



DISTANCE LEARNING: new Rules of Decree 12,456/2025, what changes?

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Frederico da Silva Cesario¹
José Ricardo Martins Machado²

Summary

This article discussed the main and most relevant changes implemented by Decree No. 12,456/2025, which reformulates the guidelines for Distance Education (DE) in Brazil. The proposal analyzed the positive and negative impacts of these new regulations on students, educational institutions, teachers, and the pedagogical process itself. Among the benefits, the emphasis on quality, the expansion of digital inclusion, and stricter regulations on campuses and workloads stood out. On the other hand, the negative effects include potential restrictions on access, increased bureaucracy, and operational challenges for smaller institutions. The work aimed to contribute to the debate on the democratization and effectiveness of DE in the country, considering the post-pandemic scenario and new educational paradigms.

Keywords: Distance Education. Decree 12,456/2025. Educational Policies. Hybrid Education. Digital Inclusion.

Abstract

This article discussed the main and most relevant changes implemented by Decree No. 12,456/2025, which reformulates the guidelines for Distance Education (DE) in Brazil. The proposal analyzed the positive and negative impacts of these new regulations on students, educational institutions, teachers, and the pedagogical process itself. Among the benefits, the emphasis on quality, the expansion of digital inclusion, and stricter regulations on campuses and workloads stood out. On the other hand, the negative effects include potential restrictions on access, increased bureaucracy, and operational challenges for smaller institutions. The work aimed to contribute to the debate on the democratization and effectiveness of DE in the country, considering the post-pandemic scenario and new educational paradigms.

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1 INTRODUCTION

Distance Education (EaD) has become a very viable alternative for expand access to education both nationally and internationally, especially during the COVID-19 pandemic and post-pandemic period. Based on this scenario, the government

1. PhD student at the Integrated Research Center Integralize CIPI e-mail: fredericocesario@yahoo.com.br

2. Doctoral Supervisor at the Integrated Research Center Integralize CIPI e-mail: profj.ricardo@hotmail.com

federal government enacted Decree No. 12,456/2025, which establishes new rules for the operation distance learning, with the aim of improving its quality.

However, the changes envisaged in the Decree generated a wide debate among educators, students and educational managers, dividing opinions as to their real impacts. The enactment of Decree No. 12,456/2025 arises in a context of intense educational transformations driven by the COVID-19 pandemic, which exposed structural inequalities and accentuated the challenges of Distance Education (EaD) in Brazil.

Therefore, the relevance of this study is justified given the need to understand whether such normative changes really represent a qualitative advance for the modality or impose barriers to access, especially for socially vulnerable populations and residents in remote regions.

The central problem lies in the tension between quality and equity: how to guarantee high standards of education without limiting the democratization of access? This dilemma guides the critical reflection on the real impacts of the decree, proposing to analyze its effects on Brazilian educational panorama. Thus, the following work aims to make a critique of Decree 12,456/2025, examining its main points, the benefits expected and potential harms.

2 THEORETICAL BASIS

2.1. The expansion of distance learning and its institutionalization

The traditional distance education model, characterized by teaching formats hybrids, called first and second generation because they are supported by textbooks, radio or television was the cornerstone of the expansion of so-called "hybrid learning" or blended education model. (OLIVEIRA, 2025).

This model represented a transformation of hybrid teaching models through the incorporation of virtual components, such as platforms, digital learning resources and virtual tutors. However, at the same time and with increasing intensity, the supply of 100% virtual or online education has expanded, shaping the landscape of distance education since the end of the last decade and characterizing the current dominant scenario in systems university students in Latin America. (VELOSO; MILL, 2022).

According to Oliveira (2025) this new dynamic is characterized by the establishment of legal frameworks that allow the offering of virtual education courses, through the authorization and creation of universities dedicated specifically to virtual (or also called online) education and by expanding enrollments in this type of offering, both through new demands and for a change in existing demands for distance education in hybrid formats, in towards a 100% virtual offering.

The institutionalization of distance learning is an indispensable condition for the modality's sustainability. Generally, the Brazilian experience with this modality is part of a bureaucratic apparatus that, historically, has been accommodated to the regular provision of only in-person education. (VELOSO; MILL, 2022, p. 03).

This process, at the same time, is signifying the transition from unimodal modalities in the provision of distance education for a more differentiated and diverse offering that we define as multimodality, and which integrates both 100% virtual and distance learning offers. (LIMA; FARIA, 2020).

These bidding processes have been predominantly national in their respective countries, but it is also evident that many institutions have begun to internationalize their offerings, both establishing locations outside their countries to support teaching processes and offering fully virtual cross-border offerings.

In this sense, higher education systems are increasing the geographic base of their enrollment in the new competition to participate in global education, especially in countries that enabled online offerings. (OLIVEIRA, 2025). Distance learning in Brazil had its first records still in the 20th century with correspondence courses, such as those of Brazilian Universal Institute.

With the advancement of technologies, the modality gained new configurations, becoming through educational television, radio and, more recently, digital platforms. (SAVIOLI; *et al.*, 2025). The Law of Guidelines and Bases of National Education (LDB, Law No. 9,394/1996) recognized distance learning as a legitimate teaching modality. Thus:

Since the early 2000s, distance higher education in Brazil has evolved from a timid innovation to a central strategy for educational expansion. Furthermore, as distance learning has become a viable alternative for access, especially for geographically remote or socially vulnerable populations, its growth has been driven by public policies, digital technologies, and institutional interests. (SAVIOLI; *et al.*, 2025, p. 05).

That is, Savioli; *et al.* (2025) explains that from the 2000s onwards, with the regulation through decrees such as No. 5,622/2005 and No. 9,057/2017, there was an explosion of

institutions offering distance learning courses, mainly in higher education. This new scenario digital technology has led all institutions that offer educational services, especially those in distance or hybrid learning models, to transform to include virtual components with platforms and tutors, as well as new features learning.

For Veloso and Mill (2022) this occurred with two initial orientations: one, with the lack of locations, thanks to 100% virtual offers that promoted greater use of Technologies Information and Communication and focused on greater use of learning resources multimedia and software development, extensive student monitoring systems and new mechanisms for assessing learning.

According to Oliveira (2025) another modality remains locally supported by existence of support locations, which served as quality assurance mechanisms through of tests, internships, classes and local synchronous activities, or served as meeting spaces and study.

Lima and Faria (2020) say that these were structures that facilitated relevance, coordination and the existence of local learning communities, and became pillars of learning, along with virtual resources and interactions. Furthermore, they provide ways to check the originality of students' work, monitor pre-professionals and implement applied research dynamics at the local level.

These models were called "hybrid learning" or learning semi-virtual. The emergence of communication and information technologies has not only brought transformations in institutions that offered distance learning, as well as facilitating the entry of new providers, mainly international, in the field of higher education distance, giving rise to the beginning of cross-border education. (OLIVEIRA, 2025). At the national:

The figures for higher education in the country may be encouraging from the point of view of achieving the goals of the National Education Plan related to this level of education. However, before considering this expansion as the much-desired democratization of higher education in the country, it is necessary to consider two important variables. (OLIVEIRA; 2025, p. 14).

These cross-border international offers covered existing local demands in the several countries, which could not be served by local offerings due to regulatory restrictions. The slow pace of updating regulations to facilitate multimodality has facilitated the

entry of cross-border offers, almost under monopoly conditions. (VELOSO; MILL, 2022).

Thus, in Latin America, there was the entry of 100% new international providers virtual, and of several public universities, either by themselves or in consortium. This occurred in addition to the fact that undergraduate programs are offered in non-virtual models. In addition, Furthermore, these institutions, authorized in their countries of origin, produced an enormous number of diplomas and virtual courses, without authorization in their countries of origin. (OLIVEIRA, 2025).

2.2. The pandemic and post-pandemic scenario

Online education was a concept that already existed before the pandemic as part of digitalization as a social megatrend. However, it was not widely used in educational institutions in different programs, being relegated to education programs adults, online courses, undergraduate preparation and in certain sectors and educational levels very closed and conservative. (GROSSI; GIFFONI, LOPES, 2023). However:

With the arrival of the pandemic, the world was forced to readapt its social life, as it required the prohibition of something we were accustomed to experiencing naturally: socializing. Therefore, society found itself facing an unusual situation for which we were unprepared: social isolation. (GROSSI; GIFFONI; LOPES, 2023, p. 05).

However, as Lopes et al. (2021) emphasize that in 2021, there were students university students who participated mainly or exclusively in teaching studies higher education online. Online classes could be a new normal for these students, replacing pre-pandemic in-person activities in physical classrooms, leading to a change in rules of participation.

Based on what Grossi, Giffoni and Lopes (2023) point out, it is understood that, despite the huge problems of armed conflicts and wars in the last century, human beings survived and continued to develop an education that solved these problems contemporaries and created a new future.

Thus, due to these adverse situations experienced at very specific levels, the global education system had started with different teaching practices and approaches and learning. In the recent context of the COVID-19 pandemic, this is one of the most representative that is forcing the system to start over in two fundamental contexts: the everyday life and the educational model. (RODRIGUES; BIRNFELD, 2022).

It is undeniable that the global disruption to education caused by the COVID-19 pandemic constitutes, by far, the most significant educational crisis recorded globally in recent years 100 years. This situation has caused most countries around the world to close schools and higher education institutions as part of joint strategies aimed at combating pandemic. (GROSSI; GIFFONI, LOPES, 2023).

It should be noted that the economic costs were enormous; however, in the opinion of Lopes *et al.* (2021) the repercussions were not of the expected magnitude thanks to the impulse provided by new technologies, giving a boost and relief to the economy that avoided a global economic and social disaster.

According to Grossi, Giffoni and Lopes (2023) a series of global simulations of learning losses due to COVID-19 have generated large and inherently substantial losses in areas of high impact on the educational system, such as mathematics and reading comprehension, not only at the initial levels, but also at levels two and three of education.

Cardoso (2023) also observed that in both high, middle and low income countries, the education system was disproportionately affected by the poorest students, who had fewer resources and fewer devices available. Therefore, it is clear that the biggest challenge of virtual education is to achieve equality in the educational system, which is why it is necessary develop programs to provide computing equipment and resources, together with the leap in free and open access to the internet.

From this perspective, the new wave of computerization in the educational context brought about by pandemic included several professional development programs aimed at teachers, parents, students, educators, student leaders, policymakers and other educational stakeholders and academics, fundamentally oriented towards finding institutionally sustainable way to continue educational activities during the pandemic era. (GROSSI; GIFFONI, LOPES, 2023).

To this end, new programs were developed, improved and implemented that allow and facilitate synchronous presentations; that is, in real time online using Google Meet, Zoom, Space, and other virtual meeting platforms. These programs have enabled creation of classrooms for up to 40 students, allowing them to participate directly in the teaching process. (Lopes; *et al.*, 2021).

Similarly, Grossi, Giffoni and Lopes (2023) explain that programs linked to curriculum and assessment have increased awareness among individuals about their practices educational, opening new dimensions in education. Collaborative discussions through

online platforms have opened up space for planning more educational activities participatory measures that guarantee two things: effective teaching and its continuity after the pandemic.

It should be noted that these programs have simplified the continuity of activities educational activities through online platforms. Therefore, in this context, all parties stakeholders and components of the educational system were able to consider how to continue the educational activities after the pandemic.

In other words, the new focus was on creating a pandemic-proof education system. (RODRIGUES; BIRNFELD, 2022). Human beings, by nature, learn from what they experience in the context of their everyday lives. In other words, they learn from the moment and progressively make changes to their usual practices, making them beneficial to themselves and for others. (GROSSI; GIFFONI, LOPES, 2023).

Based on the above, in terms of educational practices, changes have occurred drastic structural changes, which occurred in very short periods of time due to the pandemic caused by the COVID-19 virus. It's no secret that life during the pandemic has been a great experience for modern humans, and for more than three generations who have not known global conflicts or wars. (LOPES; *et al.*, 2021).

However, the resulting situation managed to change the entire educational system, making it more relevant to face the challenge posed by the pandemic. For Grossi, Giffoni and Lopes (2023) this is the first step towards achieving a sustainable future, since the world needs more than ever to explore another innovative model of education capable of dealing with the problems that arise due to emergencies such as those mentioned above.

In Cardoso's (2023) opinion, this even led to an increase in the unemployment rate, which brought more inconveniences instead of solving the existing problems. This is a waste for society, because these men and women, although prepared, still do not have the essential skills to successfully face the future job market.

Therefore, the education system should focus on skill development technological solutions for the virtualization of school activities, so that students, after this pandemic, can implement various practices to foster knowledge, skills and the values of students capable of being leaders, creators, designers, thinkers, developers and collaborators in solving real-world problems. (GROSSI; GIFFONI, LOPES, 2023).

To achieve this, the educational system needed to integrate the following changes entrepreneurs in line with the emergencies that will undoubtedly arise in the future. However,



There is currently a wide range of virtual education projects that cover comprehensive the student's creative process. (LOPES; *et al.* 2021).

According to Grossi, Giffoni and Lopes (2023) these provide interaction platforms colossal contributions to the development of new criteria for updated post-pandemic education. This occurs because these projects must be carried out using materials that involve all senses, with games that use executive functions, transforming classrooms into makerspaces, exploring the world beyond the classroom, reading fiction and non-fiction literature and designing activities that ask key questions about what is being taught.

Furthermore, from another angle related to post-pandemic education, special care taken in the evaluation process is analyzed. Powerful ICT tools have been created with respective applications and software performance, which work both offline and online. (RODRIGUES; BIRNFELD, 2022).

Some of these include the learning management system Moodle, and Google as well launched several packages and applications, such as Docs, Forms and Slides, among others, as well as a significant number of questionnaire-based applications. Finally, it is worth noting that Most current platforms offer features for self-assessment and peer review, serving as a means of supporting students in their learning and improvement process educational.

Thus, new developments in virtual education, from a post-pandemic, allow for evaluation and feedback procedures that can be emulated with the use of technological resources; something unthinkable in the pre-pandemic era. (GROSSI; GIFFONI, LOPES, 2023).

2.3. Objectives of the new decree

Decree No. 12,456/2025 was created with the intention of guaranteeing pedagogical quality in distance learning courses; establishes minimum parameters for in-person workload; regulates the performance of face-to-face support centers; and also ensures more rigorous evaluation of courses and institutions, that is:

In this context, given the current scenario of normative inflection, in which Decree No. 12,456/2025 proposes a break with previous logics of Distance Education, it becomes urgent to reflect on its concrete effects on the structuring of educational and pedagogical formats in Brazilian higher education. (SAVIOLI; *et al.*, 2025, p. 08).



One of the main changes is the requirement that, in higher education, at least 30% of the workload of distance learning courses is completed in person, directly impacting courses such as Pedagogy, Administration and Social Service. (SAVIOLI; *et al.*, 2025). In addition Furthermore, the decree requires that distance learning centers undergo periodic audits and maintain quality physical and technological infrastructure. Regarding accreditation:

Art. 13. Accreditation for the offering of undergraduate courses in the formats referred to in art. 4 will be carried out through a single regulatory process. [...]

§ 2º For the offering of undergraduate courses in blended and distance learning formats, accreditation will require meeting specific requirements, appropriate to the format of offering.

§ 4º In the accreditation referred to in the caput, the headquarters of the Higher Education Institution and the EaD Centers will be considered for evaluation and regulation purposes, which may be evaluated by sampling, considering the specificities of the courses offered. (BRASÍLIA; 2025, p. 04).

In other words, it also makes the process of accrediting institutions more rigorous. providers. Learning assessment has always been a topic of great interest to us, we are dedicated to teaching, as it is a very important part of the teaching process and learning.

Therefore, it is invariably present, consciously or unconsciously, for teachers, students, school administrators, and parents at all formal educational events. During the health emergency, teaching and learning processes are transformed to adapt to the circumstances, needs and capabilities of institutions and students.

Evaluation, as part of this process, is no exception. (SAVIOLI; *et al.*, 2025). It is also considered a fundamental element in determining the continuity of studies for the most vulnerable individuals, due to economic and socio-emotional conditions arising from the critical situation of uncertainty and the impossibility of carrying out activities learning that they carried out in normal periods prior to March 2020.

As a result, pedagogical practices guided by algorithms, linear reading sequences, and standardized assessments become hegemonic, replacing the complex dialogue, listening, and problematization that characterize the act of education. Even so, it is crucial to emphasize that this tension is not neutral: it reflects the correlation of forces between educational concepts that either focus on critical and civic development or, conversely, reduce learning to a set of measurable skills for the market (SAVIOLI; *et al.*, 2025, p. 19).

In these critical educational circumstances, (SAVIOLI; *et al.*, 2025) argues that the assessment makes sense to enhance learning and provide opportunities for



sustain an educational system that faces an unexpected situation, without the intention of harm students at all educational levels.

However, there are isolated actions by institutions and teachers that do not have full awareness of the problems arising from the health emergency and socioeconomic issues and socio-emotional, acting with inflexible evaluation criteria, which harm especially the most disadvantaged students.

Based on this idea, it is necessary to propose an assessment with a more formative sense, as pointed out by Savioli; *et al.* (2025) who establish its usefulness in monitoring the student progress in their learning to provide feedback and intervene on their achievements, proposing that this evaluation activity be permanent during the process of teaching, not just at the end of it, as there will be no time to remedy the deficiencies found. Regarding the evaluations, it is necessary to:

Art. 23. Higher Education Institutions must apply in-person learning assessments, at their headquarters, on campuses outside their headquarters and at EaD Centers, in all their curricular units offered partially or fully through distance education.

§ 1º The evaluations referred to in the caput must: I - occur periodically and observe the quality benchmarks for undergraduate courses with distance learning offerings; II - have a majority weight in the composition of the final grade of each curricular unit; and III - include elements that encourage the development of discursive analysis and synthesis skills, which make up at least 1/3 (one third) of the assessment weight. (BRASILIA; 2025. p. 05).

Institutions should be evaluated annually based on quality, dropout, and employability and student satisfaction, in addition to undergoing on-site visits by the Ministry of Education. The focus on pedagogical quality tends to raise the standard of distance learning courses, reducing the supply of training fragile and merely commodified.

With the increase in classroom load and the improvement of infrastructure, it is expected greater student engagement and better results in the job market. Equity is a of the most important issues to be addressed in contingency situations, as not all students must have the same opportunities to access distance education. (SAVIOLI; *et al.*, 2025).

The problems that arise are very varied and require specific analysis in their context. Added to this list are anxiety, poor health of oneself or a family member of the family, precarious finances, lack of technology, lack of connectivity, the need of working to contribute to the family economy and the excessive effort to participate in learning activities, among others.



These situations require individual and collective solutions from teachers and school administrators at different educational levels. (SAVIOLI; *et al.*, 2025). These solutions must be diversified to meet most of the needs generated by individual conditions of students.

Likewise, it cannot be ignored that the true meaning of inclusion in distance education goes beyond mere enrollment or access to the platform. For students, especially those historically excluded, to not only enroll but also remain and critically appropriate the educational process, engagement in pedagogical practices that value active participation, authorship, and lived experience is essential (SAVIOLI; *et al.*, 2025, p. 29).

To this end, SAVIOLI; *et al.* (2025). Says that concrete actions of inclusion and justice must be placed above normative evaluation criteria. To continue the processes educational programs based on the times and programs established in the different calendars schoolchildren at all levels of the national education system, adaptations were made that allowed school activities to continue in the homes of students and teachers.

Initially, adjustments to school activities were made with the expectation that the emergency lasted a month or two, maybe three. However, as time went on, special conditions had to be extended, not only for the offering of courses, but also for assessment, accreditation and certification, since this problem arose during the semester in which school years normally end.

Some students completed preschool, elementary school, high school, high school, high school, higher education, and even postgraduate studies. All graduates at all levels educational institutions experienced a series of uncertainties related to the certification status of their studies. (SAVIOLI; *et al.*, 2025).

Consequently, it was necessary to consider the possibility of these students entering subsequent or return-to-work levels for those who have completed their training programs training. The decree promotes the use of hybrid and integrated methodologies, encouraging more interactive, collaborative and student-centered practices. (SAVIOLI; *et al.*, 2025). The mandatory presence of teachers in face-to-face activities promotes greater integration between student and teacher, valuing qualified pedagogical mediation.

2.4. Negative points

The requirement of physical presence may exclude students from remote areas or with difficulties in traveling, compromising the democratic nature of distance learning. However, it is



I need to remember that these same students may have difficulties accessing online systems due to lack of quality internet, which makes it possible to have to attend college, a more positive than negative point, since there students will not only have access to the internet and computers as well as the library itself. According to the Decree, the rules for face-to-face modality is:

Art. 12. Distance learning undergraduate courses must offer, in compliance with the National Curricular Guidelines and the act of the Minister of Education, at least:

I - 10% (ten percent) of the total course workload through in-person activities; and

II - 10% (ten percent) of the total course workload in face-to-face or mediated synchronous activities. (BRASÍLIA; 2025, p. 04).

The new rules also impose a considerable increase in the administrative burden and of costs for institutions, especially small ones. In this sense, Savioli; *et al.*, (2025) it is necessary to observe which institutions do not need to adhere to the rules of the Decree, not being aimed at all faculties, but only those in which it has structure for such changes.

One of the biggest attractions of distance learning was the flexibility of time and space. (SAVIOLI; *et al.*, 2025). With the new demands, this characteristic weakens, which can demotivate many students. This factor must be taken into account, since distance learning emerged in the period pandemic, but it ended up becoming a chance for many people to continue to their studies without having to leave home, not for convenience, but because they cannot.

Mandatory physical presence may reduce the number of tutors hired remotely, affecting professionals who work from home. Remote work opened doors for professionals who were unemployed, especially during the period of pandemic, and today it continues to be a job option for professionals, who are looking for more comfort, therefore, it is not viable for such modality to reduce its vacancies and affect this profile of professional.

3 METHODOLOGY

This study was characterized as a qualitative approach research, with exploratory nature. The analysis was conducted based on a critical reading of Decree No. 12,456/2025 and academic articles that discuss the implementation of public policies in distance learning modality.



Authors such as Oliveira (2025) were also used as the main theoretical sources, Savioli et al. (2025), Grossi *et al.* (2023) who contributed with reflections on the impacts of Distance learning in higher education. The methodological procedure consisted of collecting and interpreting secondary data available in official databases and scientific literature, allowing the evaluation of benefits and harms of new regulations from a critical perspective and contextualized, considering the social, pedagogical and institutional implications of normative.

4 RESULTS AND DISCUSSIONS

The main question of Decree No. 12,456/2025 is directed at the importance to ensure quality without compromising access. (SAVIOLI; *et al.*, 2025). This dichotomy requires that public policies be planned with active listening to society, focusing on inclusive solutions, such as investment in community hubs.

Thus, although Distance Education has established itself as one of the main alternatives for expanding access to higher education, what is currently at stake is not only its quantitative expansion but also the dispute over its political, pedagogical, and social meanings. In other words, what is under debate is which Distance Education project will consolidate in the country: a model committed to the critical democratization of education or one subordinated to technocratic and market logics. (SAVIOLI; *et al.*, 2025, p. 19).

According to (SAVIOLI; *et al.*, 2025) it is also necessary to encourage rural connectivity and continuing education of teachers in the use of educational technologies. Quality does not can be an argument for the elitization of EaD, nor can unrestricted access justify precariousness. The challenge lies in balance.

In this sense Savioli; *et al.*, 2025) reminds us that the new rules of Education Distance, established by Decree No. 12,456/2025, represent an important advance in attempt to qualify this type of education in Brazil. By imposing stricter and more stringent criteria seeking greater quality control, the decree meets a long-standing demand for seriousness and responsibility in offering distance learning courses.

However, its side effects cannot be ignored. Reduced flexibility, the increase in bureaucracy and the possibility of exclusion of vulnerable groups require a complementary educational policy that ensures equity. Therefore, it is essential that implementation of the new rules is accompanied by compensatory measures, such as



expansion of scholarships, investments in public centers, and digital inclusion strategies. Distance learning can, indeed, be of quality and accessible as long as the focus is on learning with equity.

5 FINAL CONSIDERATIONS

Based on the evidence experienced during the pandemic, it is clear that the path for educational renewal must be oriented towards human interaction and well-being, in addition to technology, particularly digital resources that enable communication, collaboration and distance learning.

This is a formidable tool, not only as a platform, but also as a source of innovation and expanded potential. However, the educational system must consider, within its paradigm, the implications of a shift to remote online connection. One of the main challenges is to prevent virtual learning from exacerbating inequalities, not only in developing countries, but also in the most well-supplied corners of the planet.

Post-pandemic education must also ensure that digitalization does not harm privacy, freedom of expression, informational self-determination or lead to surveillance abusive. This is one way to ensure that online learning is the way forward for all educational levels.

It safeguards the right to education in the extraordinary circumstances created by pandemic and facilitates the levels of trust necessary for global collaboration in mobilization of resources to support the universal right to education. When considering the future of education globally, most countries have reached a consensus on the direction of post-secondary education. pandemic, with the aim of prioritizing the well-being of students and teachers.

However, this requires more effort and preparation from schools and students for future disruptions. The pandemic was unprecedented, and schools and education systems needed to establish and implement their responses very quickly. This raised questions about even how prepared students, schools, and systems felt for similar disruptions in school, if they occurred in the future.

However, although the perceptions of students and other stakeholders in the process of school education regarding the preparedness of their schools for future disruptions vary substantially across countries, recent studies show that students in different countries feel very unprepared or not at all prepared for such an event in the future.

This important discovery reveals the need for further research to identify these students and develop personalized measures to help them during potential disruptions. Finally, it can be said that the crisis caused by the pandemic serves as a reminder of how public education is crucial for societies, communities and the lives of individuals.

It was a call to work for equality and access to education in order to enable dignified and purposeful lives. Therefore, the post-pandemic education system was profoundly transformative and at some point, education systems will recover some form of normality. However, this should not be a continuation of the world as it is was before; instead, it must be a fairer, more digitalized, and more comprehensive system.

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