and retaining talent.

Our academic and people management practices also incorporate structured policies designed to promote greater diversity and pluralism among educators. This drive toward more diverse teams fosters innovation, engagement, and internal productivity while contributing to local socioeconomic development. [Read more in C6.](#)

INITIATIVES FOR TEACHERS

In faculty development and retention, Ânima takes a proactive approach through systematic profile mapping, continuous professional development pathways, and the *Semear Docente* (Sowing Teachers) program—a 360° faculty performance evaluation program that integrates feedback from administrators, students, and peers.

We have also developed an analytics dashboard called *Jornada Docente* (Teacher Journey), which consolidates data on performance, academic output, and annual competency mapping. Each teacher can access an individual report—which includes comparisons and personalized development recommendations—through ECOA, our corporate university, strengthening their active role in managing their careers.

We also prioritize programs that support faculty development, including:

- **DOCENTE INSPIRADOR (INSPIRING TEACHER)**

As part of an ongoing effort to strengthen academic excellence, the program

encourages scientific research, pedagogical innovation, and continuing professional development, recognizing practices that have a tangible impact on student learning and well-rounded education.

- **OBRIGADO, PROFESSOR (THANK YOU, TEACHER)**

In recognition of those on the front lines of education, the initiative gives students the opportunity to send messages of gratitude directly to the teachers who have shaped their educational journeys.

- **DOCENTE INSPIRAÇÃO (INSPIRATIONAL TEACHER) AWARD**

Organized into eight categories, the award recognizes teachers from different institutions within the Ânima Ecosystem and promotes a meaningful exchange of teaching practices, emphasizing the sharing of experiences. In 2025, the initiative brought together 24 finalists representing 11 of the 18 institutions in the Ânima Ecosystem across the country.

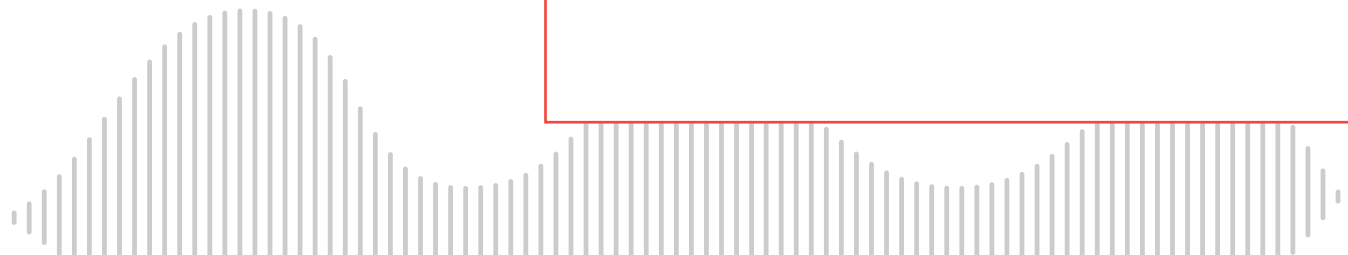
ENGAGEMENT AND SATISFACTION OF EDUCATORS

Every year, Ânima conducts an engagement survey called *Pulsar*. We choose to administer separate questionnaires to administrative staff and faculty, recognizing the specific characteristics of the roles performed by these different groups of educators. This initiative is considered innovative in the education market.

The results of the faculty and administrative staff surveys are translated into local action plans. Implementation is periodically monitored by managers, ensuring the effectiveness of the tool and improvements in the areas identified by the survey.

In 2025, *Pulsar Docente* (Educator Pulsar) achieved an 85% faculty participation rate and an 89% engagement rate, reflecting the strength of their connection with the company.

Results among administrative educators were equally positive, with a 77% survey response rate and an 84% engagement score.



We invest in the continuous professional development of our faculty through customizable training pathways and by encouraging participation in academic events where they present research that expands the presence of our brands in scientific production.

In 2025, we strengthened educator recognition through master's and doctoral scholarships and institutional certifications (Digital Faculty and Dual Faculty). We also offer training opportunities through public calls, in-house training, lectures, B2B products provided by HSM, and graduate programs.

Our training strategy includes the Group Schedule, which achieved a 90% participation rate among full-time teachers, establishing itself as one of Ânima's key mechanisms for ongoing faculty development.

Through weekly two-hour meetings, the program promotes pedagogical alignment and strengthens academic practices, with a focus on curriculum updates, design, active methodologies, and educational technologies. At the beginning of each

semester, the program is complemented by *Sala Mais* (Classroom+), a structured series of thematic workshops focused on continuous improvement and professional development.

In 2025, the program adopted a practical and integrated approach aligned with E2A, focusing on competency-based curricula, assessment, digital technologies, artificial intelligence, and teacher leadership.

The 2025 Faculty Symposium broadened the academic agenda and strengthened the role of teachers as ethical mediators, key participants, and sources of inspiration, connecting topics such as curriculum, neuroscience, artificial intelligence, and human competencies. Attendance at the event grew consistently, reaching 5,661 teachers in the edition held in the second half of the year.

As part of our educational development and innovation efforts, we developed more than 2,500 educational resources guided by the Neurolearning Taxonomy and the use of digital technologies. This proprietary E2A model structures the learning process by integrating evidence from neuroscience, cognitive psychology,

and pedagogical practices. It serves as a foundational framework for teaching practices, providing integrated guidance for the planning, facilitation, and assessment of learning.

In addition, Ânima has expanded its institutional use of artificial intelligence through the IA.RA Content Creator, a workspace that supports lesson planning, content creation, and educational interactions. This initiative strengthens evidence-based teaching practices and enhances efficiency in the development of high-quality educational experiences.

Ongoing investments in faculty development has a direct impact on students' academic experience and their perception of teaching quality. As a result of this commitment to professional development and continuous improvement, student satisfaction with faculty exceeded 70% in 2025.

5,700

educators participated in the
2025 Faculty Symposium



ACADEMY FOR FUTURE SCHOLARS

In 2025, Ânima established the **Academy for Future Scholars** as one of the main drivers of faculty development.

Throughout the year, we offered **continuing education pathways**, covering topics such as learning analytics, artificial intelligence, the neuroscience of learning, competency-based curricula, and people skills. In this way, we strengthen teaching practices in educational environments that are increasingly complex, digital, and data-driven.

By following this professional development pathway, teachers become more closely aligned with the educational model, contributing to the development of a cohesive and consistent teaching identity focused on delivering quality learning at scale.

270,000+
hours of
teacher training

COMPENSATION AND BENEFITS GRI 401-2

Ânima's compensation and benefits package includes salaries aligned with market rates and is designed to recognize and value its employees. To ensure competitiveness and fairness, the compensation and benefits structure is periodically assessed based on surveys conducted by specialized consulting firms, enabling us to monitor market practices and adapt to educators' needs.

We determine the directors' compensation in accordance with the guidelines established in the Director Compensation Policy. The structure is designed to recognize and reward individual and collective performance, aligning incentives with the company's results, the creation of long-term sustainable value, and market practices.

Ânima offers a comprehensive range of benefits focused on health, well-being, quality of life, and professional development. These benefits include medical and dental care, life insurance, food vouchers, and meal vouchers in certain locations, as well as access to specialized health, wellness, and mental health support platforms.

In addition, we encourage continuing education by offering scholarships for undergraduate and graduate programs, a benefit that may also be extended to legal dependents. During the reporting period, 4,021 scholarships were awarded to educators and their dependents. In this way, we promote opportunities for learning, growth, and professional fulfillment.

In 2025, as part of our commitment to people's well-being and care, we updated our Parental Leave Policy, extending leave to 180 days for the primary caregiver (maternity leave) and 20 days for the secondary caregiver (paternity leave).

The measure benefited 110 educators that same year, as it was also extended to those who were already on leave when the policy was updated. This initiative represents another concrete step toward fostering a culture of care, inclusion, and diversity while recognizing different family structures.

Ânima also adopts a hybrid work model, combining in-person and remote work in a manner aligned with operational needs and the characteristics of each role, promoting greater flexibility, well-being, and work-life balance for its educators.

EDUCATOR HEALTH, WELL-BEING, AND SAFETY

GRI 3-3, 403-1, 403-2, 403-3, 403-4, 403-5, 403-6, 403-9, 403-10

At Ânima, the physical and emotional well-being of our educators is a strategic priority that underpins all our educational activities, supported by structured programs designed to promote their well-being.

We maintain occupational health and safety management systems that strictly comply with applicable laws, collective bargaining agreements, and Regulatory Standards (NRs). These systems cover all company educators, activities, and locations.

We maintain policies, standards, and standard operating procedures (SOPs) on

an accessible internal portal. This framework is continuously updated and used to train teams and disseminate guidelines.

Operational management is decentralized across dedicated technology platforms, legal documents, and the Internal Commission for Accident and Harassment Prevention (CIPA). Health-related controls and procedures are managed through integrated systems. Compliance by third-party companies is ensured through an external system dedicated to monitoring their processes.



STRATEGY AND GOVERNANCE

Governance in this area is strengthened by integrating well-being, health, occupational safety, and the environment to ensure a systemic, preventive, and rapid-response approach.

We maintain Specialized Services in Safety Engineering and Occupational Medicine (SESMT), as well as regional Emergency Prevention and Response technicians responsible for prevention and emergency

response at all facilities. This work includes ongoing monitoring of emergency response teams, support in preparing facilities, and technical guidance on protocols and preventive measures.

At our larger facilities, we maintain *Espaços Cuidar* (Caring Areas), staffed by firefighters and health care professionals dedicated to providing initial care and support during emergencies.



The physical and emotional well-being of educators, managed through integrated systems, is a priority for Ânima

2,000

educators received
health and safety
training in 2025

All facilities have urgent care and emergency response teams comprising CIPA members and emergency response brigades. Emergency procedures are widely communicated and apply to students, educators, third parties, visitors, and patients, ensuring comprehensive coverage across our operations.

In 2025, we updated our emergency procedures to comply with current ordinances and regulations and provided training to more than 2,000 educators. We rely on the ongoing support of 265 safety committee members and 1,184 first responders, in compliance with current regulations.

As a major milestone of the year, we conducted comprehensive training at all health clinics affiliated with Medicine, training administrative staff, faculty, and students.

VIVAMENTE & MENTAL HEALTH

In 2025, Ânima established mental health as a central pillar of its strategy, building a care ecosystem that integrates prevention and support.

Through the *Vivamente* & Mental Health initiative, we achieved important milestones in promoting well-being, particularly through the services provided to students by the [The Center for Psychopedagogical Support and Inclusion \(NAPI\)](#) and the digital support offered by Zenklub, which connected educators with therapy services and emotional well-being tools. During the year, 2,550 educators participated in activities offered through the platform.

Our operating model is multifaceted, with initiatives that include:

- Training the first group of Happiness Brigade members;
- The Happiness Pathway, an asynchronous digital course that addresses the topic from the perspective of positive psychology and the science of happiness;
- Emergency in-person support at Espaço Cuidar, which provided 2,240 consultations; and

- Verbalize, a structured emotional support initiative that provides professional listening and support in non-emergency situations involving emotional distress. During the reporting period, the initiative reached 682 educators.
- [Sunrise](#), a community extension project to promote mental health;
- Hybrid work, a model that combines autonomy, responsibility, and flexibility to promote a healthy work-life balance.

682

educators received
emotional support and
professional counseling

HAPPINESS INDEX

Traditionally, employee surveys measure perceptions of factors such as leadership, communication, recognition, and working conditions. In 2025, we decided to incorporate the Science of Happiness, analyzing collective responses based on a recognized methodology that enables a deeper understanding of the subjective dimensions of the work experience.

This expanded approach allows Ânima not only to identify sources of dissatisfaction, but also to promote practices that foster human flourishing, directly impacting indicators such as engagement, retention, and collective performance.

With a participation rate of 77.1%, we achieved an overall satisfaction score of 8 on a scale of 1 to 10 in 2025. The results indicate that educators maintain a positive emotional connection with their work, reflecting engagement, resilience, and the strength of the bonds that sustain their retention and motivation over time.

PSYCHOSOCIAL ASSESSMENT

The Psychosocial Assessment is a diagnostic tool used to evaluate the emotional well-being of educators. Through this tool, we measure key dimensions of well-being, including positive emotions, engagement, the quality of relationships, and a sense of fulfillment at work.

In 2025, we conducted the first assessment for administrative educators, achieving a 77.1% participation rate and a national average score of 8.1 on a scale of 1 to 10. The results represent an important step forward in identifying psychosocial factors that influence daily work life and support the continued evolution of our management practices.

77%

of administrative educators
participated in the
psychosocial assessment

OCCUPATIONAL HEALTH SERVICES

Our Occupational Health Services (OHS) are managed by the Comprehensive Health and Quality of Life team, comprising our own physicians, nurses, and occupational health nursing technicians.

We ensure access to care in all municipalities where we operate through an established network of clinics and medical specialists.

We monitor the health of our educators through mandatory occupational health examinations, in accordance with Regulatory Standards NR1 and NR7 issued by the Ministry of Labor. Our Occupational Medicine team also manages labor-related

procedures and provides guidance on occupational health matters, beginning with the onboarding of educators at Ânima.

Educators continuously participate in initiatives related to this topic through CIPA, emergency response teams, consultations, workplace climate and health surveys, and other channels for listening and open communication.

We encourage educators to play an active role in identifying risks, proposing improvements, and assessing the effectiveness of the measures adopted to strengthen our culture of prevention.

CIPA also plays an active role in combating harassment, as demonstrated by the recurring inclusion of this topic in its meetings and its ongoing promotion of awareness initiatives and dissemination of best practices throughout the organization.

In addition, we hold the National Integrated Internal Week for the Prevention of Workplace Accidents and Harassment (SIPAT) annually, strengthening engagement and promoting health, safety, and well-being practices across all our facilities.

We continuously provide training in health, safety, and the environment in accordance with the Regulatory Standards (NRs), ensuring that all educators receive mandatory training on occupational hazards, prevention, the use of protective equipment, and emergency procedures.

We also provide specific training tailored to the nature of different activities, such as biosafety in clinics and laboratories, as well as ongoing training for CIPA members and emergency response teams.



HEALTH PROMOTION

Ânima promotes the health and well-being of its educators through an integrated approach that combines access to health services, preventive programs, and support initiatives.

Our health promotion strategy is strengthened by the *Bem-estar+* program, which brings together initiatives focused on physical, mental, and psychosocial health. The program also includes the *Integrar Saúde* (Integrating Health) project, focused on chronic disease management, as well as ongoing health assessments, vaccination campaigns, ergonomics initiatives, and employee engagement activities throughout the year.

We offer health insurance in accordance with the collective bargaining agreements applicable in each location and maintain structured follow-up programs for educators with chronic conditions and pregnant employees. In 2025, the *Integrar Saúde* program provided care to 20 pregnant women and enrolled 170 educators with chronic conditions, strengthening preventive care and ongoing support.

ASSESSMENT AND PREVENTION OF OCCUPATIONAL HAZARDS

Ânima has structured processes in place to identify unhealthy and hazardous conditions, assess risks, and investigate workplace incidents, implementing corrective measures whenever necessary.

We maintain formal policies and commitments on this topic, notably our Health, Safety, and Environment Policy, which establishes guidelines for preventing illnesses and accidents in compliance with legal requirements.

Active participation in preventive programs and safety training ensures a rapid response to emergencies, helping reduce incidents and occupational hazards.



EXTENSION PROJECT

Sunrise



A project designed to promote mental health, self-awareness, and emotional balance, benefiting educators and students. By integrating care practices into human development, the initiative fosters healthier, more inclusive, and more resilient environments, contributing to quality of life, engagement, and the holistic development of the academic community.


AXIS:

Health and Well-being

Commitment 3

Community and Local Impact

To contribute to the development of communities and regions through education, extension and social innovation.

OUR GOALS:

- We will expand our support for community-based entrepreneurial initiatives and business incubators focused on social impact.
- We will increase the number of people reached through high-quality projects, partnerships, and community extension
- We will expand our territorial impact through alliances and partnerships.
- We will expand the social impact of large-scale training policies.

C3 – Community and local impact GRI 413-1

The presence of our educational institutions in these regions provides communities with infrastructure capable of making a difference, strengthening social and economic development and fostering citizenship.

This strategic presence shapes how Ânima creates shared value through facilities such as teaching clinics, legal practice centers, veterinary hospitals, and laboratories.

We have transformed our facilities into active hubs for regional development and citizenship. This commitment, grounded in respect for local vocations and identities, connects learning with solutions to the real challenges faced by communities.

The provision of health, legal, and accounting services, as well as support for entrepreneurship and the digital transformation of businesses—among many other initiatives—complements public policies and helps overcome barriers to access for vulnerable populations.

In 2025, legal and accounting assistance services handled more than 54,000 cases, providing specialized guidance and support to the community.

Our integrated health clinics, excluding medical services, provided more than 190,000 patient visits, expanding access to essential health services. During the same period, veterinary clinics recorded 45,500 visits, providing care to 17,300 animals. Meanwhile, Medicine services provided more than 245,000 free medical consultations during the year, including consultations at Integrated Health Centers (CIS), humanitarian missions, and volunteer committees.

Dialogue with communities is facilitated through committees and broad-based consultation processes that include vulnerable groups and employ methodologies that encourage community participation in the development of strategies and service offerings.



EXTENSION IN FIGURES

63,241

Students engaged

1,712

active projects

630,000+

people reached

136 hours

average number of hours
per project

REACH BY
HIGHER EDUCATION INSTITUTION

Region Number of people

Southeast	371,157
South	160,583
Northeast	104,490

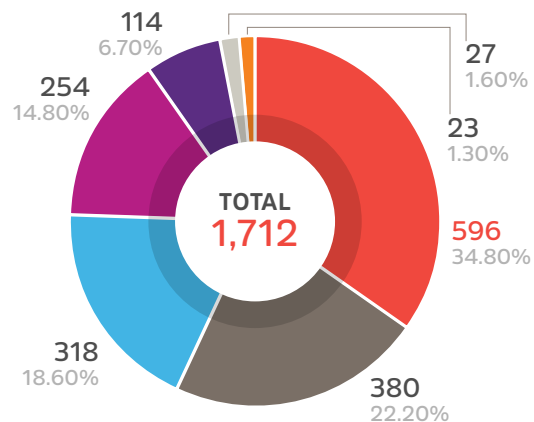
SDG

Goal

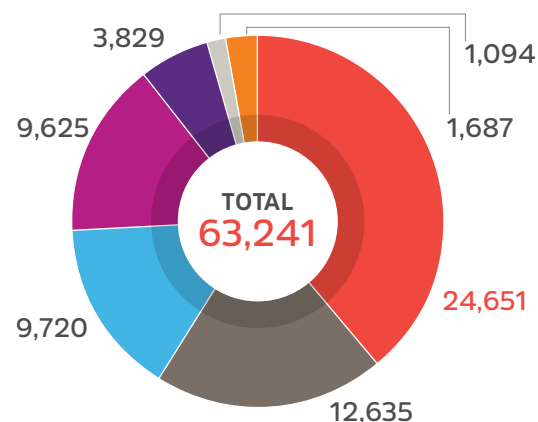
Related
projects

3	Health and well-being	482
4	Quality education	276
8	Decent work and economic growth	166
10	Reduced inequalities	160
9	Industry, innovation, and infrastructure	159
15	Life on land	146
11	Sustainable cities and communities	116
16	Peace, justice, and strong institutions	84
13	Climate action	77
5	Gender equality	27
2	Zero hunger and sustainable agriculture	10
6	Clean water and sanitation	4
12	Responsible consumption and production	3
7	Affordable and clean energy	2

ACTIVE PROJECTS



PARTICIPATING STUDENTS



- Health and well-being
- Education, culture, and citizenship
- Entrepreneurship and income generation
- Social inclusion and human rights
- Environment and sustainability
- Oral health, science, and One Health
- Sports, culture, and social well-being

SOCIAL DEVELOPMENT GRI 3-3

Our social development strategy prioritizes expanding access to essential services and providing direct support to communities. Through university extension projects and cross-sector partnerships, we create value in local communities and contribute to strengthening them. In this way, the Ânima Ecosystem serves as a driver of social mobility, integrating education and work to help transform realities.

We have an academic training model focused on developing competencies related to active citizenship, social responsibility, and the ability to address real and complex challenges in local communities. Students apply their knowledge in real-world settings through “communities of practice,” strengthening their competencies and, consequently, their employability by the end of their programs.

This approach brings together academic education, local development, and community leadership, reinforcing the role of higher education in generating social value and developing practical solutions to contemporary challenges.



Watch the video
about the
Extension Program



Learn about some projects that exemplify our work in different regions of the country (more information in our [Social Value Report](#)):

JOVEM TECH ZONA SUL (SOUTH ZONE TECH YOUTH)

The project offers introductory information technology training to young people ages 15 to 25 from the Grande Cruzeiro community in Porto Alegre. In partnership with organizations and companies, it provides training in digital media, logical reasoning, and basic programming, combined with the development of social-emotional skills. The initiative enhances employability and social mobility by strengthening skills aligned with market demands.



MULHER CIDADÃ (CITIZEN WOMAN) PROGRAM

In Sergipe, students from the Management and Business programs at Ages—a higher education network within the Ânima Ecosystem—carried out practical initiatives to strengthen the economic autonomy of Quilombola women artisans in the village of Alagamar. The project involved 47 student extension participants and benefited 182 families.

The women artisans, who produce handicrafts from Ouricuri straw, received guidance on entrepreneurship, business management, citizenship, and sustainability. In addition to receiving technical support to improve production quality and sales, they expanded their bargaining power and strengthened community networks, increasing their participation in local decision-making and community processes.

PRODUCTIVE INCLUSION: THE ACREDITA (BELIEVE) PROGRAM

In partnership with the federal government, this initiative promotes the socioeconomic inclusion of beneficiaries registered in the Single Registry for Social Programs (CadÚnico). We are offering up to 10,000 places in online open-enrollment courses and 3,100 places in in-person and hybrid extension programs focused on fostering entrepreneurship.

Through Inspirali, the program also works to expand access to health care. The organization has undertaken the mission of providing clinical monitoring to 101,000 families in situations of extreme vulnerability across ten municipalities in Pará. This model combines telemedicine in hard-to-reach areas with in-person preventive education. ([Learn more](#))



ECONOMIC IMPACT GRI 3-3, 203-1, 203-2

Ânima expands its economic impact by integrating academic education, service delivery, and innovation into a model that generates direct and indirect value for society. Our presence in these regions stimulates local economies by attracting investment, strengthening production chains, creating direct and indirect jobs, increasing income, and developing workforce skills, thereby contributing to sustainable local development, greater employability, and more dynamic and competitive regional economies.

Our extension projects and institution-based services play a strategic role in addressing social needs and expanding access to essential services. By combining hands-on training in high-demand fields with initiatives for productive and digital inclusion, Ânima strengthens human capital development, expands social mobility, fosters entrepreneurship, and promotes labor market participation, with positive effects on regional economies.

To support and enhance these efforts, the company continuously invests in maintaining and modernizing its teaching clinics, which are essential to ensuring the

continued provision of services to the public. In 2025, BRL 6.55 million was allocated to the operation of 64 Human Health clinics, excluding Medicine, and 47 Veterinary Medicine clinics, including BRL 5.84 million in capital investments and BRL 715,350 in miscellaneous operating expenses. In addition, more than BRL 11.5 million was allocated to Medicine services. These investments strengthen health care infrastructure, expand service capacity, and contribute to improving well-being and economic development indicators in the regions where Ânima operates.

As part of its efforts to expand its initiatives, in 2025 Ânima allocated more than BRL 6.4 million to promote culture through cultural incentive laws, supporting 28 cultural projects. These investments have expanded access to art, culture, and knowledge, contributing to the democratization of opportunities, the promotion of cultural diversity, and the strengthening of social development in the communities where we operate.



Learn more

about our community and local impact in the chapters [Inspirali](#) and [Instituto Ânima](#)



EXTENSION PROJECT

Apac Odonto



The initiative combines oral health care, the promotion of human dignity, social inclusion, and the ethical development of students by providing clinical care and health education to women undergoing rehabilitation at the Association for the Protection and Assistance of Convicts (Apac) women's unit in the Gameleira neighborhood of Belo Horizonte.



AXIS

Oral Health, Science, and One Health

Commitment 4

Transparent and Accountable Governance

**To act with integrity, responsibility,
and transparency, fostering trust in
institutional relationships and decisions.**

OUR GOALS:

- We will promote local economic development by increasing the participation of local suppliers in our procurement.
- We will work to ensure ethical and responsible practices in our relationships with suppliers.
- We will ensure that our executives have ESG goals incorporated into their compensation policies or practices.
- We will promote diversity in senior leadership and advance best practices in corporate governance.
- We will work to foster a strong ethical culture throughout our ecosystem, positioning ourselves as leaders and generating positive impact and value for our stakeholders.
- We will be recognized as diligent guardians of privacy, inspiring digital trust by equipping our teams with the knowledge to protect data and create more secure experiences for stakeholders.

C4 – Transparent and accountable governance

GRI 2-23, 2-26, 205-1, 205-3

For Ânima, strong governance is a key mechanism for ensuring efficient capital allocation and the sustainability of the ecosystem.

By integrating compliance, data security, and transparency into our decision-making processes, we provide the stability needed to attract investment and sustain long-term growth, in line with the interests of society and our stakeholders.

Ânima is listed on B3's Novo Mercado, the country's highest corporate governance segment, and follows the recommendations of the Brazilian Institute of Corporate Governance (IBGC), reinforcing ethics, integrity, and transparency in corporate conduct.

RISK MANAGEMENT

We maintain an independent structure for internal audit, risk management, and internal controls that identifies, assesses, and monitors key financial, operational, regulatory, and reputational risks.

The Ânima Ecosystem Risk Committee is an internal body with advisory, guidance, and decision-making responsibilities, tasked with overseeing and monitoring Integrated Corporate Risk Management.

Comprising executive leaders from the Technology, Finance, Legal, Controllershship, Payroll, and Academic Affairs departments, the committee works in an integrated manner to identify, assess, and mitigate strategic and operational risks, keep the corporate risk matrix up to date, and advise the Audit Committee.

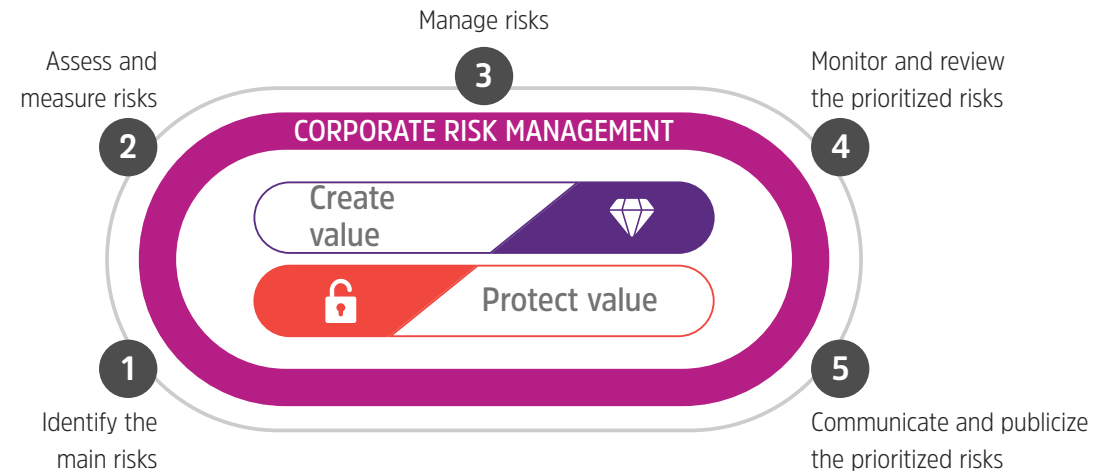
Its responsibilities include overseeing internal audit projects, internal controls, data privacy, and information security, as well as monitoring emerging risks associated with regulatory, economic, and technological changes.

In 2025, we redesigned Ânima's corporate risk matrix and reassessed risk classifications based on evidence gathered during implementation of the strategic plan, the results of risk management projects, controls and internal audits, and the identification of emerging risks.

Another milestone was the restructuring of internal controls related to the preparation of financial statements, increasing the transparency of accounting information.

The Compliance and Privacy area also adopts a preventive and educational approach. Our Code of Conduct and Ethics establishes a zero-tolerance policy toward corruption, bribery, and fraud. We maintain a [Conduct Channel](#) operated by an independent company, ensuring the anonymity of reports and protecting complainants from any form of retaliation.

In addition, we conduct maturity assessments in auditing and internal controls, risk management, data privacy, and compliance based on leading market frameworks.



GOVERNANCE STRUCTURE AND COMMITTEES GRI 2-9, 2-10, 2-11, 2-12, 2-13, 2-18, 202-2

Ânima Educação's highest governance body is the Board of Directors, which comprises eight members, two of whom are women. All Board members also serve in management roles at other organizations, and none hold executive positions at Ânima.

Its responsibilities include establishing strategic guidelines and overseeing the ESG agenda, including approval of the Sustainability Report and other strategic decisions related to social and environmental matters.

The governance structure also includes a Fiscal Council, advisory committees, executive boards, and a chief executive officer (CEO). The committees reporting to the Board of Directors are:



Audit, Governance, and Risk Management Committee (CAR)

This committee advises the Board of Directors on oversight of the integrity of the financial statements and corporate governance, monitors controls, risks, and compliance, evaluates audit activities, and promotes institutional best practices.



Finance and M&A Committee (CFIN)

This committee is responsible for overseeing and monitoring the inorganic growth strategy, including mergers and acquisitions, as well as financial matters.



People, Culture, and ESG Committee

This committee is responsible for overseeing human resources policies and managing the organization's impacts on the economy, the environment, and people.

All members of the Board of Directors are elected by the General Meeting for a single two-year term and may be reelected.

Ânima adopts a self-assessment process to evaluate the performance of its highest governance body. The process results in the development of an action plan for continuous improvement, helping ensure that the Board's activities remain aligned with regulatory requirements and the company's objectives.

Our Board
of Directors
sets strategic
guidelines and
oversees the
ESG agenda



Composition of the Board of Directors, Executive Board, and Committees

EXECUTIVE BOARD

NAME	ELECTED OFFICE HELD
Paula Harraca	Chief Executive Officer
Átila Simões da Cunha	Chief Financial Officer and Head of Investor Relations
Rodrigo Rossetto Dias Ramos	Executive Director

BOARD OF DIRECTORS



Daniel Faccini Castanho
Chairman of the Board



Ana Paula de Assis Bogus
Board Member
(Independent)



Eduardo Azevedo Marques de Alvarenga
Board Member
(Independent)



Gabriel Ralston Correa Ribeiro
Board Member



Marcelo Barbalho Cardoso
Board Member



Marcelo Battistella Bueno
Board Member



Marina Oehling Gelman
Board Member



Mauricio Nogueira Escobar
Board Member

ADVISORY COMMITTEES

AUDIT, GOVERNANCE, AND RISK MANAGEMENT COMMITTEE (CAR)

MEMBER AND FINANCIAL EXPERT

- Edgar Jabbour

MEMBERS

- Eduardo Azevedo Marques de Alvarenga
- Marina Oehling Gelman

COORDINATOR AND MEMBER

- Gabriel Ralston Correa Ribeiro

MEMBERS

- Daniel Faccini Castanho
- Ignácio Dauden Martinez
- Marcelo Battistella Bueno

FINANCE AND M&A COMMITTEE (CFIN)

COORDINATOR AND MEMBER

- Maurício Nogueira Escobar

MEMBERS

- Daniel Faccini Castanho

MEMBERS AND

EXTERNAL EXPERTS

- Luiz Carlos de Queiroz Cabrera
- João Carlos Senise

FISCAL COUNCIL

FULL MEMBERS

- Fernando Dal-Ri Murcia
- Raquel Wille Sarquis
- Orestes Fontana Romeiro



Learn more

on our

[Investor Relations](#) website



ESG GOVERNANCE GRI 2-12, 2-13, 2-14

In 2025, the ESG Commission was established to propose, coordinate, prioritize, and implement initiatives related to the ESG agenda. The Sustainability, Diversity and Inclusion, and Health and Well-being Department, together with the ESG Commission, is responsible for advancing this agenda and monitoring and managing its impacts.

To ensure that sustainability is embedded throughout the ecosystem, we have institutionalized our efforts across complementary governance levels:

- **Board of Directors:** the BD approves the strategy and oversees long-term goals. It also plays a central and deliberative role in the Sustainability Report, bearing ultimate responsibility for reviewing and approving both the information disclosed and the organization's material topics.
- **Executive Committee:** this committee acts as the sponsor of the agenda, ensuring strategic prioritization, approval of guidelines, and budget allocation.
- **People, Culture, and ESG Committee:** this committee conducts an in-depth analysis of ESG topics, monitors trends, risks, and opportunities, and tracks progress along this journey.
- **ESG Commission:** a commission responsible for coordinating the agenda, analyzing and implementing projects, and advising the People, Culture, and ESG Committee and the Executive Committee.
- **ESG Commitments Squads:** these are cross-functional teams responsible for implementing projects and initiatives to achieve the ambitions established in the ESG strategy.

PRIVACY AND DATA SECURITY

GRI 3-3, 418-1, SV-ED-230A.1, SV-ED-230A.2, SV-ED-230A.3

The protection of personal data is treated as a strategic and cross-functional issue at Ânima. The company operates in compliance with the General Personal Data Protection Law (LGPD), guided by the principles of ethics, transparency, security, and accountability.

Governance of this topic is overseen by a Privacy Office led by the Data Protection Officer (DPO), who reports to the Audit, Governance, and Risk Management Committee (CAR) at least twice a year, ensuring that emerging risks and strategic decisions are communicated to senior leadership.

We maintain an inventory of all personal data processing activities carried out by Ânima, known as the Record of Processing Activities (RoPA). The RoPA serves as an early warning mechanism. Whenever it is updated, the responsible department assesses whether new risk criteria have emerged, triggering the need for Legitimate Interest Assessments (LIAs) or Privacy Impact Assessments (PIAs), as applicable.

For each data processing activity, we document the categories of data involved, specific purposes, applicable legal bases, data volumes, data sharing, and the security measures implemented. This record is continuously updated to reflect operational changes.

In addition to updates to the RoPA, we identify risks based on:

- the engagement of third parties that will have access to personal data;
- new projects, products, or processes involving data processing;
- mergers and acquisitions that introduce new data sets;
- the enactment of new legislation or regulations;
- continuous monitoring of controls; and
- security incidents involving personal data.

Each of these triggers initiates a process to identify threats and assess risks in accordance with ISO 31000 and ISO 27701 standards, ensuring systematic, objective, and standardized management.



RESPONSIBLE AND TRANSPARENT HANDLING

We strictly follow the principle of data minimization, deleting information once its purpose has been fulfilled or upon request by the data subject, while always observing legally required retention periods.

The Privacy Office develops and maintains internal and external privacy notices, which are regularly updated to reflect the processing activities documented in the RoPA.

Whenever new products, services, or technologies are introduced, the notices are reviewed and updated accordingly.



CYBERSECURITY

Information security at Ânima is managed by a specialized department responsible for identifying, assessing, addressing, and continuously mitigating cybersecurity risks. Its activities are organized into complementary areas covering the entire digital protection chain:

- **Security Operations:** perimeter protection, vulnerability management, and endpoint security;
- **Identity and Access Management:** granting, modifying, revoking, and periodically reviewing access;
- **Application Security:** penetration testing (pentests), vulnerability management, static (SAST) and dynamic (DAST) code analysis, and open-source intelligence (OSINT) monitoring;
- **Security Governance:** development and management of policies, standards, and procedures; IT risk management; change control; and vulnerability monitoring; and
- **IT Compliance:** monitoring compliance with regulatory and normative requirements and internal standards.

This framework operates in accordance with the CIS Controls international standards and is supplemented by best practices from ISO 27001, NIST, COBIT, and ITIL, ensuring proactive monitoring and continuous response to evolving threats.

ASSESSMENT AND TRAINING

Our privacy governance framework is assessed annually across 11 areas:

- Management and Governance;
- Collection/Use/Storage;
- Disposal;
- Transparency;
- Consent;
- Exercise of Data Subject Rights;
- Third-Party Management;
- Incident Response;
- Monitoring;
- Risk Management;
- Training and Communication; and
- Safety.

This periodic assessment ensures that the program continues to evolve in line with industry best practices and remains aligned with the guidelines of the National Data Protection Authority (ANPD).

We conduct mandatory biennial training for all educators, covering the General Personal Data Protection Law (LGPD), the Corporate Privacy Policy, Cybersecurity, and the Incident Response Plan, ensuring that each group receives specialized knowledge appropriate to its responsibilities.

THIRD-PARTY MANAGEMENT

Every partner that handles sensitive information undergoes a privacy assessment during the approval process. This assessment considers both the risks associated with the third party and the processing activities it will perform, taking into account factors such as the volume and sensitivity of the data and the vendor's level of maturity in privacy governance.

Based on this assessment, risk is classified as low, medium, or high, determining the level of rigor applied to due diligence and monitoring. Medium- and high-risk suppliers sign confidentiality and/or data processing agreements, depending on their role.

MOSAIC PROJECT

The project is an initiative aimed at strengthening the organization's cybersecurity, with a focus on continuously improving its processes, controls, and protection capabilities. Its objective is to raise cybersecurity maturity, according to the framework established by NIST, from the current level of 3.6 to a range of 3.8 to 4.0 over the next three years through the implementation of 18 structured deliverables.

In addition, we seek to reduce exposure to cyber risks by strengthening operational resilience and protecting information assets, while also certifying Ânima's controls in accordance with ISO 27001 requirements, reinforcing the institution's commitment to best practices in information security and governance.

STRATEGIC INVESTMENTS

In 2025, Ânima increased its investments in cybersecurity and access controls, achieving the following results:

- **zero high severity incidents** involving personal data;
- **no sanctions** imposed by the National Data Protection Authority (ANPD);
- **no legal action** related to data breaches; and
- **six complaints** from data subjects, none of which resulted in a confirmed violation or enforcement proceedings.



ETHICS, INTEGRITY, AND COMPLIANCE GRI 2-23, 2-24, 3-3, 205-1

For Ânima, ethics and integrity are core values that underpin the organizational culture, workplace relationships, and our commitment to transforming education in the country. These values guide sound decision-making, ensuring transparency and legal compliance across all operations within the Ecosystem.

Ânima treats human rights as a cross-cutting issue in its Code of Conduct and Ethics. We adopt a zero-tolerance approach to corruption, bribery, fraud, money laundering, and the use of inaccurate accounting records.

We are committed to responsible business conduct, supported by a governance structure operating at multiple levels. The Board of Directors establishes strategic guidelines and annually assesses the effectiveness of the ethics and compliance policies implemented by the other governance bodies.

The Audit, Governance, and Risk Management Committee (CAR) oversees these guidelines, while the Ethics Committee and the Compliance Department coordinate the program. The Executive Committee (Comex) ensures that operational goals are always aligned with the highest ethical standards.

The main regulatory documents related to this topic are publicly available and can be accessed on the [Investor Relations](#) portal and the [Conduct Channel](#).

We continuously integrate ethics, integrity, and compliance into the professional development journey of all educators, and Ânima conducts mandatory training on the Code of Conduct and Ethics, Anti-Corruption, and Anti-Harassment every year, ensuring that every member of the organization understands their role as a guardian of corporate values.

To take our compliance culture to new heights, we have developed innovative and immersive engagement programs, such as:



ANIMA COMPLIANCE EXPERIENCE

(ACX) This annual event brings together educators, leaders, and experts to discuss critical issues related to ethics, transparency, and professional conduct. The ACX offers diverse programming and high-quality content, creating a space for dialogue and continuous learning.



ÂNIMA MISSION: GUARDIANS OF ETHICS

This "gamified" integrity and ethics program, developed in partnership with Ânima Lab, aims to engage educators in critically important topics. The game allows each participant's decision to have a direct impact on their virtual journey, encouraging active learning and emphasizing the importance of ethical decisions in everyday corporate life.



PROACTIVE CORRUPTION PREVENTION GRI 2-25, 205-1

Our corruption risk assessment cycle is structured, continuous, and data-driven. It includes the establishment of strategic objectives, risk identification through process mapping, interviews with managers, and analysis of historical losses. We classify the level of exposure across short-, medium-, and long-term horizons, enabling us to adopt targeted preventive measures.

Our approach includes risk-based testing, monitoring programs, and independent audits focused on anti-corruption. The factors monitored include potential vulnerabilities that could enable misconduct, such as risks related to competition, academic record fraud, money laundering, information leaks, and accounting inaccuracies.

In addition, we keep educators informed about this topic through internal channels such as Ânima Informa, social media, and mandatory annual training on the ECOA platform.

In 2025, no material corruption-related risks were identified.

CONDUCT CHANNEL GRI 2-25

Ânima maintains a framework for mitigating and remedying negative impacts, based on a zero-tolerance approach to harmful acts and human rights violations. The cornerstone of this strategy is the Conduct Channel, which is operated by an independent company and available 24 hours a day to students, educators, and vendors.

In 2025, the platform received 523 reports involving matters ranging from conflicts of interest to violations of internal policies. Each case is handled through a six-step process, from evidence collection to the issuance of a final report.

The measures adopted vary according to the severity of each case. We monitor the effectiveness of corrective actions quarterly through the Ethics Committee and semi-annually through the Audit, Governance, and Risk Management Committee (CAR).

We also monitor operational efficiency and completion of the communication cycle with complainants, who can track the status of their reports using a case number.

SUPPLY CHAIN AND RESPONSIBLE PROCUREMENT GRI 204-1, 205-1, 308-1, 414-1

Ânima's value chain is broad and diverse, reflecting the scale of its operations in the education sector. We currently work with more than 25,000 registered companies and organizations, including suppliers, local governments, landlords, and other partners.

As part of the category management strategy led by the Procurement department, Ânima classifies its purchases into addressable and non-addressable categories. Addressable categories comprise contracts managed directly by the Procurement team, while non-addressable categories include other payment recipients, such as landlords and municipal agencies.

Our supply chain primarily consists of technology providers, outsourced service providers, suppliers of equipment and educational materials, construction and renovation contractors, as well as marketing, advertising, and professional service providers.

Procurement activities are guided by strict principles of integrity, ethics, and transparency and are subject to independent audits aimed at preventing corruption and other irregularities.



SOCIAL AND ENVIRONMENTAL ASSESSMENT

Ânima Educação collects and analyzes environmental, social, and governance information through a questionnaire administered on the Linkana digital platform.

This tool provides greater visibility into practices and risks throughout the supply chain by assessing topics such as legal compliance, integrity, working conditions, environmental management, and governance maturity. The information collected supports internal assessments, helps identify potential risks, and contributes to the development of action plans and supplier engagement initiatives.

We also require all suppliers to formally acknowledge and accept the Code of Conduct and Ethics, establishing clear and standardized principles for our business relationships.

The platform also performs mandatory due diligence for high-risk contracts, automatically verifying whether suppliers appear on sanctions lists or have been cited in adverse media reports involving fraud. In 2025, 100% of suppliers that completed the full approval process on the Linkana platform were assessed against social, environmental, and governance criteria.



More than 25,000 companies and organizations, including suppliers, local governments, lessors, and other partners, are part of Ânima's value chain

LOCAL PARTNERSHIPS

We respect the sociocultural characteristics of each region to contribute to the development of the communities surrounding our operations. Accordingly, we prioritize contracting partners located in the same state as our educational facilities.

During the reporting period, considering only suppliers classified as eligible, we issued BRL 768.86 million in purchase orders. Of this amount, BRL 195.27 million was directed to local suppliers, representing 25.40% of purchases made by our principal facilities.

For classification purposes, suppliers are categorized as local (serving a single state), regional (serving a single region, such as Goiás/Minas Gerais or São Paulo/Rio de Janeiro), or national (serving two or more regions).

Our Procurement department will launch the Delegated Purchasing project, which will use a digital platform to streamline and encourage lower-value purchases. Direct

BRL **768.8**M
in purchase
orders issued

BRL **195.2**M
allocated to
local suppliers

payments to local businesses help extend the circulation of these resources and strengthen the economies of the regions where the company operates.



EXTENSION PROJECT

Ethical Hackathon

Aimed at undergraduate and graduate students in Psychology, Law, and Management/Business at São Judas and Anhembí Morumbi Universities (SP), the Ethical Hackathon simulated real-world risk scenarios and complex ethical dilemmas, preparing the next generation of leaders to identify, assess, and propose responsible solutions.



AXIS

Education, Culture, and Citizenship



Commitment 5

Environmental Awareness

Caring for the planet through every decision we make, reducing our operational impacts, and preparing agents of change for a more sustainable future.

OUR GOALS:

- We will integrate environmental management into our business strategy, with the active engagement of our partners and value chain.
- We will monitor energy performance and greenhouse gas emissions, ensuring climate transparency and the continuous reduction of our institutions' carbon footprint.
- We will monitor our environmental performance, ensuring transparency and the efficient use of natural resources.

C5 – Environmental Awareness

Environmental responsibility is central to our strategy because we believe that a healthy planet is the foundation of social prosperity. We work to educate citizens and professionals who are prepared to lead the transition toward a regenerative and more conscious economy.

Our approach combines environmental governance, operational targets, and sustainability education, positioning our campuses as dynamic environments for learning, innovation, and practical application.

We have integrated environmental education into the curriculum so that sustainability becomes a practical experience rather than merely a theoretical concept. In this way, we prepare students to address environmental challenges with effective and lasting solutions.

Ânima continues to strengthen its sustainability and environmental management practices through initiatives

focused on operational efficiency, proper waste management, emissions management, resource reuse, and environmental awareness across the academic community.

In 2025, we completed our first greenhouse gas (GHG) inventory covering Scopes 1, 2, and 3 for the previous reporting cycle, in accordance with the GHG Protocol methodology. We also developed a plan to manage and reduce resource consumption, waste generation, and energy use.

In 2025, Ânima completed its first greenhouse gas inventory covering Scopes 1, 2, and 3, in accordance with the internationally recognized GHG Protocol methodology





ENVIRONMENTAL MANAGEMENT

Ânima's Sustainability department is structured to operate strategically, ensuring not only regulatory compliance but also the advancement of environmental maturity as a competitive advantage.

Through a governance framework that includes Integrated management of environmental licensing, compliance with permit conditions, liability management, and waste traceability, the company reduces legal, operational, and reputational risks while strengthening its ESG agenda through structured reporting.

These efforts are supported by continuous monitoring, audits, educator training, and initiatives focused on efficiency and innovation. All facilities have energy conservation measures in place, supported by monthly monitoring and control, while 83% of the electricity consumed in operations comes from renewable sources purchased on the free energy market, reinforcing our strategy of efficiency and resource optimization.

At Ânima, 100% of hazardous and healthcare waste is disposed of by licensed companies, ensuring regulatory compliance and full traceability. The company also promotes recycling initiatives in partnership with cooperatives and waste picker organizations, encouraging the proper management of waste.

Ânima is advancing digitalization as a strategy to reduce natural resource consumption and waste generation. The company continues to replace paper-based processes with digital solutions, promoting the use of electronic documents, automated workflows, and digital assessments.

This approach reflects a deliberate commitment to more sustainable operating models that reduce dependence on paper and other consumable materials. Nearly 100% of our digital server infrastructure has been migrated to cloud computing, reducing environmental impacts by improving energy efficiency through Green IT practices and lowering carbon emissions.

ENVIRONMENTAL ENGAGEMENT AND EDUCATION

Ânima promotes awareness initiatives for educators and students that encourage the responsible use of resources and the adoption of more sustainable daily habits.

Environmental and sustainability topics have been integrated into curricula across all disciplines, connecting theory with practical application beyond traditional academic content. This approach strengthens civic

education by fostering critical thinking, social and environmental responsibility, and the ability to respond proactively to contemporary challenges.

One example of our efforts to promote academic engagement was hosting the 5th World Symposium on Climate Change Adaptation (WSSCA 2025) at Unisul, in Florianópolis and Palhoça (SC), in

conjunction with the 30th United Nations Climate Change Conference (COP30), held in Belém.

The symposium brought together researchers, public officials, representatives of international organizations and universities, and members of civil society to discuss climate adaptation solutions. As an outcome, two academic

publications were produced: one in English, as part of Springer's international Climate Change Management series, and another in Portuguese, broadening access to knowledge and strengthening the dissemination of scientific research within Portuguese-speaking communities.



RESPONSIBLE WATER USE GRI 303-1, 303-2

Water resource management at Ânima is guided by efficient use, continuous monitoring, and regulatory compliance. Water is supplied through public distribution systems and, where applicable, through duly authorized private water sources, ensuring the supply required for academic and administrative activities.

Water is used in a variety of operational activities, and consumption is systematically monitored to identify efficiency opportunities and support measures aimed at reducing consumption.

Wastewater generated by our operations is discharged into public treatment systems, ensuring compliance with applicable legislation. Within our operations, water-related impacts are primarily associated with water consumption and the generation of sanitary effluents, and no significant water-related impacts have been identified within the value chain. Our operations are also not located in areas classified as water-stressed.

WASTE MANAGEMENT GRI 306-1, 306-2

Ânima conducts teaching, research, extension health care, and administrative activities across its higher education institutions throughout Brazil. These operations generate a variety of waste streams, including general waste, recyclables, organic waste, electronic waste, laboratory chemicals, healthcare waste, and waste from maintenance and infrastructure activities.

Proper management of these materials is essential to promote efficient resource use, ensure environmentally appropriate disposal, and protect both human health and the environment. To support these objectives, Ânima has implemented corporate guidelines and operational procedures governing the segregation, identification, packaging, temporary storage, transportation, and environmentally appropriate final disposal of waste generated at its facilities.

Chemical, biological, and healthcare waste generated by laboratories and teaching clinics receives specialized treatment, ensuring legal compliance, operational safety, and traceability. The company also promotes environmental education and recycling initiatives across the academic community, encouraging responsible consumption and proper waste disposal.

Through continuous monitoring of waste generation and disposal indicators, Ânima seeks to identify opportunities for improvement, expand material recovery, and strengthen practices aligned with the principles of the circular economy, helping reduce the environmental impacts of its operations.



Learn more

about our environmental indicators in the [Disclosures Supplement](#).



EXTENSION PROJECT

A sea of solutions



This Unisul extension project promotes environmental awareness through lectures, school workshops, educational campaigns, community clean-up initiatives, swap events, and recycling drives. The initiative seeks to raise awareness among coastal communities about the impacts of improper waste disposal—particularly plastics—on marine pollution, contributing to the preservation of coastal ecosystems. In 2025, clean-up activities carried out by the project resulted in the collection of 297 kg of waste.


AXIS

Environment and Sustainability

Commitment 6

Diversity, Equity and Inclusion

**To ensure an inclusive, accessible,
and healthy environment that values
every individual and fosters spaces of
belonging and respect.**

OUR GOALS:

- We will increase the representation of people from underrepresented groups throughout the Ânima Ecosystem.
- We will promote structured initiatives that raise awareness of and strengthen engagement with the diversity, equity, and inclusion agenda, supported by policies, indicators, and metrics that reinforce our commitment to respect, integrity, and ethics.
- We will implement inclusive teaching practices, promote equal access, and strengthen equal opportunities for people from underrepresented groups.

C6 – Diversity, equity, and inclusion GRI 3-3, 406-1

At Ânima, we foster diversity by valuing differences and promoting equal opportunities, recognizing that every individual is unique and that diversity enables better outcomes for everyone.

We believe that education achieves its full transformative potential only within a psychologically safe environment

where human diversity is respected and encouraged in every interaction.

In 2025, our diversity strategy reached a new level of maturity and impact. The topic has become an integral part of the company's organizational responsibilities. All leaders are now evaluated based on their commitment to this agenda, directly linking ethical conduct to professional performance.

AFFIRMATIVE ACTION AND EDUCATIONAL PROGRAMS GRI 405-1

Our initiatives in this area are organized through complementary programs that create synergies between affirmative action and educational development. One of the main initiatives is the **Ânima Plurais** (Ânima Plurais) program, which serves as a catalyst for diversity across the corporate ecosystem and challenges leaders, educators, and students to help build a truly inclusive environment.

Ânima Plurais is structured around four strategic pillars:

- recruitment and career advancement;
- continuous learning programs focused on

addressing inequalities and reducing bias through learning pathways offered by our corporate university, ECOA;

- brand positioning and internal communications; and
- the promotion of diversity throughout the academic environment.

Within teaching activities, the **Selo Plurais** (Plurais Seal) is directly integrated into Curricular Units (UCs). Through this initiative, in 2025 we incorporated themes related to diversity—including race, ethnicity, and LGBTQIAPN+ inclusion—into 56 curricular units, reaching 20,464 students.

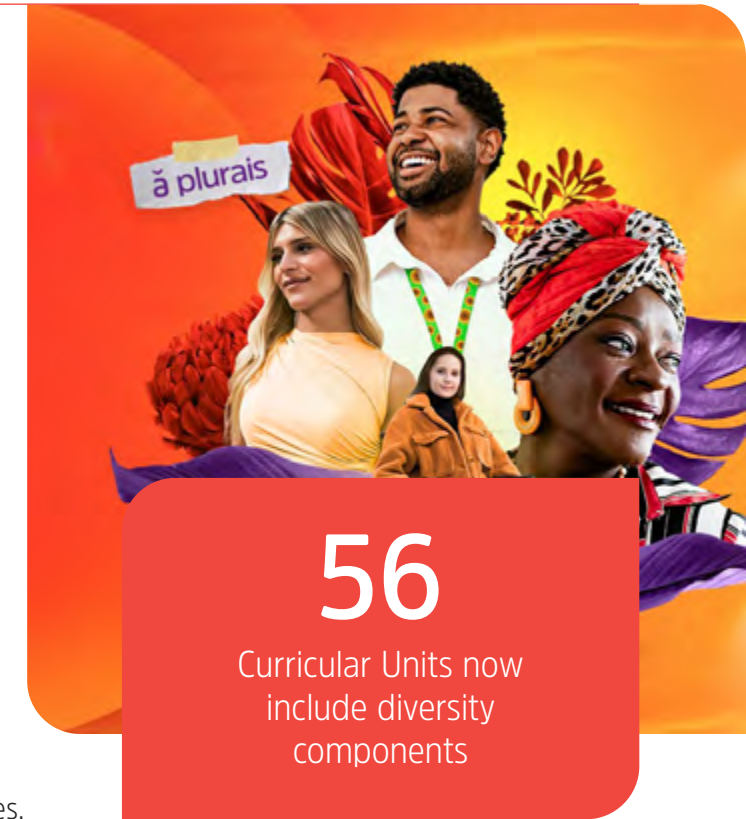
We are part of the B3 Diversity Index (IDIVERSA), which combines gender and race criteria in selecting companies for the portfolio

56

Curricular Units now include diversity components

EXTENSION ACTIVITIES BY UNDERREPRESENTED GROUPS

Group	Activity
Women	95
LGBTQIAPN+	42
PwDs	33
Migrants and refugees	22
Black people and ethnic minorities	16



Other initiatives include academic events such as the *Plurais* Colloquium, held annually in November as an in-person event at one of the higher education institutions within the Ecosystem, with the aim of fostering discussions on racial issues and intersectionality. The 2025 edition brought together more than 600 students and included the submission of academic papers.

Mover Diversidade (Moving Diversity), another annual academic event held online, focused during the reporting period on the themes of Education, Work, and Intersectionalities. With more than 3,000 registrations, the event fostered wide-ranging discussions, from inclusive teaching methodologies to the structural challenges facing contemporary higher education.

We also conduct educational and training initiatives for educators and students, including *Pilulas Plurais* (Plural Pills), *Minutos Plurais* (Plural Minutes), and *Mover Cast*.

In the area of human resources management, the ***Acelera*** (Speed Up) program is specifically designed to support mentoring and career advancement. It

connects executives with professionals from underrepresented groups, promoting the development of internal talent while raising awareness among senior leadership through practical engagement. In 2025, 28 educators—including Black professionals and people with disabilities—were selected to participate in the six-month program.

Focused on social mobility, the ***Prospere*** program offers full scholarships combined with employment opportunities in corporate customer service for candidates in situations of social vulnerability.

We are also advancing other concrete measures to help address structural inequalities:

- **Affirmative recruitment:** we created a dedicated recruiter position to attract a more diverse pool of professionals to inclusive job opportunities.
- **Representation in the faculty:** as part of the *Ânima Plurais* program, we offer affirmative action positions for Black and brown faculty members, strengthening racial representation in the academic



environment and contributing to a more diverse and inclusive education system. As a result, between 2022 and 2025, we hired 748 Black and brown faculty members across our higher education institutions.

- **Human rights and parenthood:** we extended parental leave to same-sex couples and different family structures, reinforcing the equal protection of human dignity.

GENDER EQUALITY

GRI 2-7, 405-1

To demonstrate the progress of our inclusion agenda and ensure transparency in management, we monitor key indicators:

- **Gender Equality in leadership:** women hold 45% of leadership positions.
- **Climate and belonging:** the favorability score for diversity and inclusion exceeded 4.4 on a scale of 0 to 5 across all departments in the Pulsar Faculty Survey. In the survey of administrative educators, 87% agreed that the Ecosystem is a diverse environment.

We have also made progress in developing robust systems for collecting and systematically monitoring indicators related to the LGBTQIAPN+ population and ethnic and racial diversity. This data-driven approach supports decision-making and helps foster an organic, organization-wide culture of non-discrimination.

ÂNIMA STANDS OUT FOR DIVERSITY

Ânima Educação ranks among Brazil's most diverse publicly traded companies, according to a survey conducted by the Getulio Vargas Foundation (FGV) and Folha de S.Paulo. The company ranked seventh in the assessment, which evaluates representation by gender, race, and age.

COMPANY	SCORE
Banco do Brasil	23.5
TIM	23.1
Pague Menos	22.6
Boa Safra	21.6
Mills	21.3
Petrobras	21.2
Ânima Educação	20.2
Azevedo & Travassos	20.0
Vivo	19.2
Cielo	18.3

Source: Article in Folha de S. Paulo, December 17, 2025.



EXTENSION PROJECT

Welcoming cities: social inclusion and safety for trans people



This extension project is aimed at promoting the inclusion of transgender people in the labor market and their access to urban services. The initiative includes identifying vulnerabilities, providing professional training, and collaborating with employers committed to diversity and inclusion, with the aim of promoting concrete opportunities and positive social impact.

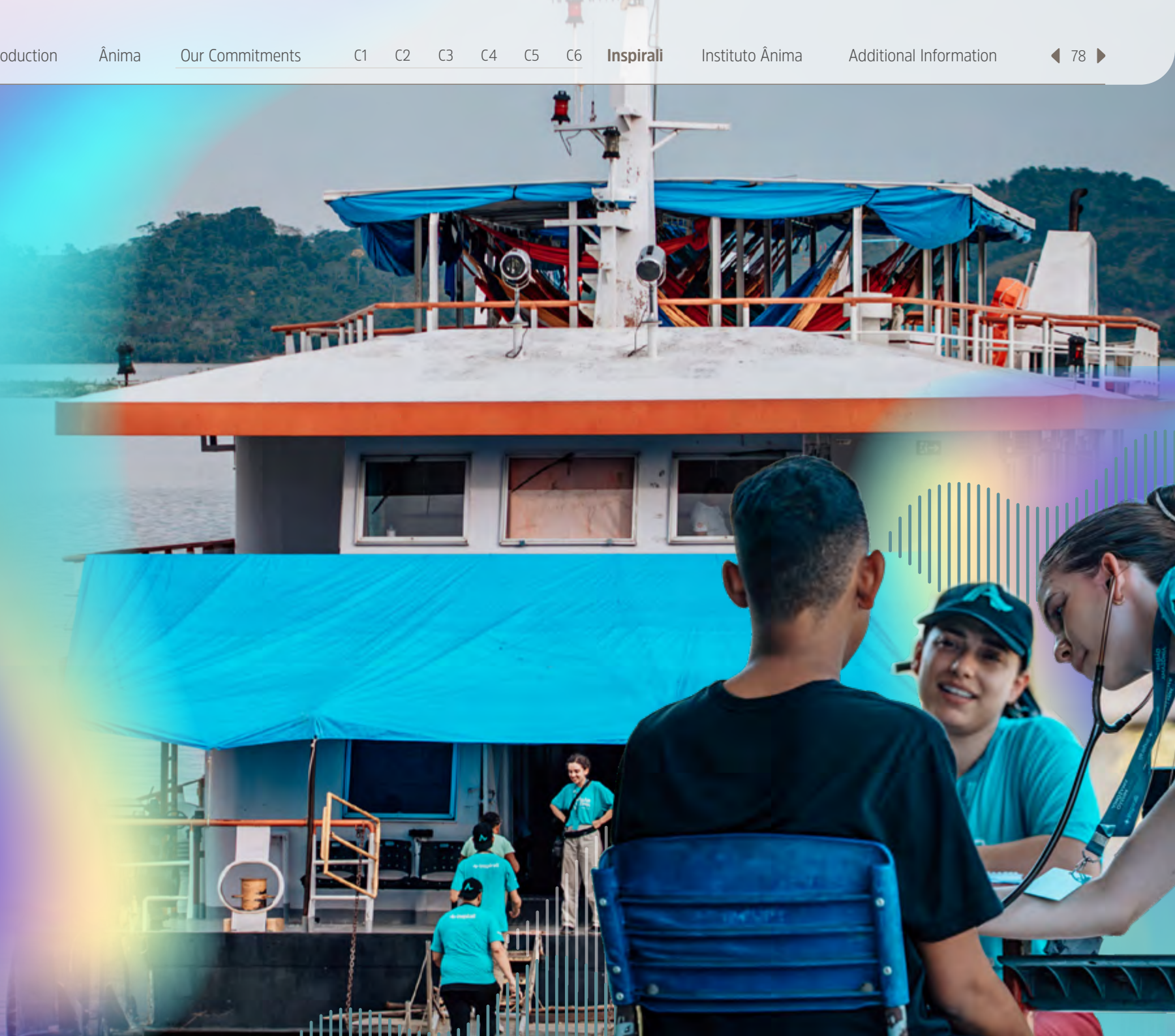


AXIS

Social Inclusion and Human Rights

Inspirali

- Message from the CEO
- Profile and Relevance
- Governance
- Materiality
- Quality of Education
- Relationship with Students
- Recruiting, Developing, and Retaining Employees and Faculty Members
- Diversity, Equity and Inclusion
- Access to Healthcare
- Ethics, Integrity and Compliance



Message from the CEO

It is with great enthusiasm that we present Inspirali's first Sustainability Report, included as part of the Ânima Educação report. This milestone reflects our organizational maturity and, above all, our commitment to the future of medical education in Brazil.

The year marked an important turning point in Inspirali's journey, as we moved beyond the initial establishment phase and entered a new stage focused on growth and the consolidation of our activities. After six years of building a solid foundation, we are moving forward to strengthen our position of academic excellence and consistently expand our social impact.

We educate and support physicians at every stage of their careers, reinforcing the three pillars of our educational

approach: Humanity, Technical and Scientific Excellence, and Social Responsibility. This triad ensures that our students not only acquire technical knowledge but also develop the sensitivity and social awareness required for contemporary medical practice.

Our social impact is tangible and lies at the heart of our academic project. In 2025, we provided more than 215,000 medical consultations at our Integrated Health Centers (CIS), directly helping reduce waiting times within the Unified Health System.

Our social impact
is tangible and lies
at the heart of our
academic project





The *Travessia Humanitária* (Humanitarian Crossing) initiative has become a distinctive feature of our educational model. Our field experiences—in the Amazon, the Jequitinhonha Valley, the Cerrado, and other regions—as well as our international activities in Benin, Africa, allow students to experience medicine in practice, always under the supervision of experienced professionals.

These are not isolated initiatives. They are integrated into our curriculum and operating model, reinforcing the role of social impact as one of our defining attributes.

We strive to embody the same values we teach. For this reason, we expanded the Angatu project, ensuring access to in-person psychological counseling at all Inspirali locations, with a focus on supporting the mental health of students and faculty. In the

area of innovation, Medroom continues to expand the boundaries of education through virtual and augmented reality—technologies that we are scaling across the entire healthcare ecosystem.

None of this would be possible without the passion and commitment of our teams. They are the people who bring our purpose to life every day. From the professionals who welcome students at the entrance to

those who guide them in the classroom, every educator embraces and embodies the mission of inspiring a love for life through transformative medical education centered on comprehensive patient care.

All of this is supported by disciplined financial management and robust governance, strengthened by our partnership with DNA Capital. For us, ESG is a two-way commitment: education as our principal driver of transformation, and ethical and transparent management as a concrete expression of that commitment.

Looking ahead, we remain confident and focused on a clear objective: to continuously improve the quality of our courses and strengthen our relevance in a landscape filled with opportunities in medical education.

Because every physician we educate brings much more than knowledge to society. Each has the potential to transform realities, expand access to health care, and help shape Brazil's future. In every interaction, every decision, and every life we touch.

Maurício Escobar
CEO of Inspirali



Profile and Relevance

Inspirali is Ânima's medical education platform. We are one of Brazil's leading medical education ecosystems, dedicated exclusively to educating and supporting physicians at every stage of their careers.

Our activities span the entire lifelong learning journey, from the first day of undergraduate education through medical residency, specialization, and the most advanced continuing education programs.

Inspirali comprises 15 higher education institutions, with more than 21,000 students enrolled in undergraduate and continuing medical education programs, as well as 1,500 faculty members and medical

specialists across different regions of Brazil. Through our recognized brands, we provide access to a nationwide network of internship, exchange, and specialization opportunities.

In addition to our presence in state capitals and developed metropolitan areas, we operate in strategic regional hubs in the interior of the country, including the Sertão region of Bahia, helping address gaps in health care coverage.

All our courses have been assessed by INEP/MEC and received ratings of excellence, with scores of 4 or 5 under the Course Rating indicator, reflecting our commitment to academic quality.



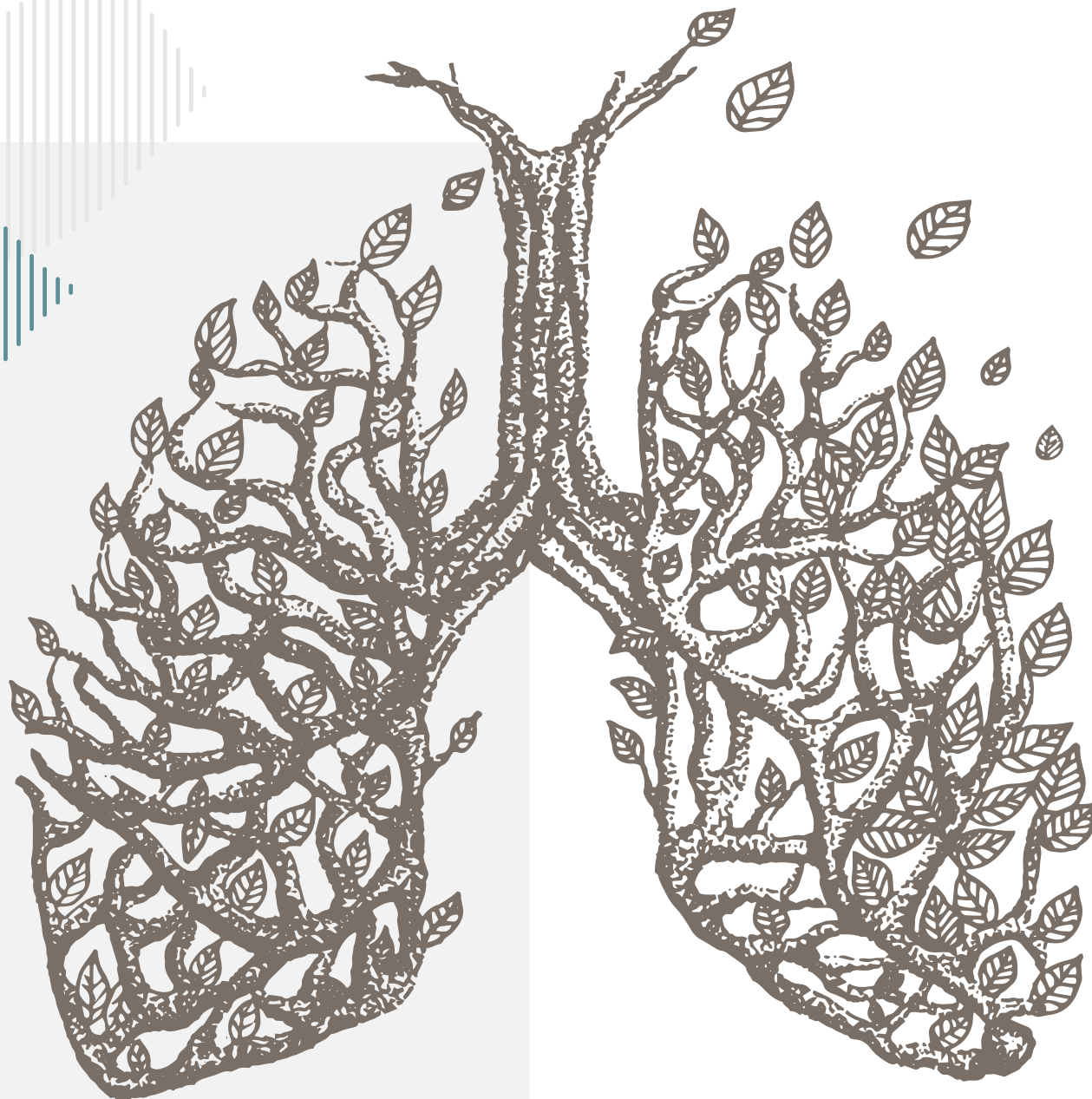
Learning is like breathing. You need to inhale and exhale. For learning to take place, simply absorbing knowledge will not suffice. It must also be put into practice.

Our purpose

Choosing Medicine means embarking on a journey of personal and collective transformation. At Inspirali, our mission is to **inspire a love for life through transformative medical education focused on comprehensive health care for people.**

This purpose reflects the experience envisioned in Inspirali's Medical Education Guidelines: a model of medicine that is not limited to theory but comes to life through practice.

Inspirali positions itself as a leading authority in medical education in Brazil, combining the latest advances in science and technology with the deepest expressions of humanity.



NORTH

- **UNA**
Tucuruí, PA

SOUTH

- **Unisul (Pedra Branca and Tubarão Campuses)**
Pedra Branca, SC
Tubarão, SC

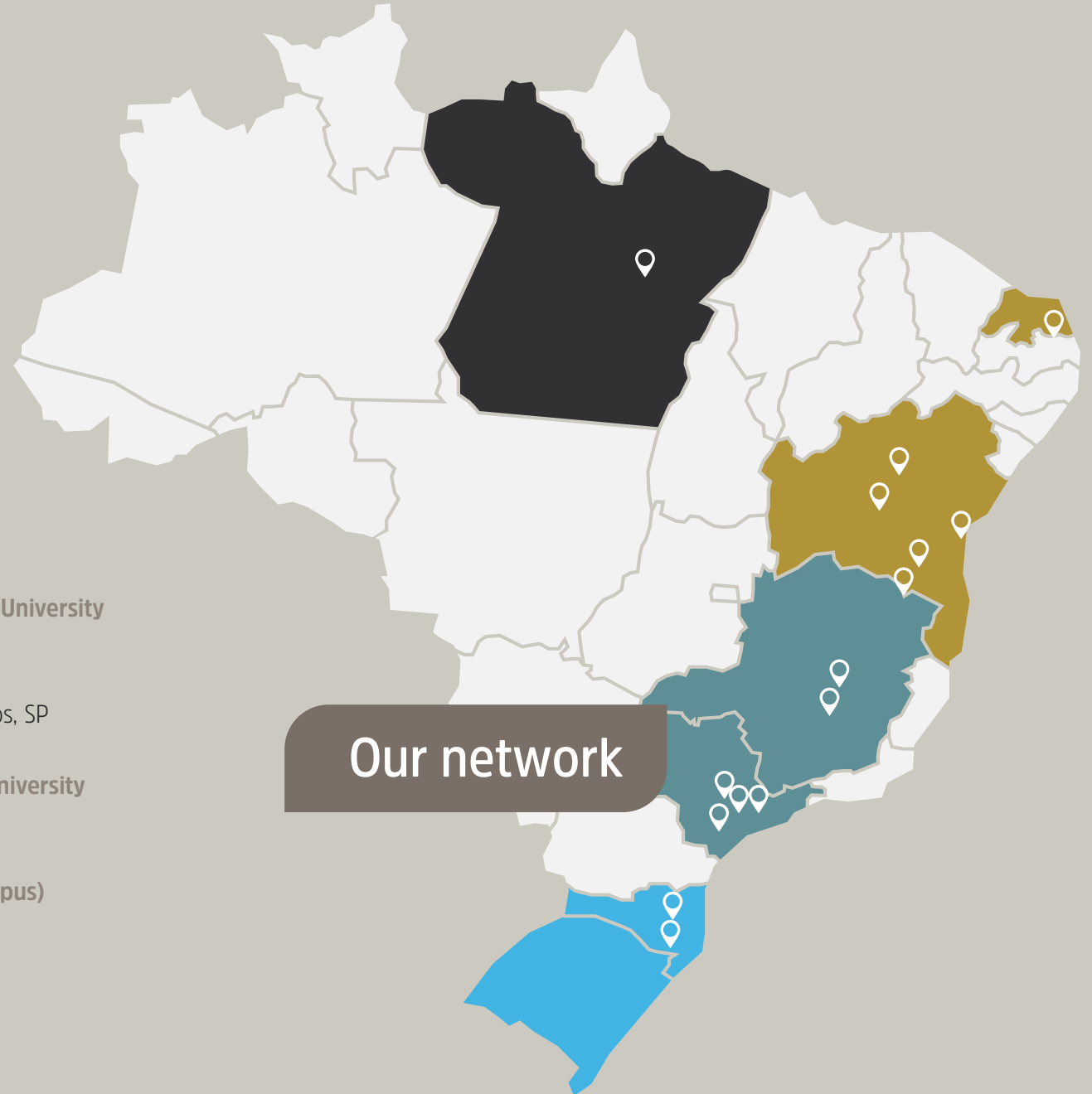
NORTHEAST

- **UNIFACS (Paralela Campus)**
Salvador, BA
- **Ages**
Irecê, BA
Jacobina, BA
- **UniFG**
Guanambi, BA
Brumado, BA
- **UnP (Salgado Filho Campus)**
Natal, RN

SOUTHEAST

- **Anhembi Morumbi University**
São Paulo, SP
Piracicaba, SP
São José dos Campos, SP
- **São Judas Tadeu University**
Cubatão, SP
- **UniBH (Buritis Campus)**
Belo Horizonte, MG
- **FASEH**
Vespasiano, MG

Our network



UNDERGRADUATE PROGRAM

15

medical schools with
1,900 annual openings
approved by the MEC

12,000+

active students
throughout Brazil

215,000+

free medical services provided
to the public at the Integrated
Health Centers (CIS)

822

alumni accepted into
medical residency
programs (+13% vs. 2024)

1,200

faculty members
dedicated to
medical education

BRL 1.5B

in net revenue from
academic education
(+7%) during the
2025 fiscal year



Learn more

on the [ESG Transparency Portal](#)

CONTINUING MEDICAL EDUCATION



50+

courses in various fields
(+20% vs. 2024)



109.9%

in net revenue
compared to 2024



9,000

students throughout
Brazil (+25% vs. 2024)



25,000+

free medical care
services for the public
(+31% vs. 2024)

The physicians we train

Our commitment is to prepare physicians who combine outstanding technical competence and sound clinical judgment with empathy, compassion, and active listening, enabling them to recognize patients in all their dimensions and life experiences.

COMPASSIONATE AND EMPATHETIC

Professionals who excel in active listening and provide compassionate, person-centered care throughout every stage of life.

READY FOR THE REAL WORLD

Professionals with technical and scientific excellence, trained from their first day through advanced simulation and hands-on experience at the Integrated Health Centers (CIS) and within the Unified Health System (SUS).

COLLABORATIVE LEADERS

Physicians who are able to work effectively in multidisciplinary teams, integrate diverse areas of expertise, and apply emerging technologies, such as artificial intelligence and telemedicine, in an ethical and responsible manner.

CONSCIENTIOUS AND GLOBAL

Physicians with a broad understanding of health through the One Health approach—integrating human, animal, and environmental health—prepared to address complex challenges and committed to lifelong learning.

The impact we seek

We strive to expand access to health care for vulnerable populations through the Integrated Health Centers (CIS) and humanitarian missions, empowering physicians to become true advocates for just, equitable, and compassionate medicine.



EXPANDING ACCESS TO HEALTH CARE

Reducing disparities in access to health services. Our physicians deliver medical care to underserved, rural, and riverside communities, carrying forward the legacy of our Humanitarian Missions.



SAFE AND INNOVATIVE CARE ENVIRONMENTS

Enhancing the quality of care and the patient experience through physicians whose clinical decisions are grounded in robust scientific evidence.



A STRONGER AND MORE EQUITABLE SUS

Helping strengthen Brazil's public health system through professionals who understand the social determinants of health and work on the front lines to reduce health inequalities.



SUSTAINABILITY AND A CULTURE OF WELL-BEING

Promoting a healthier healthcare ecosystem. By practicing preventive self-care, our physicians reduce their own risk of burnout while helping create healthier, more sustainable, and more welcoming work environments.

Social development and strategic objectives

Inspirali's social impact is most evident through its Humanitarian Crossing strategy, which connects academic learning with meaningful change in vulnerable communities.

Through our 14 Integrated Health Centers (CIS), volunteer committees, and humanitarian missions, we provided more than **245,000 free medical consultations during the reporting period**. Our work complements the Unified Health System (SUS), contributing to the advancement of person-centered medicine while reinforcing an understanding of the interdependence between human health and the environment.

In 2025, the Integrated Health Center at the AGES campus in Irecê was inaugurated. During its first five months of operation, it provided 1,563 consultations, expanding local access to high-quality health care at no cost.

Inspirali continues to invest in innovation and in the well-being of its academic community. Highlights include the use of immersive technologies in anatomy education and the expansion of in-person mental health support for students and faculty.

Inspirali's work is guided by **six strategic objectives**, all aligned with the commitments of the Ânima Ecosystem.



245,000
free consultations during
the reporting period

GROWTH

Growing with
respect for our
purpose

QUALITY

Doing things
well and
improving all
the time

THE STUDENT'S JOURNEY

Inspiring and
engaging students
throughout their
learning journey

POSTGRADUATE MEDICINE

Inspiring your
future is what
drives us today

IMPACT

Making an impact
beyond the
school walls

TALENT MANAGEMENT

Developing
leaders and
nurturing talent

Business Model

Each of Inspirali's areas of activity has a clearly defined purpose and generates direct positive impacts on society.

INSPIRALI

UNDERGRADUATE MEDICAL PROGRAM

With a presence across 15 institutions throughout Brazil, Inspirali's mission extends beyond delivering technical knowledge to preparing compassionate, ethical physicians. From the first semester onward, students are introduced to the public health system through the Medical Practice in the SUS (PMSUS) course, where they engage with the real-world challenges faced by the population. The impact of this approach is the preparation of physicians with strong clinical skills, empathy, and an understanding of social realities, helping address the shortage of medical professionals in different regions of the country.

INSPIRALI PÓS MEDICINA

INSPIRALI PÓS MEDICINA (GRADUATE MEDICAL PROGRAM)

Medicine is evolving rapidly, requiring healthcare professionals to remain current with the latest scientific advances. *Inspirali Pós Medicina* addresses this need by offering more than 50 programs across a wide range of medical specialties nationwide. The curriculum emphasizes hands-on learning and mastery of emerging technologies. Its impact is to raise the standard of care delivered by practicing physicians, equipping them to respond to increasingly complex clinical challenges.

EU MÉDICO RESIDENTE

EU MÉDICO RESIDENTE (EMR, "I, THE RESIDENT PHYSICIAN")

The transition to medical residency is one of the greatest challenges in a physician's career, given the highly competitive residency entrance process. Our response to this challenge is EMR, an edtech company specializing in intelligent preparatory content for medical students and recent graduates. Its impact extends well beyond individual admission success. By combining technology with highly targeted guidance, EMR helps prepare the qualified specialists that Brazil's healthcare system urgently needs.

INSPIRALI research organization

INSPIRALI RESEARCH ORGANIZATION (IRO)

Inspirali pioneered the creation of Brazil's first network of clinical research centers affiliated with private medical schools. Through IRO, we conduct advanced clinical research in collaboration with the pharmaceutical industry, contributing to the generation of evidence for new therapies, advancing scientific knowledge in Brazil, and expanding patient access to innovative treatments in the regions where we operate. IRO also supports medical education by preparing the next generation of clinical researchers.

MedRoom

MEDROOM

Innovation in medicine is meaningful only when it improves clinical practice and saves lives. MedRoom is our immersive virtual reality platform, featuring one of the world's most comprehensive three-dimensional models of the human body. The platform supports three fundamental pillars of medical education: anatomy, physiology, and clinical reasoning. Its impact lies in improving patient safety by reducing medical errors. Through immersive simulation, students refine their technical skills in a virtual environment before performing procedures in real clinical settings.

Governance

Inspirali's corporate governance reflects the maturity of its operations as an autonomous business unit within the Ânima Ecosystem, while remaining fully aligned with the values and principles that guide the organization.

Our corporate and management structure was strengthened in March 2022 following a BRL 1 billion capital investment by DNA Capital in exchange for a 25% ownership interest in the company.

This transaction provided greater management autonomy, establishing a governance model that balances the

strategic direction of the parent company with the independence and transparency expected by world-class investors. Today, Inspirali has its own Board of Directors and, in certain areas, its own governance policies and operating procedures.

The Board of Directors is the company's highest strategic decision-making body. It comprises seven members: four appointed by Ânima Educação, two appointed by DNA Capital, and one independent director.

To support efficient and technically sound decision-making, the Board is advised by **three specialized committees**:



AUDIT, COMPLIANCE AND TAX

This committee safeguards the integrity and quality of the financial statements, oversees the work of the internal and external auditors, and monitors the effectiveness of internal controls, risk management, and compliance programs. It also reviews conflicts of interest and significant transactions while monitoring potential misconduct, strengthening governance and transparency.



SPECIAL AND EXPANSION

Responsible for overseeing related-party transactions and monitoring the company's inorganic growth strategy, including mergers and acquisitions.



PEOPLE

The committee oversees human resources policies, executive compensation, long-term incentive plans (LTIPs), and succession planning. It also monitors organizational culture, diversity, and the faculty journey—an essential factor in the quality of medical education—and oversees the company's ESG commitments.

BRL **1B**

invested in Inspirali in
2022 by DNA Capital

The People Committee also plays an important role in preserving corporate integrity by monitoring interactions between Inspirali and the holding company to ensure fairness and prevent conflicts of interest.

At the end of fiscal year 2025, we took another important step in strengthening our governance through a planned leadership transition, marked by the departure of CEO Guilherme Soarez and the interim appointment of Maurício Escobar, then Chairman of the Board of Directors.

Another cornerstone of this governance model is financial autonomy. Our executive management operates with its own budget and dedicated performance targets,

Risk management

The corporate risk matrix incorporates ESG information to strengthen compliance and corporate governance, supporting informed decision-making. The framework is based on identifying risks with potential

independent of the holding company. This autonomy enables the adoption of independent financing strategies, including the issuance of our own debentures.

Budget discipline has been designed to ensure the long-term financial sustainability of the company's mission. For example, our social initiatives are incorporated into both the budget and academic framework as fixed-cost items. This ensures their longevity regardless of market conditions.

In addition, Inspirali's governance is validated through partnerships with international funding institutions that require strict social, environmental, and governance standards.

financial impacts, assessing their likelihood and severity, developing structured mitigation plans, and continuously monitoring performance through metrics and indicators.

FINANCIAL MATURITY

Inspirali has completed financing transactions to support funding for its expansion strategy. In 2022, the company completed its inaugural debenture issuance, totaling BRL 2 billion, at an interest rate of CDI plus 2.6% per year. This transaction established Inspirali as an independent issuer in the capital markets.

In 2024, the company completed a second BRL 2 billion debenture issuance, bearing interest at CDI plus 1.65% per year, with the proceeds used to fully refinance the first issuance.

A defining feature of this transaction was that it was structured independently, without guarantees from the parent company. This reinforced Inspirali's position as an autonomous entity and demonstrated its growing maturity in the capital

markets. No debentures were issued in 2025.

The company is registered as a Category B issuer with the Brazilian Securities and Exchange Commission (CVM) and, during the reporting period, had its AA.br credit rating reaffirmed by Moody's, reflecting a strong credit profile and low default risk.

Financial discipline is further reinforced through strict compliance with financial covenants, including maintaining a net debt-to-adjusted EBITDA ratio below 3.5x.

This prudent capital structure not only protects the company against macroeconomic volatility but also ensures the financial capacity to continue investing in academic quality, technology, and initiatives that expand our social impact.

Materiality

Inspirali is fully aligned with Ânima Educação's sustainability guidelines and works in close coordination with the Ecosystem on ESG-related strategies. Recognizing, however, that medical education has distinct characteristics, risks, and social impacts, the company conducted its own materiality assessment with the support of Grupo Report, a consultancy specializing in sustainability and ESG.

STAGES

I Definition of the methodology for applying the double materiality

II Identification

III Prioritization to ensure all dimensions of the materiality assessment are addressed

STAGE I – Definition of the double materiality methodology



FINANCIAL IMPACT

- **Focus:** financial risks and impact pathways affecting the business
- examined based on the perspective of analysts, including executives and providers of capital.
- risk assessment (likelihood and magnitude)



SOCIAL AND ENVIRONMENTAL IMPACT

- **Focus:** social and environmental impacts generated by the business
- examined by internal subject-matter experts
- assessment of magnitude and scope (likelihood, intensity, reversibility, and extent)



RELEVANCE FOR STAKEHOLDERS

- **Focus:** general, objective, and agnostic description (positive and negative)
- examined based on the stakeholders' perceptions of relevance
- consolidated evaluation weighted according to frequency, dependence, and influence



Learn more

on the [ESG Transparency Portal](#)

STAGE II – Identification

- **Stakeholder mapping** This stage included stakeholder mapping to identify and classify the organization's principal stakeholder groups: faculty, students, staff, suppliers, industry associations, partners (companies and social organizations), government entities, and Inspirali graduate program coordinators and mentors.
- **Education:** The assessment also considered internal documentation provided by Inspirali, the SASB Education Standard, the MSCI ESG Industry Materiality Map for Education Services, and benchmarking against peer organizations.

At the conclusion of this stage, a comprehensive description was prepared for each topic, covering its social and environmental impacts as well as its associated financial risks and opportunities.

STAGE III - Prioritization to cover all areas of materiality analysis

The prioritization process was conducted through online consultations, interviews, and working sessions involving Inspirali's executive leadership, the Board of Directors, Ânima leadership, and internal and external experts.

Based on the results, we developed a double materiality matrix linking the socioeconomic impacts of each topic with its financial implications. This tool supports strategic decision-making by identifying the issues that are most significant both to society and to Inspirali's ability to create long-term economic value. The final stage was approved by the Inspirali Executive Committee and the Strategy and ESG Committee.

Based on the analysis, six priority material topics were identified for Inspirali's ESG strategy. For each topic, a SWOT analysis was conducted, assessing internal strengths

and weaknesses, external opportunities and threats, and benchmarking against leading organizations in the healthcare and medical education sectors, both in Brazil and internationally.

The SWOT analysis identified the critical variables, or key success factors, that guided the definition of the strategic objectives associated with each material topic. These objectives were established through workshops involving subject-matter experts, the Executive Boards, and their respective leadership teams, ensuring strategic alignment and engagement across the organization.

The objectives were subsequently translated into indicators and targets extending through 2026, supported by tactical action plans designed to achieve the proposed outcomes.



Our material topics



QUALITY OF EDUCATION

Focus on excellence in service delivery, ensuring the education of competent, ethical, and compassionate professionals with a strong sense of social responsibility.



DIVERSITY, EQUITY, AND INCLUSION

Commitment to an inclusive workplace and educational environment, with a focus on equal opportunity, respect for diverse perspectives, and inclusion across race, gender, age, background, disability, and sexual orientation.



ACCESS TO HEALTHCARE

Promotion of initiatives focused on the health and well-being of vulnerable populations, with an emphasis on free access to high-quality services.



RECRUITMENT, DEVELOPMENT, AND RETENTION OF EMPLOYEES AND FACULTY

A people management strategy focused on attracting, developing, and engaging talent aligned with Inspirali's values and purpose.



RELATIONSHIP WITH STUDENTS

Promotion of respectful and transparent relationships, with a focus on creating value throughout the medical education journey.



ETHICS, INTEGRITY, AND COMPLIANCE

Commitment to transparency, ethical conduct, and compliance with anti-corruption standards, laws, and practices, ensuring the effective operation of management mechanisms.

Inspirali's materiality is distinguished above all by the direct causal relationship between its business model and its impact on public health. While a traditional educational institution generally focuses on employability, Inspirali assumes responsibility for working in an integrated and collaborative manner with the Unified Health System (SUS).

As an integral part of Ânima's higher education institutions, Inspirali transforms lives through the management of medical programs that combine high-quality education with health care services in the communities where we operate.

Inspirali's materiality is distinguished by the direct relationship between its business model and its impact on public health



This commitment is reflected in the **Access to Health Care** objective, which seeks not only to educate physicians but also to provide direct care to vulnerable populations through the Integrated Health Centers (CIS) and humanitarian missions. We treat this service as a measurable performance indicator incorporated into the budget.

We have established clear tactical objectives and targets for the 2024–2026 cycle. These range from maintaining high standards of academic quality to commitments to provide free services to thousands of people in vulnerable situations and conduct diversity surveys. In this way, Inspirali ensures that its ESG management provides a practical response to the challenges facing health care and medical education in Brazil.

Quality of Education

The foundation of the medical education of the future requires a clear commitment to the real needs of the population. Accordingly, our primary objective for this topic is to promote high-quality, sustainable medical education recognized by students for its academic excellence, technological innovation, and positive impact on society.

The curriculum was designed to address the global challenges of the 21st century. The educational model is based on three equally important pillars: **Humanization**, **Technical and Scientific Excellence**, and **Social Responsibility**. This three-pillar approach ensures that students develop not only technical knowledge but also the sensitivity and social awareness essential to contemporary medical practice.

CLINICAL SIMULATION
INFRASTRUCTURE

ETHICAL INTEGRATION OF
TECHNOLOGY

ACCREDITATION BY
THE MINISTRY OF
EDUCATION (MEC)

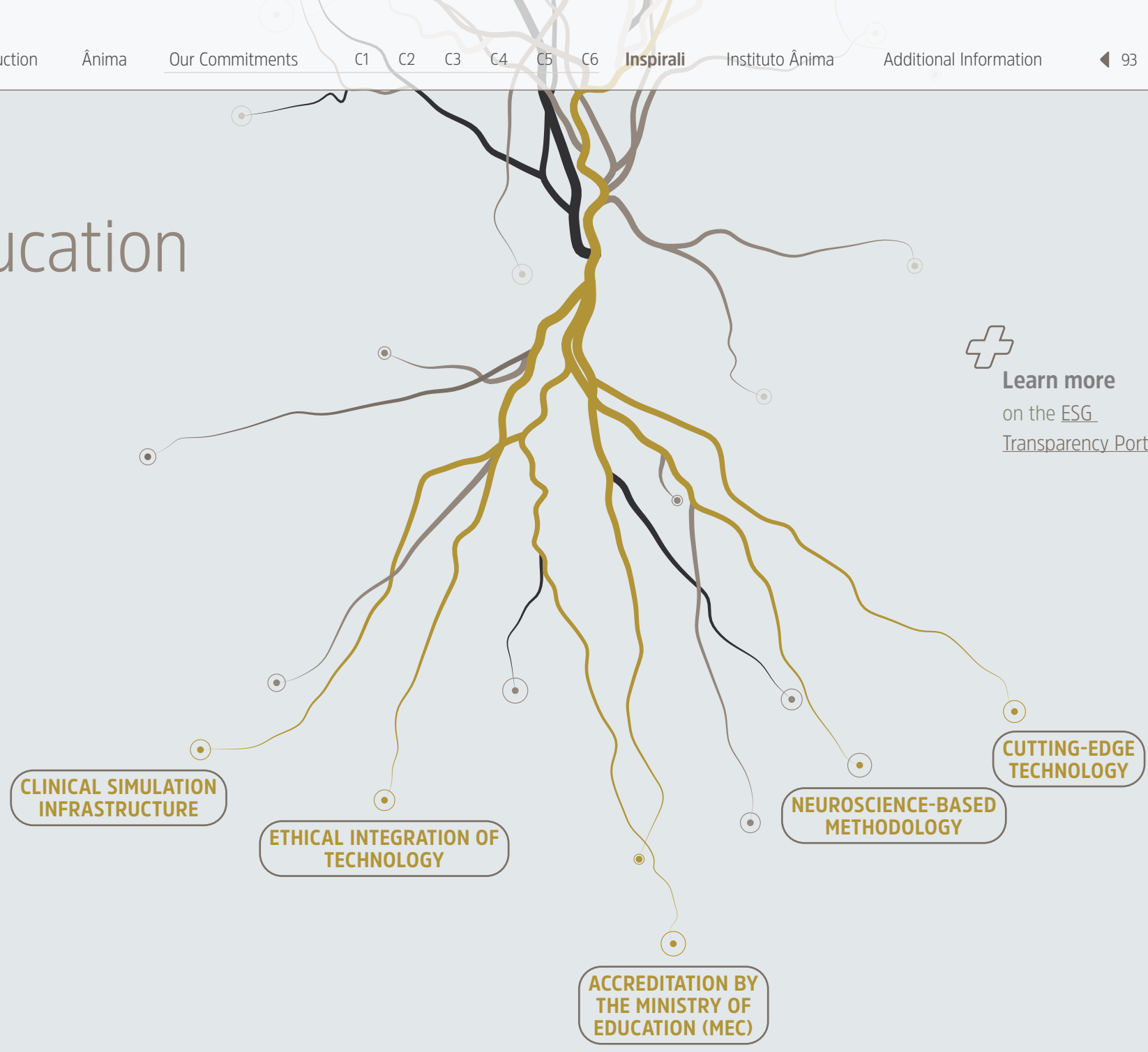
NEUROSCIENCE-BASED
METHODOLOGY

CUTTING-EDGE
TECHNOLOGY



Learn more

on the [ESG](#)
[Transparency Portal](#)





Technical and scientific excellence

At Inspirali, medical education is rigorous, grounded in the best available scientific evidence, and aligned with the future demands of the profession. Our curriculum is aligned with the new 2025 National Curriculum Guidelines. We have incorporated the 27 core competencies required by the Ministry of Education (MEC) and conducted an in-depth study of future trends in medical education.

Our students have access to MedRoom, a leading virtual reality platform for the study of three-dimensional anatomy, which transforms how the human body is understood and prepares students to care for patients with greater precision and safety.

Students also have access to Clinical Simulation Centers, where they can practice in controlled environments before interacting with actual patients.

To support this evolution, we launched the Digital Teacher program in 2025, an initiative designed to prepare faculty members to make full use of active learning methodologies and cutting-edge digital tools.



We launched the Digital Teacher program, which prepares educators to use active learning methodologies and state-of-the-art digital tools.

NEUROSCIENCE-BASED METHODOLOGY

We use the Four-Component Instructional Design model (4C/ID), which organizes learning around authentic professional tasks. Rather than relying on rote memorization, students learn to solve complex clinical problems with just-in-time technical and procedural support that promotes long-term knowledge retention.

The methodology prioritizes early integration into the public health system through the Medical Practices in the SUS (PMSUS) course. Under the supervision of medical faculty, students work alongside multidisciplinary teams from municipal health departments, experiencing the social impact of medicine and strengthening their ties to the community.

How this works in practice:



- **Active and meaningful learning from day one:** knowledge is a collective endeavor rather than a solitary journey. Students learn through collaboration with classmates and faculty, reflecting the teamwork they will experience in health care settings.



- **Authentic tasks** connect theory with professional practice from the very beginning of the course.



- **Deliberate and context-based practice:** students are progressively exposed to simulated and real clinical scenarios, always under qualified supervision and with structured feedback.

We are expanding access to high-quality diagnostic services in remote regions of the country through the ethical use of technology.

ACCREDITATION BY THE MINISTRY OF EDUCATION (MEC)

All our courses assessed by MEC/INEP have received quality ratings of 4 or 5, on a scale where 5 is the highest score. This reflects an institutional commitment to excellence and ensures that our degrees are recognized and highly valued throughout the country.



ETHICAL INTEGRATION OF TECHNOLOGY

Artificial intelligence, health data analytics, telemedicine, and electronic health records are among the technological tools of contemporary medicine mastered by Inspirali students, always with a focus on individualized and compassionate care. In this way, we are helping make high-quality diagnostic services more accessible in remote regions of Brazil where specialists are unable to provide in-person care.

From the beginning of the program, students use **ProntLife**, an intelligent electronic medical record system. More than a documentation

tool, it serves as an educational resource that structures clinical reasoning according to the Subjective, Objective, Assessment, and Plan (SOAP) method.

Artificial intelligence is integrated into medical education in an ethical and guided manner. Clinical case tools and educational guides support learning, while students develop the ability to analyze population health data and make decisions that positively affect communities. Technology, therefore, expands our capacity to provide care without ever replacing the human element.

CLINICAL SIMULATION INFRASTRUCTURE

Training takes place in state-of-the-art simulation environments equipped with high-fidelity simulators and robotic systems at all levels of complexity. Patient safety is a priority. For this reason, students undergo extensive practical training before providing care to actual patients.

With **MedRoom** technology, we incorporate virtual reality into the teaching of anatomy and physiology. This tool does not replace real-world experience; rather, it prepares students for it and enhances it, contributing to a deeper understanding of the subjects studied.

In an immersive virtual environment, students can clearly visualize three-dimensional structures and understand the body's spatial relationships and connections even before entering the anatomy laboratory or operating room.



Programmatic assessment: continuous development

Our programmatic assessment system monitors competency development throughout the course and provides continuous feedback to support student improvement. Assessment is not punitive. It is diagnostic, formative, and summative, with a competency-based approach focused on continuous development.

We use a robust system of learning indicators, particularly the **Individual Progress Test (TPI)**, which reached its tenth edition in 2025. The TPI introduced two separate annual assessments to support national performance comparisons: one conducted internally and another administered by the Brazilian Association of Medical Education (ABEM).

Through a **reflective portfolio**, students construct a narrative of their own learning by documenting experiences and reflections throughout their education.

Practice Tests available on the **Eu Médico Residente** platform help students prepare for medical residency selection processes and proficiency examinations.



Knowledge is a
collective endeavor

Our goals

We have established clear guidelines to support students throughout every stage of their education. At the beginning of this journey, our focus is on ensuring a transformative first experience. We have therefore set a goal of measuring and achieving the highest level of satisfaction among first-year undergraduate students.

Practical experience and direct engagement with communities are essential to the type of physician we seek to educate. We are committed to increasing student participation in extension programs by offering regional projects that connect theory with real-world social impact.

The ultimate evidence of the quality of our education emerges when students take the next step in their careers. We are committed to **increasing the the rate of admission to medical residency programs within the first year after graduation**, providing direct evidence of our graduates' technical competence and preparedness.

The same standard applies to lifelong learning programs for physicians who have already completed their initial education. In graduate education, our goal is to maintain a consistent standard of excellence, with **overall student satisfaction above 80%**,

while implementing ongoing initiatives to increase engagement.

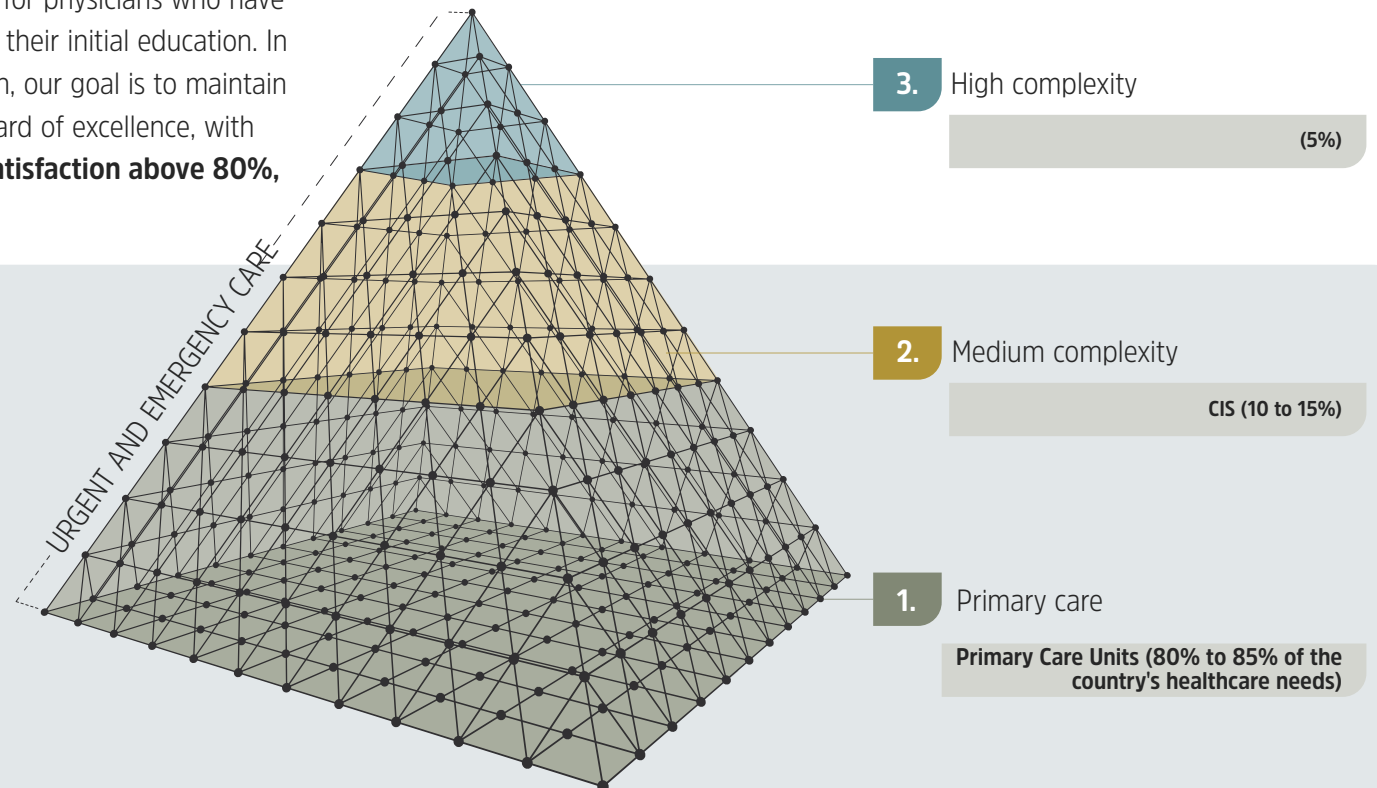
Our strategic ESG goals also address educational quality, with a focus on the consistent improvement of student performance from the beginning to the end of the program, as measured by the Individual Progress Test (TPI).

In medicine,
learning is
constant and
progress is
endless



REFERRAL AND COUNTER-REFERRAL SYSTEM

At Inspirali, students are integrated into the SUS referral and **counter-referral system**. This enables patients to receive care across Primary Health Care Units (UBS), specialty clinics such as the Integrated Health Centers (CIS), and high-complexity hospitals.



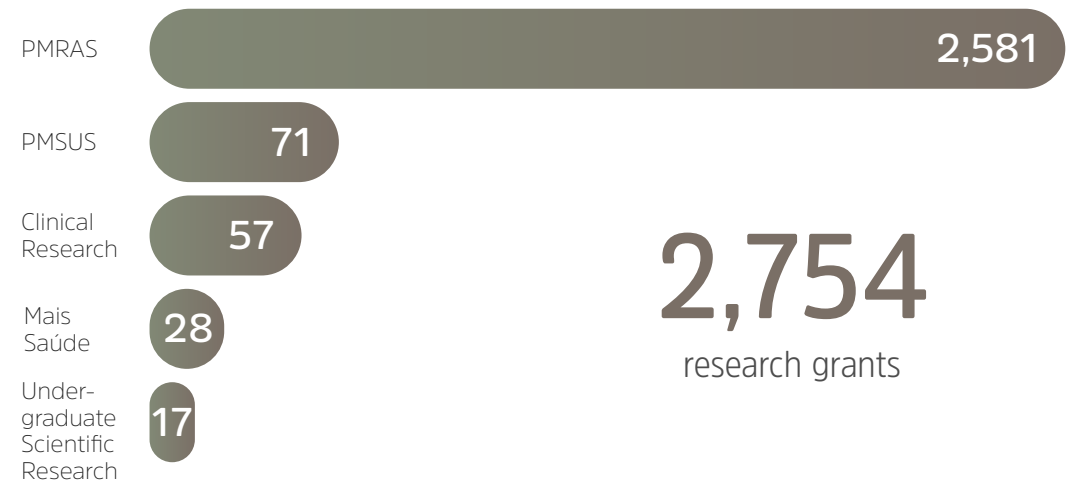
Research and innovation

Science is the driving force behind Medicine. Our research initiatives integrate teaching, patient care, and scientific research.

- **Inspirali Research Organization (IRO) – Clinical Research** – A research network integrated with Inspirali schools, with five centers that have already helped more than 577 patients/participants, training professionals who combine science and empathy and evidence-based research grounded in reality.
- **Undergraduate Scientific Research** – We foster critical thinking from the onset of our students' education. Whether you are reviewing the literature or collecting data in the field, you learn to produce knowledge, not just consume it. The research is specifically designed to address actual public health issues.
- **Mais Saúde** – To study the health-disease process, promote health, and conduct research in medical fields and on the social and epidemiological conditions of the semiarid region.
- **Medical Practices in the SUS (PMSUS)** – To evaluate medical education and practice, with student participation in health policies and programs, specifically in Medicine, contributing to improved healthcare and health outcomes in municipalities and providing 71 research grants.
- **Medical Practices in the Healthcare Network (PMRAS)** – To evaluate medical education and practice, with student participation in health policies and programs, specifically in Medicine, thereby contributing to improved healthcare and public health in municipalities. In 2025, 2,581 research grants were administered.



SCIENTIFIC RESEARCH



Global reach and connectivity

Medical training at Inspirali goes beyond the university's walls.

• Curricular Extension Programs –

Pursuant to current legislation, at least 10% of the course's total credit hours is allocated to extension activities. Through these initiatives, students commit to social transformation and promote effective integration among education, service, and the community. By working directly in the communities, it applies academic knowledge to the population's actual needs.

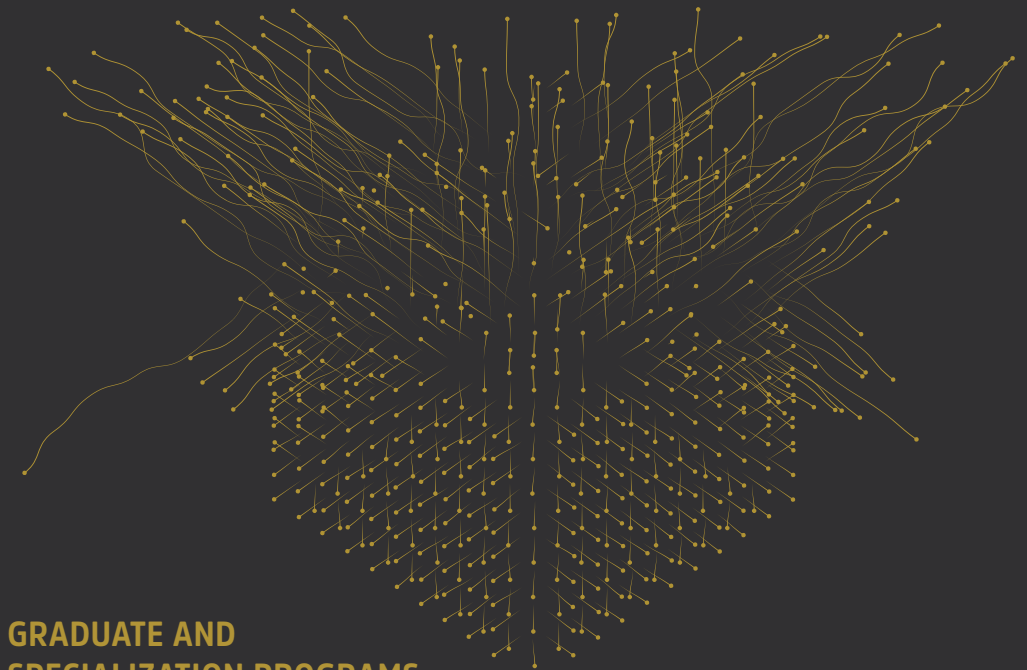
• Mobility and Internationalization

– Through national and international partnerships, mobility programs, and academic experiences in multicultural environments, Inspirali incorporates international exposure as a distinctive feature of medical education, extending learning beyond the local context. These experiences enable students to connect different fields of knowledge and incorporate global best practices into their professional activities in Brazil.



THE PATH TO MEDICAL RESIDENCY

Medical residency is recognized as a pivotal stage in a physician's professional career. For this reason, high-performance solutions such as the *Eu Médico Residente* platform are incorporated into the education of Inspirali students. Students have access to preparatory tools, practice tests, and targeted content designed to increase their chances of succeeding in the country's most competitive admission processes.



GRADUATE AND SPECIALIZATION PROGRAMS

Inspirali supports the continuity of its students' education through its partnership with the Brazilian Institute of Medical Sciences (IBCMED) and by offering *lato sensu* graduate programs. We offer fellowships and medical specialization programs tailored to current market needs and technological advances, enabling professionals to remain at the forefront of medical practice.

Science that saves lives

We have raised the standard of private medical research in Brazil through the creation of the **Inspirali Research Organization (IRO)**, which connects our medical schools with the global pharmaceutical industry. IRO conducts cutting-edge clinical trials, primarily Phase II and Phase III studies, in accordance with strict international and regulatory standards. Phase II trials assess the dosage, safety, and efficacy of new drugs, while Phase III trials compare them with the standard of care to confirm their efficacy and safety and support regulatory approval.

We currently operate dedicated infrastructure at five strategic locations—UAM Mooca, UniBH, Faseh, Unisul, and

UnP—with plans to expand to 14 centers by 2030.

The academic output of our faculty reflects this excellence. In 2025, faculty members published **1,463 scientific articles**, with the institutions in the South standing out for their efficiency and those in the Northeast leading in the publication of book chapters.

Research at Inspirali serves a direct social purpose. By attracting clinical studies in Cardiology, Endocrinology—including type 2 diabetes—and Immunization, we provide SUS patients with free access to complex diagnostic tests and innovative treatments that are not yet available through the public health system.

We completed 18 studies, providing comprehensive and humanized care to more than 500 participants. In 2025, we initiated 12 simultaneous studies, with an additional 30 protocols planned for 2026.

More than 30 Inspirali students formally participated as clinical research interns,

gaining hands-on experience with the rigor of data science and medical innovation. This represents a significant opportunity for the education of future researchers and the advancement of medicine.

For specialization programs, Inspirali invests in **scholarships** with amounts comparable to those offered in medical residency programs. These scholarships are funded by the company and endorsed by medical societies. The aim is to enable participants to dedicate themselves fully to practical training at leading hospitals.

Quality assurance also extends to the continuous professional development of more than 1,220 faculty members. In 2025, we launched the Best Practices in Medical Education program, an initiative designed to recognize and promote outstanding practices developed across the ecosystem.

Announced in August 2025, the program is based on the premise that the 15 schools in the network have developed exceptional initiatives that deserve recognition and can inspire the entire academic community.



1,463

scientific articles published by our faculty members

Programs such as **Momento Inspirali** also help ensure that educators remain aligned with contemporary medical practice. This is part of a broader series of investments made by the company to support the continuous professional development of educators across all institutions in the network.



Relationship with Students

4,253
students receiving
mental health care

Medical education is an intensive journey that requires support beyond the classroom. Our strategic objective for this material topic is therefore to **provide students with a personalized experience designed to build long-term relationships.**



We do not seek to be merely a temporary milestone in their academic lives, but rather an institution that provides continuous support and accompanies students from their first semester through specialization, promoting both professional development and mental well-being.

The Inspirali Student Journey strengthens the organization's relationship with students by combining high-quality technical education with a human-centered approach. From the first day of class, we prioritize making students feel welcome and fostering a strong sense of belonging.

To reinforce our commitment to well-being, we completely redesigned the company's mental health framework in 2025. The previous online model was replaced by Angatu – Mental Health and Well-Being, which provides psychologists who are physically present at all 15 schools.

This on-site presence has enabled an immediate support model, allowing the team to promptly identify and manage serious cases and crises within the academic environment itself.

The *Guardiões da Saúde* (Health Guardians) program trains students to offer active listening and peer support under professional supervision. In 2025, this integrated model achieved a Net Promoter Score (NPS) of 97 for individual support sessions.

The focus on prevention and mental health promotion also included **186 group activities**, such as discussion groups and self-care workshops. These initiatives reached **4,253 students** and achieved an NPS of 93%.

ANGATU: THE NEUROSCIENCE OF WELL-BEING

Within the science of learning, psychological well-being is a key factor in effective clinical reasoning and memory consolidation. Inspirali is committed to educating physicians who excel in patient care while also remaining healthy and resilient in the face of the daily demands of their profession.

For this reason, we created the Angatu – Mental Health and Well-Being Program, an integrated health initiative designed to foster a culture of self-care among students and support a more humane and reflective model of medical education. The Tupi-Guarani term means “well-being” and “good soul.”

Angatu serves as a neuroscience-based support structure for learning, integrated into the educational framework through the Multi-Level Support System (SAMN). *Angatu* is organized into three areas:



WELL-BEING AND SELF-CARE CENTER

Responsible for workshops and group activities designed to promote balance between academic life and physical and emotional well-being. Includes Peer Support Groups (GAP) and workshops on stress management.



MENTAL HEALTH CENTER

Provides specialized support for emotional needs, professional counseling by psychologists, and assistance during times of crisis.



CENTER FOR PSYCHOPEDAGOGICAL SUPPORT OF INCLUSION AND DIVERSITY (NAPID)

Through evidence-based educational strategies, NAPID provides personalized support to ensure full accessibility while respecting neurodiversity and fostering a sense of belonging. NAPID therefore seeks to promote and ensure student inclusion and accessibility at Inspirali.

531

in-person individual consultations conducted, with no waiting time

Following the restructuring of the program into an in-person model, the scope of psychological care was expanded. Over a five-month period, the team of psychologists conducted **531 in-person individual counseling sessions**, with no waiting time.

Active transparency

Inspirali follows a policy of active transparency in the disclosure of academic, financial, and operational information, ensuring that students have access to key performance indicators.

We invest in technology to make students' daily routines easier through the InPulse app. The platform brings together grades, schedules, and feedback in one place, giving students greater autonomy and transparency in managing their education.

The information disclosed includes academic indicators—such as pass, failure, dropout, retention, and completion rates—details of the academic program, including curriculum structure, course load, and delivery formats, and financial information, such as tuition fees, tuition adjustments, scholarship policies, and financing options.

The adoption of these practices has had a significant impact on institutional

performance. It has improved the quality of admission decisions and increased the proportion of students who meet academic requirements, contributing to lower dropout rates during the first academic year and greater student engagement.

Indirectly, transparency also supports more rational decisions regarding scholarships and incentives, increasing revenue predictability and the perceived value of tuition. This model balances access, retention, and financial health to support sustainable growth.

Student engagement is also encouraged outside the classroom through academic clubs, athletic associations, and volunteer committees. These initiatives promote integration and the development of social-emotional skills, preparing students for the collaborative nature of medical practice.

Recruiting, Developing, and Retaining Employees and Faculty Members

In a challenging market, our primary strategic objective related to this material topic is to be an employer of choice in the medical education sector.

We strengthen the institution's attractiveness by investing in faculty development and fostering a culture of welcome and belonging, thereby turning faculty members and students into advocates for the institution's experience and reputation.

Attracting talent, however, is only the first step. Our second objective is to enhance the experience of educators and strengthen their connection with Inspirali's culture. We recognize that engagement and a sense of belonging are effective means of valuing talent and keeping turnover under control.

90%

of teachers have a positive view of leadership ethics

92%

of teachers feel that diversity is respected

The strength of Inspirali's organizational culture was confirmed by the **2025 Pulsar Docente** faculty survey, which achieved a participation rate of 73% among faculty members. The survey recorded an engagement score of 88%.

The main drivers of this result were positive perceptions of leadership ethics, at 90%, and respect for diversity, at 92%, highlighting the presence of a safe and inclusive environment with low levels of discrimination.

Another distinguishing factor was our close leadership approach. A total of 85% of faculty members stated that leaders demonstrate genuine interest in their career aspirations and professional

development, reinforcing the alignment between educators' personal goals and the company's strategy.

To promote transparency and active listening in a welcoming environment, the company expanded its **Breakfast with the CEO** initiative in 2025. Held both in person and online, these meetings fostered direct dialogue between senior leadership and employees, enabling the sharing of business strategy and the alignment of expectations.

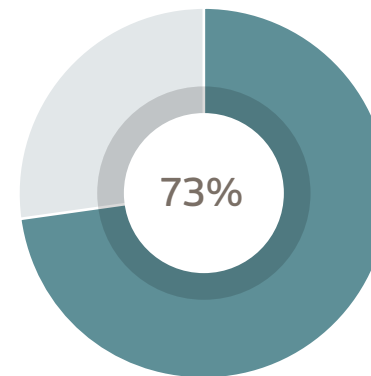


Learn more

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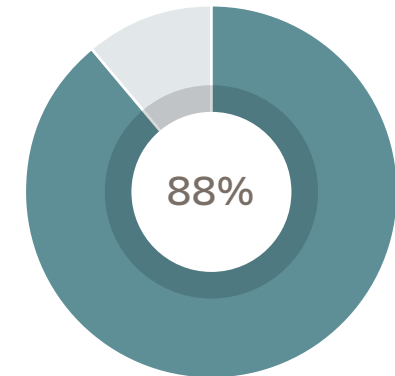


2025 PULSAR DOCENTE



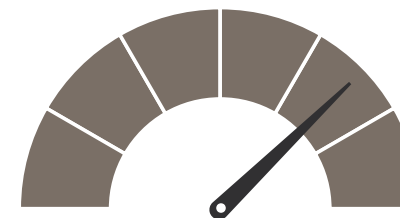
% PARTICIPATING FACULTY MEMBERS

Education Benchmarking: **47%**
+18% vs. 2024



ENGAGEMENT INDEX

Education Benchmarking: **82%**
+1.2% vs. 2024



SCORE 4

Average scores for the dimensions assessed in Gupy's *Pulse Único* tool.
+5.3% compared to 2024



E-NPS 29

Our faculty members recommend Inspirali as a place to work.



Diversity, Equity and Inclusion

Understanding the diversity of society is essential to the proper education of medical professionals. For this reason, respect for and the promotion of diversity, equity, and inclusion constitute a material topic that guides all our activities.

Our objective in this area is to **foster an inclusive culture in both corporate and academic environments, in partnership with educators and students**. The aim is to ensure that the discourse surrounding belonging is effectively translated into everyday practice.

Addressing this issue requires, above all, education. In 2025, we launched a diversity, equity, and inclusion (DEI) awareness program for leaders, focusing on racial issues and people with disabilities (PwD), with the aim of strengthening our capacity to welcome everyone and helping build more inclusive and respectful environments.

At the same time, we continued offering learning pathways on diversity, inclusion, equity, and accessibility, expanding access

to knowledge for all educators. As part of its commitment to advancing this agenda, Inspirali seeks to progressively increase the reach of and educator engagement in training initiatives related to this topic.

To gain a clearer understanding of who we are and where action is needed, we launched the Inspirali Diversity Census. The results helped strengthen the Women's Affinity Group, which expanded its activities and engagement throughout the year by bringing together female educators from different functions and levels of the organization for monthly meetings on topics such as women's leadership, motherhood, self-care, and well-being.

The Diversity Census also led to the creation of an LGBTQIAPN+ affinity group, expanding opportunities for dialogue and representation within the organization. The initiative seeks to provide a safe environment for listening, sharing experiences, and offering support, while strengthening respect for diversity and inclusion at all institutional levels.

Access to Healthcare

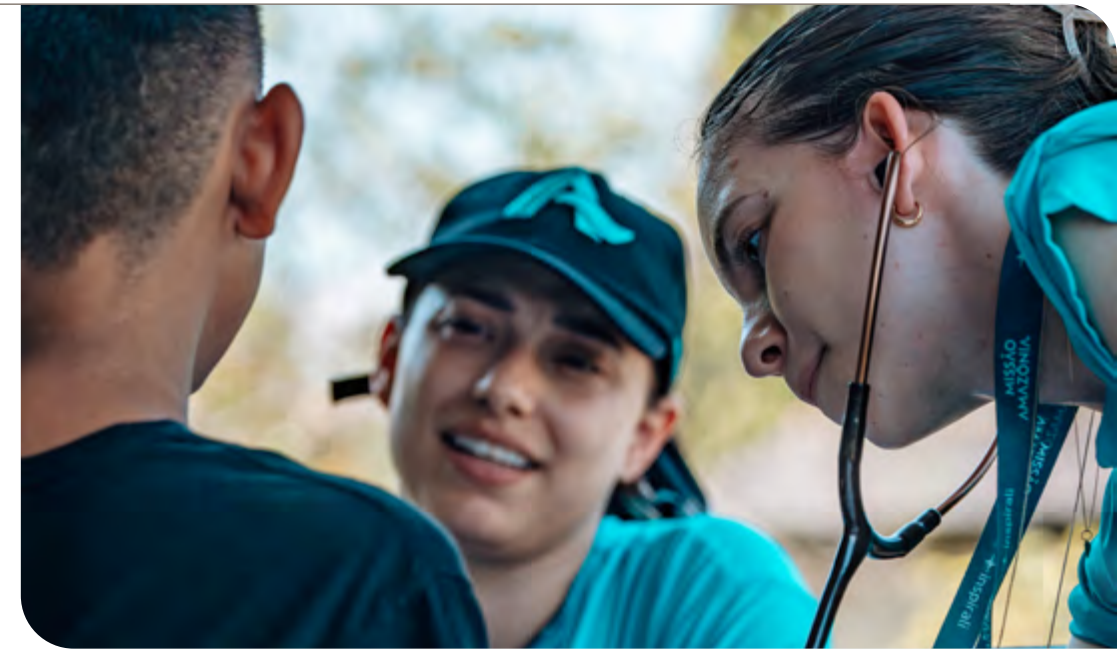
We are committed to providing free, high-quality health care to the communities where we operate. For this reason, our social impact strategy is integrated into both the academic curriculum and the company's budget.

Our objective in this area is to **expand and improve access to health care** in the communities served by Inspirali, with a focus on needs identified by the Unified Health System (SUS).

This strategy is implemented through **Travessia Humanitária**, a set of initiatives that begins in the first semester of the program and includes practical experience at the Integrated Health Centers (CIS) and social extension activities conducted by the Volunteer Committees. Students then become eligible to participate in national humanitarian missions and, subsequently, international missions. *Travessia Humanitária* creates a learning environment by providing services tailored to people with limited access to basic health care.

TRAVESSIA HUMANITÁRIA JOURNEY

More than 245,000 consultations



Humanitarian Missions

Since the first Amazon Mission, held in 2023, Inspirali has expanded its Humanitarian Missions program to **ten areas of operation in 2025**, broadening its presence across different biomes and vulnerable communities in Brazil and abroad. During the period, the initiatives benefited **39,064 patients** and mobilized **798 students and 182 professionals**, strengthening an educational experience grounded in practical learning and social commitment.

In 2025, the second edition of the **Africa Mission** took students, alumni, and educators to Benin, in West Africa, to work in villages such as Adjarra and Lokpo, where resources are extremely scarce. The experience provided immersion in different care settings, broadening our understanding of the challenges of global health and humanitarian medicine.



Learn more

on the [ESG Transparency Portal](#)

The initiative also served as a historical and emotional tribute through a visit to the Slave Route in Ouidah, from where millions of enslaved people were taken to the Americas. Confronting this extreme reality encourages future physicians to reconsider the meaning of care, dignity, and justice.

Inspirali's ESG strategy calls for a **71% increase** by the end of 2026, compared with 2024, in the number of consultations provided to socially vulnerable individuals through **local missions and initiatives**. This target reinforces the institution's

commitment to expanding its social impact and educating physicians dedicated to promoting health and supporting the development of underserved communities.

Over the next three years, Inspirali will implement the **Vila da Saúde (Health Village) in Tucuruí**, comprising a river-based unit to serve riverside communities and a land-based unit to provide care and practical training for students. The initiative will be integrated into the **Digital Health and Telemedicine Education Program**, which also focuses on the state of Pará.



HUMANITARIAN MISSION OPERATION AREAS

Amazon (PA)

Consultations	2,687
Students and professionals	133

TOTAL
14,348
consultations in 2025

Sertões (BA)

Consultations	862
Students and professionals	44

Jequitinhonha (MG)

Consultations	3,031
Students and professionals	87

Cerrado (PI)

Consultations	1,075
Students and professionals	45

Rio Grande do Sul¹

Consultations	11,677
Students and professionals	128

Planalto (SC)

Consultations	1,474
Students and professionals	45

Africa (Benin)

Consultations	5,219
Students and professionals	43

1. In 2024.

Integrated Health Centers

While humanitarian missions operate on an expeditionary basis, the **Integrated Health Centers (CIS)** maintain a permanent local presence. Located in the municipalities where Inspirali operates its schools, they function as complementary facilities within the Unified Health System (SUS), with all infrastructure and operating costs funded by the company.

In 2025, the CIS provided approximately 215,000 free consultations across 14 municipalities. This significant volume of care has a positive impact on municipal public health indicators by reducing waiting times for specialist consultations and diagnostic tests.

The ESG strategy of the Integrated Health Centers focuses on delivering high-quality

15,600

participations in local community extension initiatives at our higher education institutions

care that creates value for the population and expands access to health services. The systematic assessment of user satisfaction is an important tool for improving services and increasing the social impact generated by these facilities.

The objective is to provide continuity of care. This approach makes it possible not only to treat acute conditions but also to monitor the population's health over time, build trust, and provide ongoing support.

Volunteer Committees

Student-led organizations that coordinate social impact initiatives in the local communities surrounding our schools. The initiative develops management and leadership skills, connects the academic community with civil society, and makes social responsibility part of everyday academic life. In 2025, local community initiatives at our higher education institutions recorded 15,639 participations, involving 4,588 students and 737 faculty members.



HUMANITARIAN INITIATIVE

AGES IRECÊ (BA)

PINK OCTOBER

Conducted in partnership with the Municipal Health Department, this medical initiative provided 272 consultations focused on promoting **women's health**. Activities included a large-scale rapid testing campaign, preventive examinations, vaccination updates, and welcoming sessions led by medical students, strengthening comprehensive care and health education. We emphasized the importance of self-care and prevention strategies in addressing breast and cervical cancer while highlighting the role of volunteerism and interprofessional collaboration in expanding access to essential services and raising community awareness of continuous preventive care.

443

consultations in 2025



1,308

consultations in 2025

HUMANITARIAN INITIATIVE

AGES JACOBINA (BA)

HEALTH FAIR

Health and Citizenship Fairs held in the Pontilhão and Itapicuru neighborhoods of Jacobina provided services to **Quilombola communities** in partnership with the Municipal Health Department and local community leaders. The initiative offered medical consultations, rapid tests, blood pressure and blood glucose screenings, vaccinations, nutritional guidance, educational workshops, and cultural and recreational activities. These actions helped expand access to essential services, strengthen health education, and promote comprehensive care in areas with the highest levels of social vulnerability.



1,965

consultations in 2025

HUMANITARIAN INITIATIVE

UNIFACS (BA)

PARAPRAIA

This initiative promotes inclusion and access to recreational activities for **people with disabilities and reduced mobility**, in partnership with municipal authorities, educational institutions, and multidisciplinary health teams. More than 450 student volunteers provided support to participants, reinforcing person-centered care, social inclusion, and academic education committed to citizenship and the right to access public spaces.



399

consultations in 2025

HUMANITARIAN INITIATIVE

UNIFG BRUMADO (BA)

COMMUNITY HEALTH FAIR

This initiative addressed the topics featured in the June health calendar, promoting education and providing accessible and welcoming guidance to the community. Activities covered Red June, which encourages blood donation; Orange June, focused on burn prevention; **Eating Disorders Awareness Day**; **Childhood Obesity Awareness Day**; and **World Immunization Day**.



497

consultations in 2025

HUMANITARIAN INITIATIVE

UNIFG GUANAMBI (BA)

GOLDEN AUGUST

During the Golden August volunteer initiative—a month dedicated to raising awareness of the importance of breastfeeding for **children's health and development**—67 mothers participated. During the event, we assessed clinical parameters, provided guidance, made referrals to the CIS, and conducted health education activities to raise awareness of the value of breast milk not only as nutrition, but also as a source of affection, protection, and life.



181

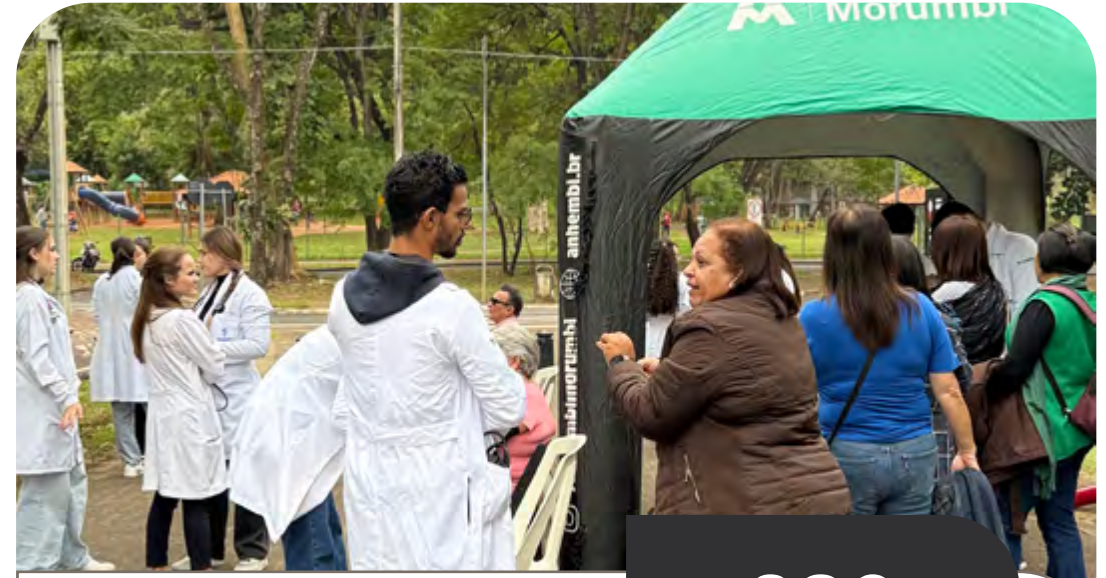
consultations in 2025

HUMANITARIAN INITIATIVE

AMO MOOCA (SP)

GENERAL PRACTICE CLINIC EXTENSION EVENT

Students and faculty members from **Urology, Hematology, Cardiology, Rheumatology, Endocrinology, and Gastroenterology** worked to expand public access to specialized care. The initiative provided clinical assessments, guidance, and necessary referrals, contributing to health promotion and continuity of care.



280

consultations in 2025

HUMANITARIAN INITIATIVE

AMO PIRACICABA (SP)

HYPERTENSION AND DIABETES SCREENING CAMPAIGN

Health screening initiatives aimed at the **early identification of systemic arterial hypertension and diabetes mellitus** included blood pressure and capillary blood glucose measurements, as well as guidance emphasizing the importance of treatment adherence. Participants also provided active listening and guidance on lifestyle changes, referring individuals with abnormal results for appropriate follow-up and providing education on potential complications associated with these conditions. The initiative contributed to health promotion and disease prevention within the community.



481

consultations in 2025

HUMANITARIAN INITIATIVE

AMO SÃO JOSÉ DOS CAMPOS (SP)

VACCINATION CAMPAIGN

We conducted a joint initiative in partnership with the City Government to **expand vaccination coverage among the local population**.

The initiative contributed to the goals of the National Immunization Program, strengthening this essential strategy for disease prevention and community health promotion.

PEDIATRIC ENDOCRINOLOGY TASK FORCE

Also conducted in partnership with the City Government, this initiative expanded access to specialized care for children and adolescents. We provided clinical assessments, guidance, and necessary referrals to ensure appropriate care, contributing to health promotion and comprehensive support for this population.



270

consultations in 2025

HUMANITARIAN INITIATIVE

SÃO JUDAS – CUBATÃO (SP)

THIRD HALF PROJECT

We provide care in **Family and Community Medicine and General Internal Medicine** at the Jardim Nova República Primary Health Care Unit (UBS) during extended hours, thereby expanding public access to health services. Activities take place every Tuesday, Wednesday, and Thursday, with the participation of more than ten student volunteers. The initiative contributes to health promotion and strengthens continuity of care within the community.



HUMANITARIAN INITIATIVE

FASEH (MG)

APAC MEN'S INITIATIVE

We organized a health extension initiative at the **Association for the Protection and Assistance of Convicts (APAC) for men deprived of liberty** in Vespasiano, offering medical consultations, mental health support, nutritional assessments, integrative practices, and health education workshops. The initiative strengthened comprehensive care, professional listening, and person-centered care, reaffirming our institutional commitment to inclusive health initiatives that generate social impact for vulnerable populations.

RAISING AWARENESS ABOUT AUTISM
AND NEURODIVERSITY – LAGOA SANTA

We organized a community walk combined with recreational activities for children and **pediatric** services focused on assessing **children with suspected neurodivergence**, creating a welcoming environment, providing guidance to families, and promoting inclusion and comprehensive health care. The initiative directly benefited more than 100 patients, reinforcing the institution's commitment to promoting quality of life, expanding access to high-quality care, and strengthening community initiatives with significant and lasting social impact.

2,325

consultations in 2025



1,018

consultations in 2025

HUMANITARIAN INITIATIVE

UniBH (MG)

APAC WOMEN'S INITIATIVE

We conduct health promotion initiatives focused on providing comprehensive care for women deprived of liberty. Activities include educational workshops on sexually transmitted infections (STIs) and smoking, mindfulness practices, auriculotherapy, consultations in Family and Community Medicine and Psychiatry, electrocardiograms, H1N1 vaccinations for 117 women, diabetic foot examinations, and walk-in consultations. In total, these initiatives resulted in more than 740 consultations, reinforcing our commitment to health promotion, disease prevention, person-centered care, and support for the resocialization process, with a focus on **women's health**.



432

consultations in 2025

HUMANITARIAN INITIATIVE

UNA TUCURUÍ (PA)

HEALTH ON THE ISLANDS

This initiative was conducted in partnership with the Municipal Health Department for the **riverside community** served by Ouro Verde School, in the Tucuruí Lake region. Students gave presentations on teenage pregnancy and sexual education, providing guidance, promoting prevention, and raising awareness among participants. The initiative expanded access to health information and care for young people in the community.



506

consultations in 2025

HUMANITARIAN INITIATIVE

UNP (RN)

STAYING HEALTHY

This health promotion initiative offered a range of services to the community in Natal, including integrative therapies, vital sign assessments, rapid testing, blood glucose testing, and cardiopulmonary resuscitation (CPR) training. We strengthened both **preventive care** and **emergency preparedness**, reinforcing our commitment to health education, disease prevention, and person-centered care.



1,614

consultations in 2025

HUMANITARIAN INITIATIVE

UNISUL PEDRA BRANCA (SC)

ASD INITIATIVE

Conducted in partnership with the Palhoça City Government, this initiative takes place two or three times per semester and focuses on providing multidisciplinary and person-centered care for **children with suspected or diagnosed Autism Spectrum Disorder (ASD)**. We create opportunities for family members to share experiences, receive guidance, and listen to one another, while also offering educational activities that expand access to health information and strengthen community support. With a focus on the early identification of signs of developmental delay, we provide specialized guidance and refer patients to appropriate professionals when necessary. At the same time, we promote family empowerment and encourage the continuous development of children's abilities.



3,920

consultations in 2025

HUMANITARIAN INITIATIVE

UNISUL TUBARÃO (SC)

WELCOMING HEALTH CARE: SHELTER

Conducted at the municipality's residential facility for older adults, this health initiative focuses on providing comprehensive care to the **elderly residents**. It takes place an average of three times per semester and includes medical consultations, requests for diagnostic tests, and general health guidance, with the aim of ensuring continuity of care and promoting quality of life. These visits reinforce our commitment to person-centered care, the prevention of health complications, and improved care for older adults living in long-term care facilities.

PRISON HEALTH CARE

An average of twice per semester, we conduct health extension initiatives at the **municipal jail and men's prison**, which together house more than 800 incarcerated individuals. The initiative seeks to expand access to medical care within the prison system through clinical screenings, medical consultations, requests for laboratory tests, and rapid STI testing. It contributes to the prevention of health complications and the provision of comprehensive care to this population.



ACREDITA PROGRAM

In 2025, Inspirali entered into a strategic partnership with the Federal Government by joining the Acredita Program, an initiative of the Ministry of Development and Social Assistance. Our activities focus on the state of Pará, a region whose indicators reveal high levels of social vulnerability.

The project combines telemedicine to reach remote areas with in-person health education and prevention initiatives. In addition to treating illnesses, the project has a strong multiplier effect: we will train local community health workers, leaving a lasting legacy of knowledge in the region.

RESULTS

For the next cycle, the challenge is to further improve the measurement of this impact. In 2025, qualitative indicators were implemented for care provided at the CIS and during extension missions, generating population data through semiannual epidemiological bulletins. These bulletins provide feedback to local health departments and help demonstrate tangible improvements in the health conditions of the communities served.



Ethics, Integrity and Compliance

Alignment between teaching and practice defines our institutional approach. Teaching humanistic medicine requires institutional management to follow the same principles, ensuring that ethics underpin all our decisions. Our objective for this material topic is to promote a culture of ethics and integrity among educators, students, partners, and public and private organizations.

In 2025, Inspirali focused on transforming written rules into a living culture. Our Conduct Channel operated under the principle of monitoring every report received, moving beyond record-keeping to ensure that corrective action was taken when necessary. Senior leadership held dedicated meetings to analyze trends and mitigate integrity risks.

This effort received immediate internal recognition. In the 2025 Pulsar *Docente*,

90% of faculty members confirmed that the organization's leaders effectively foster a culture of integrity.

For the next cycle, the focus will be on expanding the reach of training initiatives and strengthening the culture of integrity and understanding of ethical principles throughout the organization. The strategy includes ongoing training for corporate employees and faculty members, with particular attention to roles most exposed to risks and responsibilities related to this topic.

Compliance requirements will also extend beyond the company. Our goal is to strengthen our commitment to ethics and integrity throughout our network of relationships, ensuring that partners and the public and private institutions with which we maintain formal relationships acknowledge and formally commit to complying with our Code of Conduct.

Instituto Ânima

- Message from the President
- Profile and Relevance
- LIPPE – Laboratory for Innovation in Public Education Policies
- Knowledge Management and Applied Research
- Governance, Ethics, and Integrity
- Social Innovation and Cross-Cutting Topics

From research to impact on education

One of the major challenges facing Brazilian education is translating assessment results into effective classroom practices. Instituto Ânima addresses precisely this gap by connecting scientific research with the implementation of policies across public school systems.

Our work combines applied research and continuing education to strengthen the management capacity of partner states and municipalities, ensuring that policies are both technically sound and operationally feasible.

Our methodologies are grounded in careful listening to frontline professionals and the analysis of regional data. By bringing science and practice together, Instituto Ânima helps ensure that evidence leads to tangible improvements in learning.



Message from the President

In a country marked by such profound inequalities, education remains one of the most powerful drivers of social transformation.

Every day, millions of young Brazilians pursue their dreams, develop their talents, and plan for the future they aspire to build. Yet many still face barriers that restrict their opportunities to learn, develop, and fulfill their potential. That is why we exist as Instituto Ânima.

We firmly believe that high-quality public education is one of the most effective means of reducing inequalities, promoting social mobility, and contributing to the country's

development. This transformation can only take place when we empower those at the heart of education policy: the educators dedicated to Brazil's public school systems.

Throughout 2025, we continued working alongside public school systems to implement continuing education policies, helping strengthen educational management and expand their institutional capacities. We do this through co-production, jointly developing knowledge and capabilities with those who understand, experience, and address the challenges of education in each region on a daily basis.

Through the Laboratory for Innovation in Public Education Policies (LIPPE), we bring together scientific knowledge, innovation, and implementation. We generate evidence and, above all, work to ensure that it supports better-informed decisions, strengthens public policies, and produces tangible results in the lives of students, educators, and public officials.

The results presented in this report represent far more than indicators. They reflect better-prepared teachers, stronger school leaders, public school systems with greater capacity to address their challenges, and, above all, young people with more opportunities to learn, grow, and develop their own life plans. None of this would be possible without the trust of our partners, the commitment of public school system professionals, and the dedication of everyone who shares our conviction that education is a strategic priority for Brazil's development.

We continue to look to the future with ambition and responsibility. Our goal remains unchanged: to help ensure that an increasing number of young people have access to high-quality public education capable of broadening their horizons, strengthening their life plans, and creating opportunities to build the future they envision.



Because, ultimately, our work extends beyond education. Our aspiration is to contribute to the genuine transformation of society and people's lives.

DANIELE PAZ

President of Instituto Ânima

530,000

students and educators participated in the public high school survey between 2023 and 2025

Profile and Relevance

Instituto Ânima is a private, nonprofit civil society organization and a Scientific, Technological, and Innovation Institution (STI) operating at the intersection of knowledge production, continuing education, and the implementation of public education policies.

Its activities are conducted through the Laboratory for Innovation in Public Education Policies (LIPPE). The initiatives developed to strengthen the institutional capacities of public school systems include:

- technical analysis of public policies;
- review of scientific evidence;
- active listening to education professionals;
- ongoing monitoring of implementation;
- assessment of results.

This framework makes it possible to translate scientific knowledge into strategies suited to the realities of public school systems, thereby contributing to more effective education policies.

Our methodology

LIPPE's work is structured around a Theory of Change that connects assessment, implementation, monitoring, and expected impact.

Our model combines knowledge generation with practical implementation in a continuous cycle of institutional learning, in which evidence gathered during program delivery informs the refinement of training strategies.

The design of these initiatives considers multiple dimensions, including:

- regional context;
- priorities of public networks;
- available scientific evidence;
- training activities with demonstrated results;

The Laboratory for Innovation in Public Education Policies develops initiatives to strengthen the capacities of public school systems

- contributions from teachers, administrators, and instructional coordinators.

This process seeks to ensure alignment among methodological design, the implementation capacity of public school systems, and the challenges faced by schools.

The approach prioritizes the sustainable development of the pedagogical and institutional capacities of public school systems. We value the leading role of education professionals in order to foster greater autonomy in the continued implementation of training practices.



Systemic impact

The primary objective of the technical partnerships led by Instituto Ânima is to strengthen the implementation capacity of public school systems. Rather than delivering isolated programs, the Institute seeks to help state education departments establish permanent institutional structures for planning, implementing, monitoring, and sustaining public education policies over time.

This approach is particularly evident in the training of educational leaders and school administrators, who are recognized as key agents of systemic change within public school systems. One example is the work conducted with the Bahia state school system, where the training program was structured to reach all pedagogical coordinators and administrators while considering local regional, organizational, and pedagogical characteristics.

By strengthening middle management, the Institute enhances the ability of public school systems to translate pedagogical guidelines into effective everyday practices, contributing to greater consistency in the implementation of education policies.

Synergies

The relevance of Instituto Ânima is directly connected to its efforts to improve public basic education as a cornerstone of the country's educational development. This work is based on the understanding that the different levels of education are interdependent and that strengthening basic education contributes to improving educational pathways and expanding learning opportunities throughout life.

By operating at the foundation of the education system, the Institute helps create a virtuous cycle that supports the development of students who are more autonomous, engaged, and prepared to address contemporary educational and professional challenges.

This work also extends to the integration of applied research and education, particularly in strategic fields

such as health, where this integration takes specific form through Inspirali, Ânima's medical education platform.

As a private Scientific, Technological, and Innovation Institution (STI), the Institute coordinates research initiatives that support education in specialized fields, ensuring the integration of knowledge production and educational practice. In 2025, the Health sector accounted for approximately 85.4% of the research grants under its management.

By serving as a bridge among different social actors, we expand the scale of our interventions and help ensure that technological innovation in education is inclusive, ethical, and equity-oriented.

The Institute's strength is also reflected in its financial management and

governance. Our co-financing model, supported by partnerships with major global organizations and access to tax incentive mechanisms, provides strategic independence and protects institutional activities from fluctuations in student financing programs such as the Student Financing Fund (FIES). This financial autonomy allows the organization to maintain a long-term focus and remain committed to the goals of the 2030 Agenda.

Throughout its history, Instituto Ânima has consolidated its role at the intersection of evidence and public policy, with a focus on developing solutions that promote greater equity and quality in Brazilian education. Its central commitment is to create structural conditions that enable young people to pursue more consistent, autonomous, and sustainable educational pathways.

LIPPE – Laboratory for Innovation in Public Education Policies

The Laboratory for Innovation in Public Education Policies (LIPPE) coordinates Instituto Ânima's activities at the intersection of applied science, continuing education, and public policy implementation.

Its initiatives are designed to generate evidence and strengthen the institutional capacities of public school systems by integrating knowledge production, technical support, and large-scale implementation.

LIPPE develops training programs for teachers, instructional coordinators, and school administrators, structured around a combination of:

- technical diagnostics;
- review of the specialized literature;
- analysis of training practices;
- qualified monitoring of partner networks.

As a laboratory for applied innovation, LIPPE also conducts research and impact assessments, producing findings aimed at the continuous improvement of public education policies.

The research agenda is overseen by an independent External Scientific Committee, responsible for ensuring the methodological rigor of the initiatives and guiding priorities for applied scientific research.

By integrating training, research, and implementation within a single operating framework, the laboratory expands the capacity of public school systems to incorporate scientific evidence into educational practices in a sustainable manner.



STAGE 1

Understanding
and adapting

STAGE 2

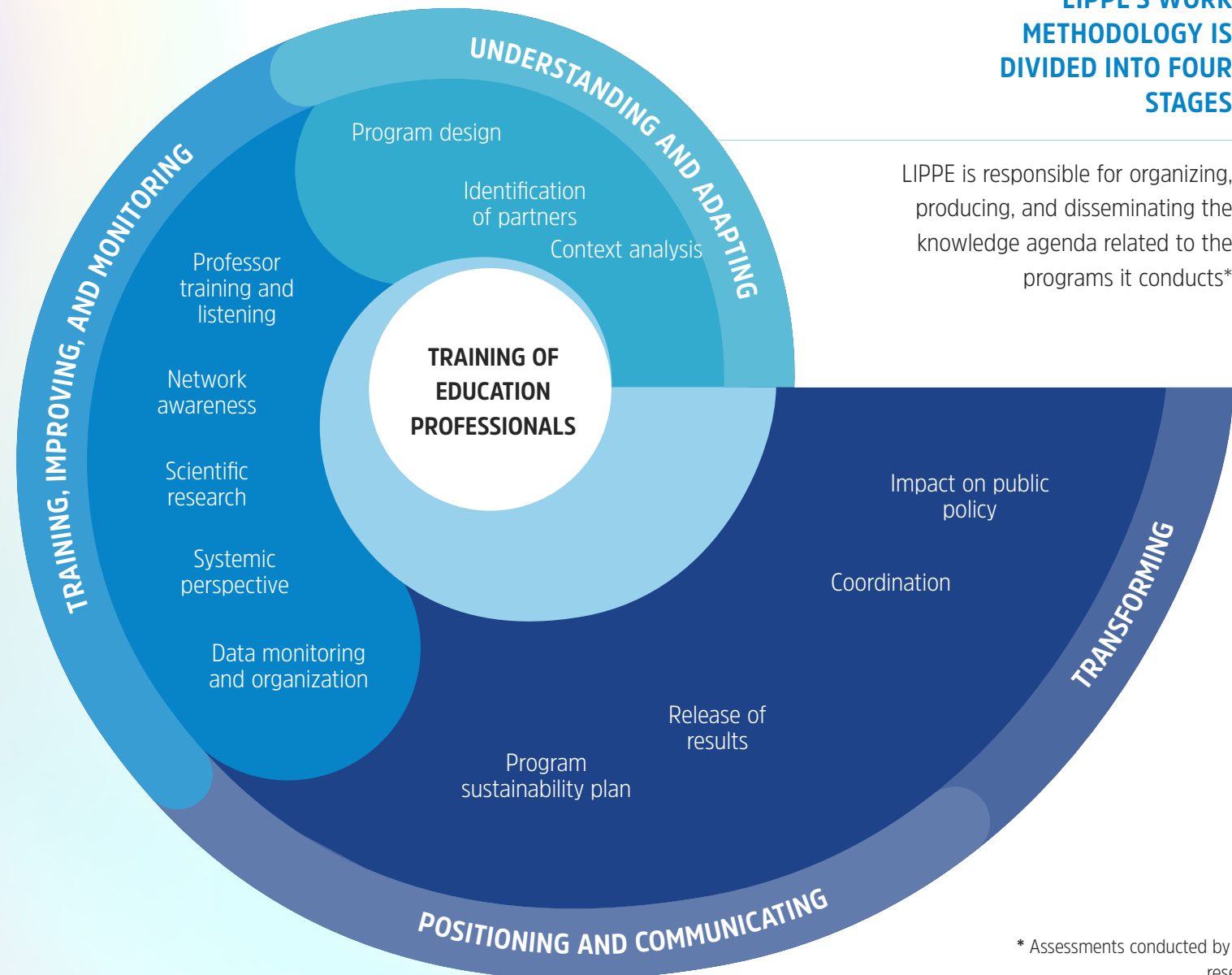
Training, improving,
and monitoring

STAGE 3

Positioning and
communicating

STAGE 4

Transforming



Socio-emotional competencies and mental health

During the reporting cycle, the production of technical knowledge reached a historic milestone with research on social-emotional competencies and life purpose, which received 530,000 responses from public school systems.

This effort forms part of a long-standing track record of impact in this area, which has already reached more than 3 million people—including students, educators, and family members—through initiatives such as the *Papo de Cabeça* Program, implemented with the support of Zurich Brasil and the Zurich Foundation.

The initiative provided an unprecedented assessment of key aspects of public education policy, generating relevant information on the circumstances of high school students and students in the final years of elementary school, including mental health, social-emotional competencies, and life purpose. The resulting data have contributed to the formulation and improvement of education policies.

One of the main findings suggests that stronger life purpose helps mitigate the effects of adverse situations experienced both inside and outside school, serving as an important protective factor across different socioeconomic contexts.

The study also found that student well-being is closely associated with positive relationships with significant adults—such as family members and teachers—and with the development of social-emotional skills. Teachers play a central role in fostering these conditions.

This evidence provides a basis for state school systems to refine their education strategies by developing policies that promote student engagement and integrate social-emotional learning and life planning into students' educational journeys.

LIPPE has transformed this extensive database into practical resources, helping governments improve education policies and practices and create school environments more conducive to students' holistic development.

3 million+
people reached in 2025



Financial literacy

The *Carretel* Project was designed to promote financial education as a driver of social transformation, with a focus on increasing the autonomy and decision-making capacity of vulnerable populations.

Drawing on principles of financial education, neuroscience, and behavioral economics, the project sought to broaden understanding of the factors that influence financial behavior. Accordingly, it considered factors such as self-regulation, cognitive biases, and long-term planning, expanding the traditional scope of financial education.

The initiative was implemented through technical cooperation agreements with public school systems, enabling training and engagement activities to be offered to different audiences. The project brought together teachers, students, families, and other social groups within an integrated framework, expanding its reach and fostering the development of a collaborative learning network.

In the education field, programs for elementary and high school teachers—offered as continuing education and specialization courses—stood out for their emphasis on the practical application of financial education in school settings.

For students and their families, the project developed digital educational solutions tailored to their circumstances and designed to promote financial autonomy.

The production and dissemination of educational content through digital and television media expanded the reach

of these initiatives, helping promote healthier financial practices across different social contexts.

At the same time, the project implemented specific initiatives for strategic audiences, such as cocoa and açai producers and young beneficiaries of the *Pé-de-Meia* (a student savings initiative) program, using approaches tailored to their particular circumstances and challenges.

The project also incorporated a structured monitoring and evaluation system combining different methodological approaches. Particular emphasis was placed

on impact evaluations using experimental designs in specific contexts and on regional assessments that guided implementation and the continuous improvement of initiatives. This body of evidence helped strengthen the strategies adopted and generate knowledge applicable to the formulation of public policies.

The project reached 185 Caixa employees, 873 students in specialization programs, 795 students in extension programs, 1,030,584 students, and 882 cocoa and açai producers. In addition, an estimated 116 million people were reached through videos broadcast on television and digital media.



The *Carretel* Project provides financial education within public school systems through flexible approaches tailored to each context

Environmental Education

Between 2024 and 2025, Instituto Ânima trained 1,209 teachers from the state public school system through at least one 30-hour course, including 845 in 2024 and 364 in 2025. Of this total, 814 teachers—587 in 2024 and 227 in 2025—completed the specialization program in Contemporary Education with an emphasis on Environmental Education, which was designed to transform environmental education into a contextualized pedagogical practice tailored to the state of Pará.

The initiative strengthened both public education and environmental policies in the state. Pará is recognized as the first Brazilian state to make environmental education a mandatory component of the basic education curriculum through State Law No. 9,981/2023, implemented in 2024 as a specific subject in all schools within the state education system.

Instituto Ânima partnered with the Federal University of Pará (UFPA) to develop the course and collaborated with other institutions in Pará that influence education

across the state, creating a cooperative ecosystem. This enabled best practices to spread, preventing isolated initiatives and increasing the impact of the actions taken.

In summary, the systemic impact resulted from the combination of high-quality education, applied research, institutional coordination, and continuous engagement in the region, creating the conditions for lasting changes in the relationship among society, education, and the environment in Pará.

We work alongside
UFPA to train teachers
in the state public school
system to incorporate
environmental education
into their pedagogical
practices





Neuroscience

Throughout 2025, neuroscience, together with behavioral economics, became one of the main theoretical frameworks guiding Instituto Ânima's initiatives, particularly in understanding the decision-making processes of students in contexts of vulnerability and exposure to new economic stimuli.

Among other initiatives, this approach served as the basis for developing a campaign aimed at students enrolled in the *Pé-de-Meia* program, structured around evidence related to behavior, motivation, and perceptions of value in the use of financial resources.

The initiative sought to engage young people in a way that more closely reflected their realities, taking into account factors such as impulsivity, social influence, and time horizons in decision-making.

Our scientific research guides the development of more effective communication and engagement strategies, contributing to more mindful use of resources and reducing risky behaviors, such as participation in online gambling.

By incorporating evidence on behavioral biases, the Institute expands its capacity to develop interventions that are more responsive to students' circumstances, strengthening their autonomy and supporting more sustainable educational pathways.

Expansion of government capabilities

An example of the laboratory's work in strategic collaboration is its partnership with the state of Minas Gerais. Through rigorous technical analysis, LIPPE supported the development and implementation of a policy to monitor every school in the state, with the aim of strengthening pedagogical management and integrating cognitive and social-emotional aspects into students' holistic development.

LIPPE's work with public school systems seeks to ensure that the innovations developed are

consistently incorporated into educational practices, reach classrooms, and strengthen the work of education professionals.

The methodology prioritizes the development of institutional capacity within departments of education through a collaborative process combining in-service training, evidence-based practices, and technical support for leaders. Rather than carrying out isolated initiatives, the laboratory works to continuously improve the educational and management processes of public school systems.

This cooperation model helps ensure that the progress achieved becomes embedded as a permanent capability of public school systems, increasing the effectiveness of education policies and reducing the risk of discontinuity.

LIPPE works with public school systems to ensure that innovations are incorporated into educational practices

Virada Docente

One of the fundamental stages of LIPPE's innovation methodology is the *Virada Docente* initiative. Designed to actively listen to professionals from partner school systems, the initiative brings together teachers from different regions of each state to share the real challenges they face in their daily work and their professional development needs.

The strategic value of the initiative lies in its ability to adapt to different contexts. The laboratory works to identify, assess, and disseminate practices with demonstrated effectiveness, helping highlight the central role of teachers and guide the more efficient use of public resources.



Vision for 2030

Our goal is to provide public institutions with clear courses of action that have been shown to improve Basic Education Development Index (IDEB) scores and effective learning through continuing education programs, translating evidence into educational practice.

The focus remains on consolidating LIPPE as a leading infrastructure for implementing evidence-based policies through a repository of implementation data available to the scientific community and public policymakers, helping ensure that investments in basic education generate the greatest possible social return.

By making its data-analysis infrastructure and methodologies available for collaboration with partner departments, the laboratory seeks to maximize the systemic impact required for educational transformation.

More than simply expanding scale, the goal is to improve the quality of implementation, help reduce educational inequalities through personalized continuing education opportunities, and ensure that the resulting impact and transformation remain sustainable over time.

We aim to become a leader in implementing evidence-based education policies and ensuring the greatest possible social return



2025 RESULTS AND HIGHLIGHTS | BASIC EDUCATION

 **3.9 million**
people reached

 **12,408**
specialists and extension
educators trained

 **1,524**
municipalities –
27% of Brazil

 **85,304**
AI-corrected activities

PUBLIC IMPACT



6
specialization programs
in public policy

32,800
educators interested

2025 TRAINING PROGRAM



7,832
qualified specialists (87 classes)

4,576
public education
extension educators
trained at the state
and municipal levels

107,336
30-hour nano
certifications issued by
the 12 Curricular Units

APPLICATION OF AI



85,304
graded assessments with AI support*

27,377
case studies analyzed and
selected for portfolios

* expanding scalability and enhancing the use of technology for pedagogical mediation and for the collective analysis and grading of assignments.



SUSTAINABILITY

BRL 1,990.21
average ticket per scholarship –
specialization

BRL 5.58
cost per person reached



REACH / SCALE

3,503
schools reached
between 2023
and 2025

average of 3
specialists per
school

27%
of schools within the public
school systems in the 5 states
from 2023 to 2025

LIPPE'S OPERATING MAP

The widespread reach of the training program is one of the key strengths of the LIPPE implementation. We have reached thousands of municipalities through educators trained in the courses offered by our partner states.



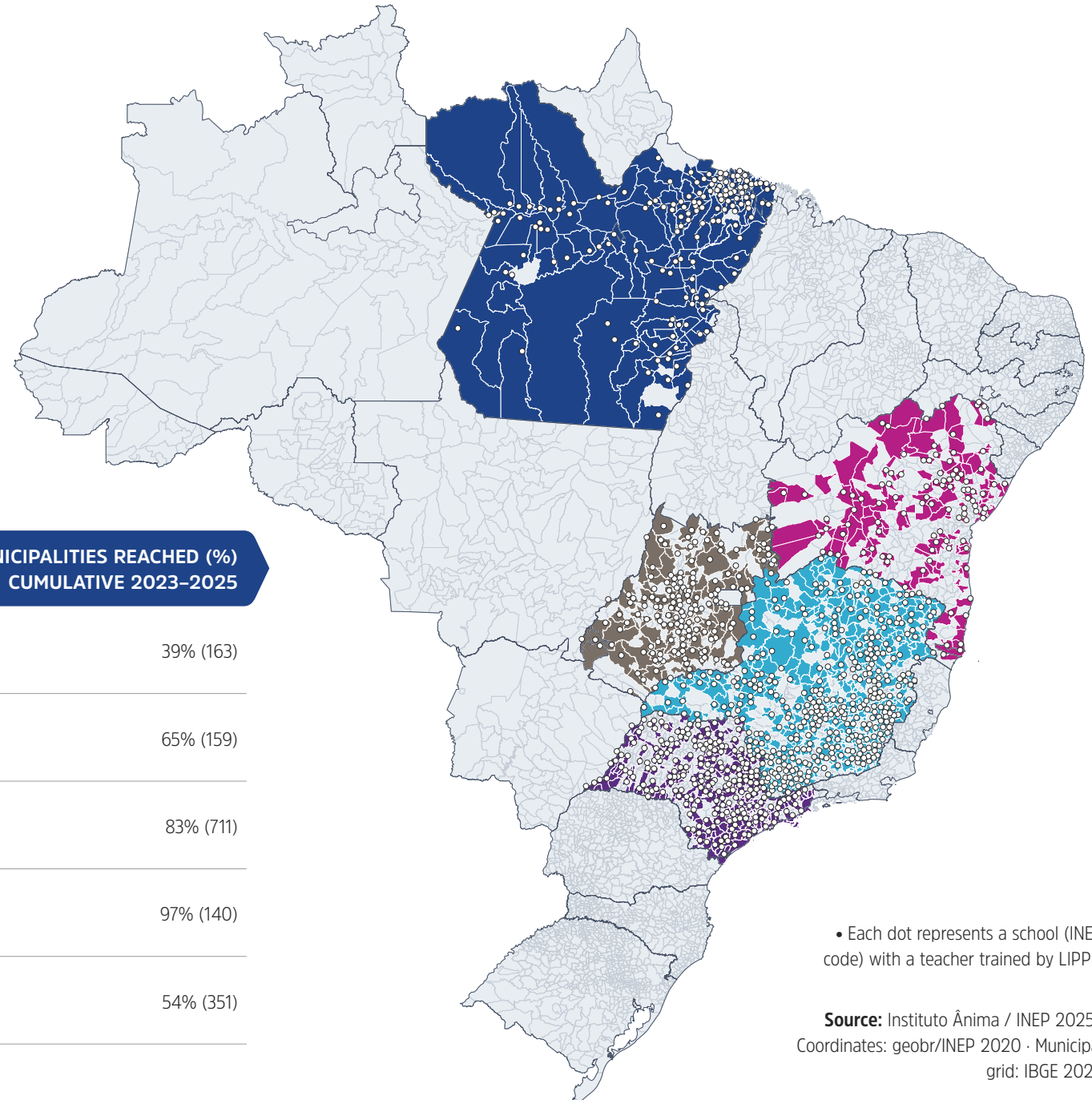
3,503
schools (INEPs)



1,524
municipalities



5
states



• Each dot represents a school (INEP code) with a teacher trained by LIPPE.

Source: Instituto Ânima / INEP 2025 ·
Coordinates: geobr/INEP 2020 · Municipal
grid: IBGE 2022

STATE

SCHOOLS REACHED (%) CUMULATIVE 2023–2025

MUNICIPALITIES REACHED (%) CUMULATIVE 2023–2025



BA

16% (223 of the 1,018 schools)

39% (163)



GO

43% (414 of the 967 schools)

65% (159)



MG

29% (1,046 of the 3,452 schools)

83% (711)



PA

61% (605 of the 955 schools)

97% (140)



SP

22% (1,215 of the 5,578 schools)

54% (351)

Note: self-reported databases from participating learners

LIPPE'S OPERATIONS¹

					
	Bahia	Goiás	Minas	Pará	São Paulo ²
Partner Institution	 UNIFACS				 
Graduates (graduate or extension program UC)	2,080	1,233	7,619	3,229	9,272
Graduates (graduate program)	1,523	895	3,630	1,535	3,372
Schools trained	223	414	1,046	605	1,215
Municipalities reached	163	159	711	140	351
NPS in the state (2025)	60.0%	53.9%	58.9%	74.7%	69.9%

1. Cumulative data from 2023 to 2025.

2. Data on São Judas: 2024; Anhembi Morumbi: 2025.

Knowledge Management and Applied Research

Academic research scholarships

The production and dissemination of knowledge are cornerstones of the academic excellence and social relevance of Ânima Educação's higher education institutions (HEIs). In this context, Instituto Ânima plays a strategic role in strengthening applied research, fostering collaboration with scientific networks, and ensuring the effective administration of scholarships in partnership with the Ânima Ecosystem.

Since 2018, the Institute has led a structured initiative to manage research grants in science, technology, and innovation on a national scale. Through calls for proposals and technical support for higher education institutions, it promotes scientific research focused on priority areas for the country's development, including health, education, social technologies, and sustainability.

This initiative contributes to the academic development of students, faculty, and researchers while strengthening the research culture across the institutions that make up the Ânima Ecosystem.

Supported projects are guided by interdisciplinary approaches, engagement with local communities, and the generation of social impact, fostering innovative and scalable solutions to contemporary challenges.

Instituto Ânima also plays an important role in developing academic talent and enhancing the institutional visibility of higher education institutions, expanding their integration into Brazil's science, technology, and innovation system.



As a nonprofit Scientific, Technological, and Innovation Institution (STI), it facilitates institutional arrangements that broaden access to public and private funding, contributing to the sustainable expansion of scientific output while remaining committed to the public interest.

In 2025, Instituto Ânima took an important step toward improving research grant management through the implementation

of the Sydle platform, which consolidated data governance and process traceability within an integrated system.

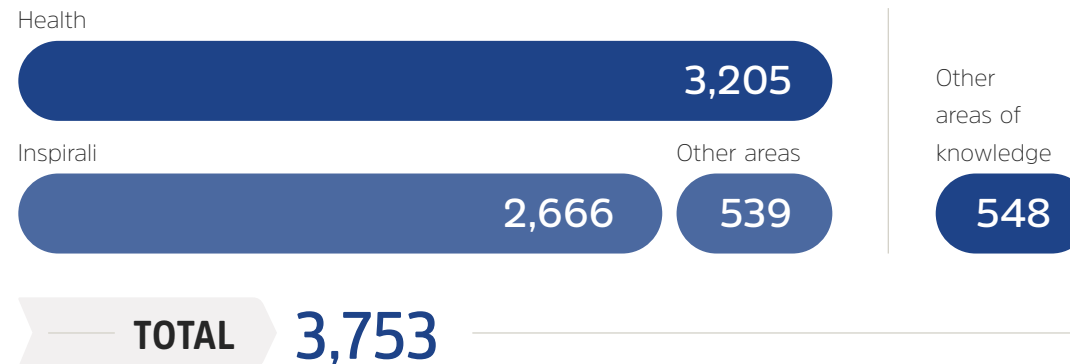
Workflow digitalization has enabled greater control over information throughout the scholarship management process, with management dashboards, tracking of available positions, visibility into application status, and task-based management of pending activities.

This advancement has increased transparency, standardization, and operational security, reducing the risk of data loss, strengthening data-driven decision-making, and expanding the scalability of operations.

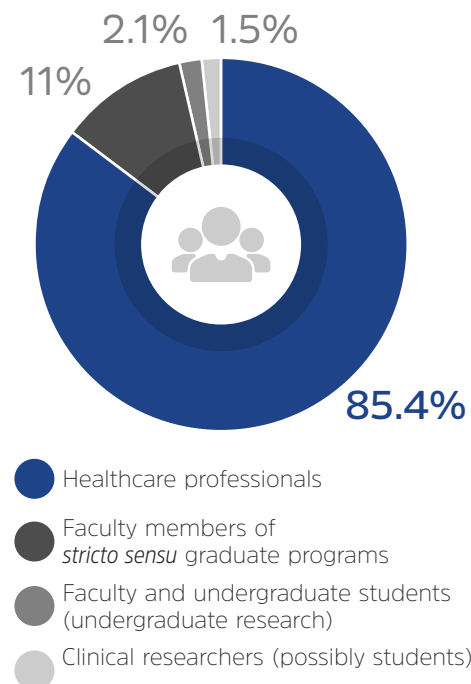
In addition to improving governance, the new platform has increased operational efficiency and agility through enhanced approval workflows, document validation, and monitoring of calls for proposals. The inclusion of structured stages, such as validation by program coordinators and monitoring of projected and filled positions, has strengthened the rigor and consistency of grant management.

User feedback reinforces these gains by highlighting greater speed, organization, and reliability throughout the process. Combined with the scalability provided by the platform, these improvements enhance the Institute's capacity to expand its research activities while maintaining high standards of quality and alignment with best management practices.

INSTITUTO ÂNIMA SCHOLARSHIPS IN 2025



SCHOLARSHIP RECIPIENT PROFILES



Systematizing this knowledge also involves filing patents for social innovations and protecting the intellectual property generated by the Institute. This approach ensures that the methodologies developed remain technical assets available to civil society and the Brazilian government.

Through this process of "scientific translation," Instituto Ânima has established itself as an essential link between the production of cutting-edge academic knowledge and the practical needs of state education departments, enhancing the technical rigor of social interventions.

Science as a foundation

At Instituto Ânima, we view the generation of evidence as a central element in the development of technical frameworks for teaching competencies. We are committed to replacing pedagogical intuition with practices grounded in statistical evidence and findings from neuroscience.

The technical repository currently under development will support the national teacher education strategy by providing clear pathways that have been shown to improve student learning and Basic Education Development Index (IDEB) results across state and municipal school systems.

Consolidating this evidence-based culture requires knowledge management that extends across every area of the Ecosystem, including specialized fields such as Health and Medicine through Inspirali. The integration of basic research and practical application enables the Institute to serve as a catalyst for promoting educational equity.

Governance, Ethics, and Integrity

Instituto Ânima's work is supported by governance mechanisms guided by the principles of transparency, integrity, technical rigor, and the responsible use of data.

All initiatives undertaken by the Institute follow protocols focused on data protection, research ethics, and information security, particularly in projects involving the large-scale collection and organization of educational data.

Evidence is generated in collaboration with external researchers, independent experts, and partner public school systems, ensuring technical diversity and methodological consistency.

We remain committed to institutional neutrality and to the responsible use of scientific evidence in support of the formulation and implementation of public education policies.

Monitoring, accountability, and evaluation processes are supported by internal governance and compliance mechanisms that strengthen the traceability of initiatives and reinforce the confidence of partner institutions.

All of the Institute's initiatives follow protocols focused on data protection, research ethics, and information security





Global alliances

Partnerships with internationally recognized institutions, such as Stanford University in the United States and Zurich in Switzerland, provide the Institute with a significant advantage in terms of technical expertise and financial support.

These partners act as co-creators of knowledge, facilitating the exchange of methodologies that have been tested in diverse international contexts. This exchange of expertise enriches the application of science in educational

settings and helps ensure that Brazilian solutions remain aligned with global best practices in education.

Support from these organizations also enables the Institute to assist state education departments with limited resources for innovation. Through tripartite partnerships involving the Institute, the public sector, and private-sector partners, it becomes possible to implement curriculum reforms and mental health programs that would otherwise be difficult to scale.

Tax incentives

The implementation of highly complex, long-term projects depends on sound governance and the strategic use of regulatory frameworks. One example is Law No. 11,196/2005, known as the Lei do Bem (Brazilian R&D Tax Incentive Law), which provides tax incentives for organizations engaged in research and technological innovation.

This framework makes it possible to raise and manage resources dedicated to applied innovation, ensuring that scientific research remains protected from budget fluctuations and changes in student financing programs. A mature approach to incentive management ensures the Institute's strategic independence in pursuing its long-term objectives.

Supported by financial stability, we have established a permanent repository of evidence capable of withstanding political transitions while remaining focused exclusively on the development of human capital. Transparency in the use of these resources and rigorous accountability reinforce the confidence of global partners and development agencies.

Financial stability
and transparency in
the use of resources
strengthen the
confidence of partners
and development
agencies



For the Institute, knowledge is a strategic asset that must be managed with the same rigor applied to any business operation. This approach ensures that success is consistently measured by social impact and by improvements in the country's educational indicators.

Social Innovation and Cross-Cutting Topics

Instituto Ânima recognizes diversity, equity, and inclusion as fundamental principles for advancing education and promoting social transformation. In line with the guidelines of the Ânima Ecosystem and the initiatives of [Ânima Plurais](#), we seek to embed these values in our operations and in the relationships we build with employees, partners, and public institutions.

Across all our activities, we conduct awareness initiatives that emphasize the importance of creating more respectful, welcoming, and diverse environments, helping foster a culture of inclusion throughout our areas of operation.

We believe that organizations committed to generating lasting social impact must cultivate internal environments that value continuous learning, applied innovation, and diversity of perspectives. As the Institute expands its projects and partnerships, these principles continue to guide our decisions and shape the way we develop initiatives that strengthen education and generate positive social impact.



Additional Information

- Disclosures Supplement
- GRI Content Index
- SASB Content Index
- Assurance
- Corporate Information and Credits





Disclosures Supplement

Commitment 1 – Transformative, high-quality education for students

INSTRUCTION AND STUDENT SERVICES EXPENSES AND MARKETING AND RECRUITING EXPENSES^{SV-ED-270A.3}

INSTRUCTION AND STUDENT SERVICES EXPENSES

2025	
Expenses	Amounts (BRL thousand)
Total	1,388,509

MARKETING AND RECRUITING EXPENSES

2025	
Expenses	Amounts (BRL thousand)
Total	223,456

STUDENT LOANS SV-ED-260A.6

We manage student financing programs in accordance with applicable legal and regulatory requirements, adopting practices designed to mitigate credit risk and preserve the company's financial sustainability.

In the case of the Student Financing Fund (FIES), receivables are largely covered by guarantee funds, thereby reducing exposure to default risk. For receivables not covered by these guarantees, we recognize loss allowances in accordance

with internal policies and applicable accounting standards. For private financing arrangements managed by partners, the contractual structure may provide, depending on the specific program, for the financial partner to assume the full risk of

default. Where a portion of the risk remains with Ânima, we recognize estimated losses in accordance with internal criteria and applicable accounting standards.

Commitment 2 – Educator experience and recognition

EMPLOYEES GRI 2-7

EMPLOYEES BY REGION AND GENDER^{1, 2, 3} - 2025

	Men	Women	Subtotal
North	17	12	29
Northeast	1,328	1,802	3,130
Central-West	90	141	231
Southeast	3,598	4,964	8,562
South	1,184	1,544	2,728
Total	6,217	8,463	14,680

TOTAL NUMBER OF EMPLOYEES BY TYPE OF EMPLOYMENT AND REGION^{1, 2, 3} - 2025

	Full-time	Part-time	Subtotal
North	14	15	29
Northeast	1,437	1,693	3,130
Central-West	59	172	231
Southeast	4,531	4,031	8,562
South	989	1,739	2,728
Total	7,030	7,650	14,680

1. Holding company apprentices are included in the headcount. Data included as of the end of the reporting period. Instituto Ânima does not have any apprentices on its staff.

2. For the purposes of calculating this indicator, interns at Instituto Ânima were classified as employees.

3. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

TOTAL NUMBER OF EMPLOYEES BY TYPE OF CONTRACT AND REGION^{1, 2, 3} - 2025

	Indefinite term	Fixed term	Subtotal
North	29	-	29
Northeast	3,130	-	3,130
Central-West	231	-	231
Southeast	8,555	7	8,562
South	2,728	-	2,728
Total	14,673	7	14,680

1. For the purposes of calculating this indicator, Instituto Ânima's interns were classified as employees and included in the fixed-term category. Other than interns, Ânima Educação has no employees on fixed-term contracts.

2. Holding company apprentices are included in the headcount. Data included as of the end of the reporting period. Instituto Ânima does not have any apprentices on its staff.

3. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

TOTAL NUMBER OF EMPLOYEES BY TYPE OF CONTRACT AND GENDER^{1, 2, 3} - 2025

	Indefinite term	Fixed term	Subtotal
Men	6,216	1	6,217
Women	8,457	6	8,463
Total	14,673	7	14,680

1. For the purposes of calculating this indicator, Instituto Ânima's interns were classified as employees and included in the fixed-term category. Other than interns, Ânima Educação has no employees on fixed-term contracts.

2. Holding company apprentices are included in the headcount. Data included as of the end of the reporting period. Instituto Ânima does not have any apprentices on its staff.

3. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

EMPLOYEES BY TYPE OF EMPLOYMENT AND GENDER^{1, 2, 3} - 2025

	Full-time	Part-time	Subtotal
Men	2,628	3,589	6,217
Women	4,402	4,061	8,463
Total	7,030	7,650	14,680

1. Holding company apprentices are included in the headcount. Data as of the end of the reporting period. Instituto Ânima does not have any apprentices on its staff.

2. For the purposes of calculating this indicator, interns at Instituto Ânima were classified as employees.

3. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

WORKERS WHO ARE NOT EMPLOYEES^{1, 2} GRI 2-8

Contractual relationship	Type of work performed	Subtotal
Interns	Administrative	35
Third-party apprentices	Administrative	141
Third-parties	Cleaning service providers	519
Third-parties	Security service providers	283
Scholarship recipients ¹		3,053
Total		4,031

1. To calculate the indicator, the asset base as of December 2025 was used for Instituto Ânima, and the asset base as of December 31, 2025, was used for Ânima Educação.
2. The data includes scholarship recipients who were on the payroll in December 2025.

ANNUAL TOTAL COMPENSATION RATIO^{1, 2, 3} GRI 2-21

	2025
Ratio of the annual total compensation for the organization's highest-paid individual to the median annual total compensation for all employees (excluding the highest-paid individual)	52.57
Ratio of the percentage increase in annual total compensation for the organization's highest-paid individual to the median percentage increase in annual total compensation for all employees (excluding the highest-paid individual) ²	-33.32

1. Data from Instituto Ânima were not included in this indicator.
2. Compared to the previous cycle.
3. The total annual compensation of the highest-paid employee increased by 31.99% compared with the previous fiscal year, while the median annual compensation of employees declined by 0.96%. Because these changes occurred in opposite directions, the ratio between the two percentage changes is negative (-33.32). This result reflects changes in the composition of the workforce during the reporting period, including employee turnover, hiring and termination activity, as well as changes in the distribution of employees across different positions and salary bands.

COLLECTIVE BARGAINING AGREEMENTS GRI 2-30

During fiscal year 2025, Ânima employed a total of 14,680 educators. Of these, 14,583 were employed by Ânima Educação, and 99.23% were covered by collective bargaining agreements. At Instituto Ânima, 100% of the 97 educators were covered by collective bargaining agreements.

The remaining educators are not covered because their union has not entered into a collective bargaining agreement. In these cases, their employment conditions are based on the agreements applicable to school administrative staff within the same organization.

As a goodwill measure, in 2025 we granted these educators the same salary adjustment applied to educators covered by collective bargaining agreements.

WAGES GRI 202-1

Ânima's compensation policy complies with applicable labor legislation, collective bargaining agreements, and union negotiations. The lowest wages paid by the organization to both men and women in 2025 met or exceeded the statutory minimum wage, ensuring compliance with applicable labor regulations.

In addition, the ratio between the lowest wages paid to men and women was 1:1, indicating no gender-based pay gap at this level. Across all regions where the company operates, the applicable statutory minimum wages and collectively negotiated wage floors are observed in accordance with current legislation and collective bargaining agreements.

NEW EMPLOYEE HIRES AND EMPLOYEE TURNOVER¹ GRI 401-1

TOTAL NUMBER AND RATE OF NEW EMPLOYEE HIRES, BY AGE GROUP – 2025

Age group	Total number of employees (%)	Hires	Rate of new hires (%)	Terminations	Turnover rate (%)
Under 30 years old	2,663	1,322	49.64	1,114	45.74
30-50 years old	9,405	2,072	22.03	2,167	22.54
Over 50 years old	2,612	286	10.95	393	13.00
Total	14,680	3,680	25.07	3,674	25.05

TOTAL NUMBER AND RATE OF NEW EMPLOYEE HIRES, BY GENDER – 2025

Gender	Total number of employees (%)	Hires	Rate of new hires (%)	Terminations	Turnover rate (%)
Men	6,217	1,446	23.26	1,407	22.95
Women	8,463	2,234	26.40	2,267	26.59
Total	14,680	3,680	25.07	3,674	25.05

TOTAL NUMBER AND RATE OF NEW EMPLOYEE HIRES, BY REGION – 2025

Region	Total number of employees (%)	Hires	Rate of new hires (%)	Terminations	Turnover rate (%)
North	29	16	55.17	5	36.21
Northeast	3,130	753	24.06	806	24.90
Central-West	231	100	43.29	86	40.26
Southeast	8,562	2,188	25.55	2,108	25.09
South	2,728	623	22.84	669	23.68
Total	14,680	3,680	25.07	3,674	25.05

1. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

WORK-RELATED INJURIES GRI 403-9

In 2025, Ânima Educação reported 43 work-related injuries, all classified as low- or medium-risk; of these, 25 were typical cases and 18 occurred during the commute. Three incidents—two traffic-related and one workplace incident—resulted in absences from work exceeding 15 days. The most common injuries were bruises, lacerations, strains, and sprains.

WORK-RELATED INJURIES

	2025 ¹
	Employees
Number of hours worked	20,153,781.40
Base of the number of hours worked (200,000 or 1,000,000)	1,000,000
Number of fatalities as a result of work-related injuries	0
Rate of fatalities as a result of work-related injuries	0.00
Number of high-consequence work-related injuries (excluding fatalities)	3
Rate of high-consequence work-related injuries (excluding fatalities)	0.15
Number of recordable work-related injuries (including fatalities)	43
Rate of recordable work-related injuries (including fatalities)	2.13

1. Ânima does not yet have consolidated data on work-related injuries involving contractors. At present, this information is monitored on a decentralized basis by the contracted companies. However, initiatives are underway to improve and standardize the processes for collecting, recording, and monitoring these data.

WORK-RELATED ILL HEALTH GRI 403-10

In 2025, two recordable cases of work-related ill health were reported among Ânima employees. Both cases were classified by the Brazilian National Institute of Social Security (INSS) as work-related and were associated with mental health disorders. No fatalities resulting from work-related ill health were reported during the period.

There were also no reported cases of work-related ill health among contractors or other non-employees whose work and/or workplace was under the organization's control.

The data were compiled from internal Occupational Health and Safety records and from work-related classifications

issued by the INSS. No Work-Related Accident Report (CAT) was filed for the reported cases.

AVERAGE HOURS OF TRAINING PER YEAR PER EMPLOYEE^{1,2} GRI 404-1

AVERAGE HOURS OF TRAINING, BY GENDER – 2025

	Average hours of training
Men	11.60
Women	18.00
Total	15.29

AVERAGE HOURS OF TRAINING, BY EMPLOYEE CATEGORY – 2025

	Average hours of training
Vice Presidency	1.21
Executive Board	9.16
Senior Management	26.41
Management	60.72
Coordination	23.28
Specialist	30.44
Analyst	24.60
Operational	12.15
Total	15,29

1. At Ânima Educação, this metric considers the training hours recorded at ECOA Corporate University. Also considered at Instituto Ânima were training hours associated with research grants.

2. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

PERCENTAGE OF EMPLOYEES RECEIVING REGULAR PERFORMANCE AND CAREER DEVELOPMENT REVIEWS^{1, 2, 3} (%) GRI 404-3

	Men	Women	Subtotal
Vice Presidency	80.00	100.00	83.33
Executive Board	90.00	83.78	87.01
Senior Management	75.00	78.64	77.09
Management	63.46	63.16	63.28
Coordination	7.07	7.83	7.52
Specialist	15.19	16.47	15.85
Analyst	5.71	4.19	4.76
Operational ³	56.43	46.63	50.87
Total	47.93	38.71	42.62

1. In fiscal year 2025, Instituto Ânima did not conduct its formal competency assessment cycle.

2. The *Semear* program is intended for all employees. The percentage refers to those who received a formal and regular performance and career development review, as defined by the indicator in fiscal year 2025. The difference in the program's scope stems from the phased rollout of the cycle throughout 2025, the assessment schedule by job category, and the varying frequency of evaluations for certain groups.

3. Faculty members are included in the Operational category.

PARENTAL LEAVE – 2025^{1, 2} GRI 401-3

	2025
Total number of employees that were entitled to parental leave	
Men	6,217
Women	8,463
Total number of employees that took parental leave in the reporting period	
Men	50
Women	295
Total number of employees that returned to work in the reporting period after parental leave ended	
Men	50
Women	273
Total number of employees that did not return to work, in the reporting period, after the paternity leave ended	
Men	0
Women	6
Total number of employees that returned to work after parental leave ended that were still employed 12 months after their return to work	
Men	44
Women	60
Rate of return (%)	
Men	100.00
Women	97.85
Rate of retention (%)	
Men	88.00
Women	57.14

1. The differences observed in post-leave retention rates may reflect a combination of factors, including changes in employees' personal circumstances and shifts in the organizational context. In this context, Ânima Educação remains committed to continuously enhancing its practices and fostering a welcoming and supportive environment for all employees returning from leave, regardless of gender.

2. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

SERVICES SECTOR – EDUCATION | ACTIVE METRICS

NUMBER OF: TEACHING STAFF AND ALL OTHER STAFF (EMPLOYEES AND CONTRACTORS) – 2025¹ SV-ED-000.D

Total teaching staff	7,000
Total of all other staff	7,680
Total	14,680

1. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

Commitment 4 – Transparent and accountable governance

CONFLICTS OF INTEREST GRI 2-15

Ânima Educação has established a range of processes to prevent and mitigate conflicts of interest, supported by clear policies and procedures, compliance practices, organizational culture, and the regular review of these standards.

Our mitigation strategy includes training for educators, oversight by the Ethics Committee, and transparency through the documentation of all decisions. When a potential conflict of interest is identified, the individuals or parties involved are removed from the relevant decision-making process.

Potential conflicts of interest are occasionally identified during recruitment and selection processes. In addition, individuals in previously designated positions and functions are required to complete an annual conflict-of-interest disclosure for reporting and monitoring purposes.

Conflicts of interest are also disclosed to stakeholders through reports issued by the Internal Audit department, the Ethics Committee, and the Audit and Risk Committee (CAR).

These disclosures cover cross-memberships on governing bodies, relationships with suppliers and other stakeholders, the existence of controlling shareholders, political relationships, and related-party transactions. In specific situations, independent external consultants are engaged to address these matters.

CRUCIAL CONCERNS GRI 2-16

We maintain structured processes for communicating critical concerns to the highest governance body. This communication takes place through periodic reports and presentations, formal meetings of the Board of Directors and governance committees, and internal and external audit reports.

We also use formal written notifications, risk and compliance reports, strategic analyses, reviews of legal and regulatory matters, and specific crisis and emergency communication protocols.

During the reporting period, the principal concerns submitted to the Ethics Committee involved reports classified as high or very high severity that were determined to be substantiated or partially substantiated. Most of these concerns related to social and human rights issues.

Commitment 5 – Environmental awareness

ENERGY CONSUMPTION WITHIN THE ORGANIZATION GRI 302-1

NON-RENEWABLE FUELS USED AND THEIR TOTAL ENERGY¹ (GJ)

	2025
<i>Diesel</i>	0.18
Total	0.18

1. For fossil fuels, we consider generator consumption. The following units were considered: UNA: Bom Despacho and Jataí; UNP: Mossoró; ANHEMBI: São José dos Campos; SÃO JUDAS: Butantã, Mooca, Paulista, Santo Amaro, São Bernardo do Campo.

CONSUMPTION BY ENERGY SOURCE (GJ)

		2025
Type of consumption	Amount (kWh)	Amount (GJ)
Electricity purchased on the free market (renewable)	32,434,255.51	116,763.32
Electricity purchased from the utility company (captive market)	6,828,228.98	24,581.62
Total		141,344.94

ENERGY CONSUMPTION WITHIN THE ORGANIZATION¹ (GJ)

	2025
Non-renewable fuels consumed	0.18
Electricity, heating, cooling and steam purchased for consumption	141,344.94
Total	141,345.12

1. The organization does not use renewable fuels, nor does it sell surplus electricity.

ENERGY INTENSITY GRI 302-3

ENERGY INTENSITY (GJ)^{1, 2}

	2025
Within the organization	0.696
Total	0.696

1. The metric of the number of on-campus undergraduate students was used to calculate energy intensity, and the energy sources included were electricity and fuels.

2. There is no energy consumption outside the organization. GRI 302-2

WATER WITHDRAWAL GRI 303-3

TOTAL WATER WITHDRAWAL IN ALL AREAS, BY SOURCE (ML)

2025		
Source	Fresh water	Subtotal
Groundwater	45.72	45.72
Third-party water	265.95	265.95
Total	311.67	311.67

1. The organization has no water withdrawal system in water-stressed areas.

WASTE GENERATED GRI 306-3

TOTAL WEIGHT OF HAZARDOUS WASTE GENERATED BY THE COMPANY'S OWN OPERATIONS, EXCLUDING EFFLUENTS (METRIC TONS)^{1,2}

2025	
Hazardous waste	Amount generated
Infectious, biological, chemical, and sharps waste	77,094.33
Total	77,094.33

1. The organization does not yet have consolidated information on the total amount of general waste generated across all its facilities. Efforts are currently underway to improve the processes for collecting, recording, and monitoring these data.

2. The waste was treated by incineration or autoclaving, depending on its classification. Following treatment, incinerator ash and autoclaved waste were sent to a properly licensed industrial landfill in accordance with applicable environmental legislation.

DIRECT (SCOPE 1) GHG EMISSIONS GRI 305-1

SCOPE 1 EMISSIONS, BY CATEGORY

2025		
Category	Total emissions (tCO ₂ e)	Biogenic emissions (tons)
Stationary combustion	69.299	10.473
Fugitive emissions	12,473.595	-
Total	12,542.894	10.473

ENERGY INDIRECT (SCOPE 2) GHG EMISSIONS GRI 305-2

SCOPE 2 EMISSIONS

2025	
Electricity (location)	1,778.901
Total	1,778.901

OTHER INDIRECT (SCOPE 3) GHG EMISSIONS GRI 305-3

SCOPE 3 EMISSIONS, BY CATEGORY

2025		
Category	Total emissions (tCO ₂ e)	Biogenic emissions (tons)
Waste generated in operations	17,429.897	63,920
Business trips	1,222.121	111,771
Employee transportation	2,281.670	338,018
Total	20,933.689	513.710

GHG EMISSIONS INTENSITY¹ GRI 305-4

GHG EMISSIONS INTENSITY

2025	
Total GHG emissions (tCO ₂ e)	14,321.795
Greenhouse gas (GHG) emissions intensity	0.07

1. Emissions intensity was calculated based on Scope 1 and 2 emissions and the total number of students enrolled in on-campus undergraduate programs in 2025.



Commitment 6 – Diversity, equity, and inclusion

DIVERSITY OF GOVERNANCE BODIES AND EMPLOYEES¹ GRI 405-1

PERCENTAGE OF INDIVIDUALS WITHIN THE ORGANIZATION'S GOVERNANCE BODIES, BY GENDER – 2025

Governance bodies	Men	Women	Total
Percentage of members of governance bodies by gender	71.43	28.57	100

PERCENTAGE OF INDIVIDUALS WITHIN THE ORGANIZATION'S GOVERNANCE BODIES, BY AGE GROUP – 2025

Board of Directors	Percentage
Under 30 years old	0.00
30-50 years old	50.00
Over 50 years old	50.00

PERCENTAGE OF INDIVIDUALS FROM MINORITY AND/OR VULNERABLE GROUPS BY EMPLOYEE CATEGORY – 2025

Minority/vulnerable group within the governance body	Percentage
People with Disabilities	3.57
Black individuals (self-identified as Black or brown)	0.00
Total	3.57

PERCENTAGE OF EMPLOYEES, BY EMPLOYEE CATEGORY AND GENDER (%) – 2025

	Men	Women
Vice Presidency	83.33	16.67
Executive Board	50.00	50.00
Senior Management	42.46	57.54
Management	40.15	59.85
Coordination	40.60	59.40
Specialist	47.59	52.41
Analyst	37.06	62.94
Operational	43.25	56.75
Total	42.35	57.65

1. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

PERCENTAGE OF EMPLOYEES BY EMPLOYEE CATEGORY AND AGE GROUP (%)¹ GRI 405-1

2025		2025	
Vice Presidency		30-50 years old	
Under 30 years old	0.00	Over 50 years old	13.75
30-50 years old	50.00	Specialist	
Over 50 years old	50.00	Under 30 years old	7.49
Executive Board		30-50 years old	78.07
Under 30 years old	0.00	Over 50 years old	14.44
30-50 years old	86.25	Analyst	
Over 50 years old	13.75	Under 30 years old	26.12
Senior Management		30-50 years old	66.72
Under 30 years old	1.68	Over 50 years old	7.16
30-50 years old	88.83	Operational	
Over 50 years old	9.50	Under 30 years old	18.32
Management		30-50 years old	61.41
Under 30 years old	0.73	Over 50 years old	20.27
30-50 years old	91.97	Total	
Over 50 years old	7.30	Under 30 years old	18.14
Coordination		30-50 years old	64.07
Under 30 years old	6.36	Over 50 years old	17.79

1. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

PERCENTAGE OF EMPLOYEES FROM MINORITY AND/OR VULNERABLE GROUPS, BY EMPLOYEE CATEGORY^{1, 2}

2025	
Black	
Vice Presidency	25.00
Executive Board	16.25
Senior Management	26.82
Management	29.93
Coordination	31.39
Specialist	28.88
Analyst	41.04
Operational	35.38
PwDs	
Vice Presidency	0.00
Executive Board	1.25
Senior Management	1.12
Management	4.38
Coordination	0.52
Specialist	0.53
Analyst	1.59
Operational	3.41

1. Data on LGBTQIAPN+ individuals have not yet been incorporated into our systems. However, we are continuously improving our management practices and intend to further enhance the structured collection and reporting of these data in the future.

2. For this calculation, Instituto Ânima used its asset base as of December 2025, while Ânima Educação used its asset base as of December 31, 2025.

RATIO OF BASIC SALARY AND REMUNERATION OF WOMEN TO MEN, BY EMPLOYEE CATEGORY (%)^{1, 2, 3, 4} GRI 405-2

2025

	Basic salary (%)	Remuneration (%)
Vice Presidency	102.08	102.08
Executive Board	91.34	90.10
Senior Management	97.79	98.05
Management	99.99	101.24
Coordination	99.36	99.36
Specialist	93.72	93.06
Analyst	89.80	89.44
Operational	90.96	91.29

1. To calculate the average basic salary and total compensation, the figures had to be standardized based on a monthly work schedule of 220 hours. In this way, we eliminate distortions caused by having more or fewer monthly working hours. The only figures that were not standardized were those relating to faculty members, whose teaching loads vary from month to month. For these individuals, the total amount of their combined salary for the last month was considered.

2. This indicator specifically refers to the average wage ratio by employee category. This metric is distinct from the organization's lowest basic salary, which is the same for men and women (ratio of 1.0).

3. This indicator was calculated based on the average remuneration of women and men, using the amounts paid in December 2025. Remuneration was calculated based on the total salary, which includes the basic salary and applicable salary-related allowances, such as allowances for length of service, hazardous work, and unhealthy working conditions, among others. Variable remuneration components, such as bonuses, profit-sharing, commissions, or any other forms of incentives, were not included in the calculation.

4. For the calculation of the indicator, the active employee headcount as of December 2025 was used for Instituto Ânima, while the active employee headcount as of December 31, 2025 was used for Ânima Educação.

Economic Performance

DIRECT ECONOMIC VALUE GENERATED AND DISTRIBUTED¹ GRI 201-1

DIRECT ECONOMIC VALUE GENERATED (BRL THOUSAND)

ECONOMIC VALUE RETAINED (BRL THOUSAND)

2025

Revenues 4,470,407

2025

Total 94.363

ECONOMIC VALUE DISTRIBUTED (BRL THOUSAND)

2025

	Value	Percentage (%)
Operational costs	1,663,457	37.21
Employee salaries and benefits	1,139,987	25.50
Payments to capital providers	1,031,028	23.06
Payments to the government (by country)	408,662	9.14
Total	4,243,134	94.92

1. The Value-Added Statement (VAS) served as the basis for calculating the economic value generated and distributed. Specific adjustments were made to ensure conceptual alignment with the indicator, including the exclusion of non-controlling shareholders' interest (totaling BRL 132,910,000), as it did not represent a payment or distribution of funds during the fiscal year.

FINANCIAL SUPPORT RECEIVED FROM GOVERNMENT (BRL THOUSAND)¹ GRI 201-4

2025

Total 291,675

1. This refers to the tax exemption granted to participants in the *Universidade para Todos* (University for All – Prouni) Program.

GRI Content Index

Statement of Use	Ânima Educação has reported the information cited in this GRI content index for the period from January 1, 2025, to December 31, 2025 in accordance with the GRI Standards.
GRI 1 used	GRI 1: Fundamentals 2021

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
General Content						
The organization and its reporting practices						
GRI 2: General disclosures 2021	2-1 Organizational details	8				
	2-2 Entities included in the organization's sustainability reporting	8				
	2-3 Reporting period, frequency and contact point	6				
	2-4 Restatement of information	This is Ânima Educação's first GRI report.				
	2-5 External assurance	6, 164				
Activities and workers						
GRI 2: General disclosures 2021	2-6 Activities, value chain and other business relationships	8, 22				
	2-7 Employees	76, 141, 142				8, 10
	2-8 Workers who are not employees	143				8
Governance						
GRI 2: General disclosures 2021	2-9 Governance structure and composition	59, 60				5, 16
	2-10 Nomination and selection of the highest governance body	59				5, 16
	2-11 Chair of the highest governance body	59				16
	2-12 Role of the highest governance body in overseeing the management of impacts	59, 61				16

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
GRI 2: General disclosures 2021	2-13 Delegation of responsibility for managing impacts	59, 61				
	2-14 Role of the highest governance body in sustainability reporting	61				
	2-15 Conflicts of interest	147				16
	2-16 Communication of crucial concerns	147				
	2-17 Collective knowledge of the highest governance body	25				
	2-18 Evaluation of the performance of the highest governance body	59				
	2-19 Remuneration policies	Ânima Educação has adopted fixed and variable remuneration policies for its senior leadership in accordance with the guidelines established by the Brazilian Consolidation of Labor Laws (CLT). Currently, the fixed and variable remuneration of senior leadership is not formally tied to specific ESG indicators. However, the company has established the assessment of how ESG factors can be incorporated into executive remuneration practices as one of its objectives.				
	2-20 Process to determine remuneration	The remuneration policy is based on market practices and principles of fairness, ensuring internal consistency, external competitiveness, and alignment with sustainable performance. It also supports the recruitment, retention, and engagement of employees across all levels of the organization.				
	2-21 Annual total compensation ratio	143				
Strategy, policies and practices						
GRI 2: General disclosures 2021	2-22 Statement on the sustainable development strategy	4				
	2-23 Policy commitments	58, 65				16
	2-24 Embedding policy commitments	65				
	2-25 Processes to remediate negative impacts	66				
	2-26 Mechanisms for seeking advice and raising concerns	58				16
	2-27 Compliance with laws and regulations	No cases of noncompliance with laws and regulations were identified during the reporting period.				
	2-28 Membership associations	18				

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
Stakeholder engagement						
GRI 2: General disclosures 2021	2-29 Approach to stakeholder engagement	17				
	2-30 Collective bargaining agreements	143			8	
Material topics						
GRI 3: Material topics 2021	3-1 Process to determine material topics	26				
	3-2 List of material topics	26				
Economic Impact						
GRI 3: Material topics 2021	3-3 Management of material topics	56				
GRI 203: Indirect economic impacts 2016	203-1 Infrastructure investments and services supported	56			5, 9, 11	
	203-2 Significant indirect economic impacts	56			1, 3, 8	
Attracting, developing, and retaining educators – teachers						
GRI 3: Material topics 2021	3-3 Management of material topics	43				
GRI 401: Employment 2016	401-1 New employee hires and employee turnover	43			5, 8, 10	
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	We make sure that all professionals, including teachers paid on an hourly basis, receive compensation in accordance with current legislation, maintaining a pay ratio of 1.0 between the lowest salary paid to men and that paid to women.			3, 5, 8	
	401-3 Parental leave	143			5, 8	
	GRI 402: Labor/ Management Relations 2016	402-1 Minimum notice period regarding operational changes	Ânima provides at least four weeks' notice of significant operational changes, with the notice period varying depending on the nature of the change. In 2025, the organization was covered by 60 collective labor instruments, comprising 11 collective labor agreements and 49 collective bargaining agreements.			8

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
GRI 404: Training and education 2016	404-1 Average hours of training per year per employee	43, 145				4, 5, 8, 10
	404-2 Programs for upgrading employee skills and transition assistance programs	43				8
	404-3 Percent of employees receiving regular performance and career development reviews	143				5, 8, 10
Access to education						
GRI 3: Material topics 2021	3-3 Management of material topics	38				
Diversity, equity, and inclusion						
GRI 3: Material topics 2021	3-3 Management of material topics	75				
GRI 202: Market presence 2016	202-1 Ratios of standard entry level wage by gender compared to local minimum wage	43				1, 5, 8
	202-2 Proportion of senior management hired from the local community	In 2025, we included 64 executive positions in our corporate mapping exercise, 25 of which were directly associated with key operational units. Of these, 13 leaders (52%) were hired from the local community.				8
GRI 405: Diversity and equal opportunity 2016	405-1 Diversity of governance bodies and employees	75, 76				5, 8
	405-2 Ratio of basic salary and remuneration of women to men	153				5, 8, 10
GRI 406: Non- discrimination 2016	406-1 Incidents of discrimination and corrective actions taken	In 2025, Ânima Educação recorded 18 confirmed incidents of discrimination. The organization conducted a thorough review of each case and implemented the corresponding corrective measures and preventive action plans.				5, 8
Economic performance						
GRI 3: Material topics 2021	3-3 Management of material topics	54				

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
GRI 201: Economic Performance	201-1 Direct economic value generated and distributed	153				8, 9
	201-3 Defined benefit plan obligations and other retirement plans	Ânima does not currently offer retirement benefit plans.				
	201-4 Financial assistance received from government	153				
Social performance						
GRI 3: Material topics 2021	3-3 Management of material topics	54				
GRI 410: Security practices 2016	410-1 Security personnel trained in human rights policies or procedures	Ânima recognizes respect for human rights as a fundamental principle that applies across its operations, including its security activities. The organization provides training for security personnel; however, these initiatives have not yet been fully systematized for record-keeping and monitoring purposes. Work is currently underway to establish formal guidelines and oversight and reporting mechanisms for human rights training.				16
GRI 413: Local communities 2016	413-1 Operations with local community engagement, impact assessment and development programs	52				
	413-2 Operations with significant actual and potential negative impacts on local communities	Ânima has no operations that generate significant adverse impacts on local communities. However, noise pollution is recognized as a potential negative impact with monitoring likelihood.				1, 2
Privacy and data security						
GRI 3: Material topics 2021	3-3 Management of material topics	62				
GRI 418: Customer privacy 2016	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	62				16

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
Innovation and technology						
GRI 3: Material topics 2021	3-3 Management of material topics	35				
Educator health, well-being, and safety						
GRI 3: Material topics 2021	3-3 Management of material topics	47				
GRI 403: Occupational health and safety 2018	403-1 Occupational health and safety management system	47				8
	403-2 Hazard identification, risk assessment and incident investigation	47				8
	403-3 Occupational health services	47				8
	403-4 Worker participation, consultation, and communication on occupational health and safety	47				8, 16
	403-5 Worker training on occupational health and safety	47				9
	403-6 Promotion of worker health	47				3
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships	Ânima Educação conducts risk assessments of the activities conducted by contractors and other business partners at its institutions through the structured integration of technical documents and internal operational approval processes. This process enables the early identification of hazards, assessment of risks, and implementation of appropriate controls before activities begin, thereby supporting legal compliance, standardiza- tion, and operational safety.				8
	403-8 Workers covered by an occupational health and safety management system	Ânima Educação has implemented an occupa- tional health and safety management system that fully complies with applicable laws and standards. During the reporting period, the organization reported that the system covered 100% of its workforce.				8

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
GRI 403: Occupational health and safety 2018	403-9 Work-related injuries	47, 145				3, 8, 16
	403-10 Work-related ill health	47, 145				3, 8, 16
Quality of education						
GRI 3: Material topics 2021	3-3 Management of material topics	29				
Ethics, integrity, and compliance						
GRI 3: Material topics 2021	3-3 Management of material topics	65				
GRI 205: Anti- corruption 2016	205-1 Operations assessed for risks related to corruption	58, 65, 66, 67				16
	205-2 Communication and training about anti-corruption policies and procedures	Ânima Educação conducts communication and training initiatives related to anti-corruption policies and procedures. However, there are no consolidated data available for disclosure for the reporting period. Aiming to enhance traceability in future reporting cycles, the company is improving its processes for managing and consolidating this information.				16
	205-3 Confirmed incidents of corruption and actions taken	There were no confirmed reports of corruption in 2025.				16
GRI 206: Anti- competitive Behavior 2016	206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices		Contents	Confidential information	For strategic reasons, the company is not currently disclosing information related to unfair competition.	16
Relationship with students						
GRI 3: Material topics 2021	3-3 Management of material topics	39				

GRI Standard / Other source	Contents	Location	Omission			SDG
			Requirements omitted	Reason	Explanation	
Relevant indicators without a material topic						
GRI 204: Procurement Practices 2016	204-1 Proportion of spending with local suppliers	67				8
GRI 302: Energy 2016	302-1 Energy consumption within the organization	148				7, 8, 12, 13
	302-2 Energy consumption outside the organization	148				7, 8, 12, 13
	302-3 Energy intensity	148				
GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared resource	72				6, 12
	303-2 Management of water discharge-related impacts	72				6
	303-3 Water withdrawal	149				6
GRI 305: Emissions	305-1 Direct (Scope 1) GHG emissions	149				3, 12, 13, 14, 15
	305-2 Energy indirect (Scope 2) GHG emissions	149				3, 12, 13, 14, 15
	305-3 Other indirect (Scope 3) GHG emissions	150				3, 12, 13, 14, 15
	305-4 GHG emissions intensity	150				13, 14, 15
GRI 306: Waste 2020	306-1 Waste generation and significant waste-related impacts	73				3, 6, 11, 12
	306-2 Management of significant waste-related impacts	73				3, 6, 8, 11, 12
	306-3 Waste generated	149				3, 6, 11, 12, 15
GRI 308: Supplier environmental assessment 2016	308-1 New suppliers that were screened using environmental criteria	67				
GRI 414: Supplier Social Assessment 2016	414-1 New suppliers that were screened using social criteria	67				5, 8, 16



SASB Content Index

Topic	Code	Contents	Location
Access to education			
Activity metrics	SV-ED-000.A	Number of students enrolled	8
	SV-ED-000.B	Number of applications received for enrollment	Ânima Educação received 1,140,241 enrollment applications during the reporting period.
	SV-ED-000.C	Average registered credits per student, percentage online	During the reporting period, Ânima did not disclose the average number of credits per student or the percentage of credits offered online, as the data-collection processes and internal controls required to consolidate this information are still under development.
	SV-ED-000.D	Number of: (1) teaching staff and (2) all other staff	147
Privacy and data security			
Data security	SV-ED-230a.1	Description of approach to identifying and addressing data security risks	62
	SV-ED-230a.2	Description of policies and practices relating to collection, usage, and retention of student information	62
	SV-ED-230a.3	(1) Number of data breaches, (2) percentage that are personal data breaches, (3) number of students affected	62
Quality of education			
Quality, education, and employment	SV-ED-260a.1	Graduation Rate	Ânima continuously monitors graduation rates, using this indicator to support academic management and track student progress. For 2025, however, we have chosen not to report this indicator in accordance with the SASB methodology, as its measurement criteria are not aligned with our monitoring and management model. Accordingly, disclosing this information could impair the comparability and interpretation of the academic performance data reported.

Topic	Code	Contents	Location
Quality, education, and employment	SV-ED-260a.2	a. On-time completion rate	Ânima continuously monitors the on-time completion rate. However, for 2025, the organization chose not to report this indicator in accordance with the SASB methodology, as the prescribed criterion does not reflect its management and monitoring practices and could compromise the comparability and interpretation of academic performance.
	SV-ED-260a.3	a. Job placement rate	Ânima does not report this indicator because the graduate employment survey conducted in 2025 followed the methodology of the ABMES/Symplicity Employability Indicator (IASE), which measures employment outcomes 9 to 15 months after graduation. As this methodology differs from that prescribed by the SASB standard, the results are not directly comparable.
	SV-ED-260a.6	Description of policies relating to student indebtedness and programme loan defaults	141
Customer relations			
Marketing & recruiting practices	SV-ED-270a.2	Total amount of monetary losses as a result of legal proceedings associated with advertising, marketing, and mandatory disclosures	Disclosing detailed information could undermine the company's litigation and negotiation strategies and compromise its legal position.
	SV-ED-270a.3	(1) Instruction and student services expenses and (2) marketing and recruiting expenses	140
	SV-ED-270a.4	Revenue from: (1) government-funded student aid and (2) private student loans	In line with its governance practices, Ânima continuously reviews its information-disclosure practices, balancing transparency with the protection of strategically sensitive data. Accordingly, this information has not been disclosed because it concerns matters deemed commercially sensitive to the company.

Assurance

GRI 2-5



VERIFICATION STATEMENT

INTRODUCTION

Bureau Veritas Quality International Brasil (BVQI), hereinafter referred to as Bureau Veritas, established at Alameda Xingu, 350 – Alphaville Industrial, Barueri, São Paulo, 3rd floor, registered in the National Register of Legal Entities under CNPJ No. 72.368.012/0002-65, declares, for the due purposes, that **Ânima Holding S.A. (Ânima)**, established at Rua Harmonia, 1250, 9th floor Sumarézinho – São Paulo/SP, registered in the National Register of Legal Entities under CNPJ No.: 09.288.252/0001-32, is authorized to publish in all its titles and websites the excerpt of the Verification Declaration as follows:

Bureau Veritas, based on the processes and procedures described in its Verification Report and in accordance with the standards and principles of ISAE 3000, declares that for Sustainability Reports, there is no evidence that Ânima's 2025 Annual Report is materially incorrect, that it does not fairly represent Ânima's data and information or that it has not been prepared in accordance with specifications of the *Global Reporting Initiative™*.

SCOPE

The scope of this verification covered the Global Reporting Initiative™ standards and Principles¹ for Sustainability Reporting and refers to the accountability for the period from January 1, 2025 to December 31, 2025, as well as SASB (Sustainability Accounting Standards Board) indicators.

¹ Accuracy, Balance, Clarity, Comparability, Completeness, Sustainability Context, Timeliness, and Verifiability.

LIMITATIONS AND EXCLUSIONS

Excluded from this verification was any evaluation of information related to:

- Activities outside the reported period;
- Position statements (expressions of opinion, belief, objectives or future intentions) by Ânima;
- Accuracy of economic and financial data contained in this Report, extracted from financial statements, verified by independent auditors, as well as any services related to the Integrated Report from the perspective of CVM Resolution No. 14/2020;
- Inventory of Greenhouse Gas (GHG) emissions, including energy data (verified in a separate process);
- Data and information from affiliated companies or outsourced workers, over which Ânima has no operational control.

The following limitations have been applied to this verification:

- The principles of Data Accuracy and Reliability were verified on a sample basis, exclusively in the light of the information and data related to the material themes presented in the Report;
- The economic information presented in the Report was specifically verified against the GRI Balance and Completeness principles.

WORKING METHOD

This work was conducted 100% remotely (without face-to-face visit and/or interview with the interested parties object of this study), and clarification meetings were held regarding the selection of criteria and



the form of evaluation, cross-referencing and consolidation of the database with lead auditor Nádia Zuca and employees of ANIMA HOLDING S.A., respectively.

The work was based on the following steps:

- Kick-off meeting
- Remote evaluation and validation of the methodology, systematics and corporate and operational processes used to determine the material aspects included in the Report, considering the context of sustainability and scope of published information (verification of material GRI and SASB indicators and information sampling);
- Analysis of documentary evidence provided by Ânima for the period covered by the Report (2025);
- Preparation of a checklist to request additional documents;
- Analysis of the complementary documents sent;
- Analysis of stakeholder engagement activities developed by Ânima;
- Preparation of the report containing all the analysis carried out and the validation of the results;
- Preparation of the Declaration of veracity of the methodology/results;
- Technical review of the report and statement.

The verification level adopted was Limited, per the requirements of the ISAE 3000² standard, incorporated into Bureau Veritas' internal verification protocols.

² International Standard on Assurance Engagements 3000 – Assurance Engagements other than Audits or Reviews of Historical Financial Information.

RESPONSIBILITIES OF ÂNIMA AND BUREAU VERITAS

The presentations of all documentation related to the Scope were the sole responsibility of Ânima. The auditors were responsible for verifying and analyzing the documentation and actions carried out remotely and, therefore, validating what was proposed in the scope.

CONCLUSION

In 2025, Ânima Educação conducted a review of its materiality based on the concept of double materiality, an approach that allows evaluating and prioritizing environmental, social and governance (ESG) topics from two complementary perspectives: the organization's impacts on society and the environment and the effects of these topics on value generation and business strategy.

The process of identifying and prioritizing material topics considered the actual and potential impacts of the company's activities and involved broad stakeholder engagement.

In our understanding, Ânima's Annual Report presents the impacts of the Company's activities in a balanced way.

As a result of our verification process, nothing has come to our attention that could indicate that:

- The information provided in the Report is not balanced, consistent, and reliable;
- Ânima has not established appropriate systems for collecting, compiling and analyzing quantitative and qualitative data used in the Report;
- The Report does not adhere to the Principles for defining the content and quality of the GRI Standard for sustainability reporting.



VALIDITY

This Statement has no expiration date. However, the assurance was carried out in accordance with the Report presented by Ânima, conducted from June to July 2026, and cannot be used for future cycles.

It should be noted that, if there is any significant modification, inclusion or exclusion of data/ information currently established and validated in relation to the scope of this Declaration, a new verification must be carried out.

DECLARATION OF INDEPENDENCE AND IMPARTIALITY

Bureau Veritas is an independent company with more than 198 years of experience in verifying Quality, Environment and Sustainability Management Systems. It has a certified Quality Management System, ensuring ethical, professional and legal compliance. Its team acts independently, without ties to Ânima Holding S.A. In addition, it applies a strict Code of Ethics to ensure high standards of integrity and professionalism.

At the end of the process and Assurance, Detailed Assurance Reports were generated, kept as a record in our Management System.

CONTACT

<https://www.bureauveritas.com.br/pt-br/fale-com-gente>

Barueri, July 21, 2026

Nádia Zuca
Lead Verifier
Bureau Veritas Quality International

Rodrigo Oliveira
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Corporate Information and Credits

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INSPIRALI

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EDITORIAL PROJECT

[Grupo Report](#)

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Fernanda Andrade, Lígia Feliciano, Marina
Xavier, Murilo Botega, Naná Prado, Rubem
Hojo, Nathalia Scotuzzi

PHOTOS

The Ânima Educação, Inspirali, and Instituto
Ânima Collections

TRANSLATION

Grupo Report

We would like to express our sincere
gratitude to all the educators who
contributed to the preparation of this
report. Their collaboration and engagement
are essential to the ongoing strengthening
and advancement of our ESG journey.

São Paulo, July 2026