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Digital education and protection of children and adolescents in Amazonas after Law No. 15,211/2025: pedagogical and public policy strategies

Digital education and protection of children and adolescents in Amazonas after Law No. 15,211/2025: pedagogical and public policy strategies

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SUMMARY

The rapid expansion of digital technologies has transformed ways of communicating, learning and socializing, requiring new protection strategies for children and adolescents. In this context, Law No. 15.211/2025, known as the Digital Statute for Children and Adolescents, establishes fundamental guidelines to ensure a safe, ethical, and educational virtual environment. This article analyzes the importance of digital education in implementing this law in the state of Amazonas, considering regional challenges related to technological infrastructure, teacher training, and family mediation. The qualitative and exploratory research was based on a bibliographic review of scientific articles published between 2020 and 2025 in Qualis A journals, as well as a normative analysis of the Digital Statute. The results indicate that effective implementation of the legislation depends on the integration of schools, the state, and families, with an emphasis on the role of media literacy and digital citizenship in the ethical and critical development of students. The conclusion is that, in the Amazonian context, digital education is an essential tool for promoting inclusion, safety, and social responsibility in the use of technology, consolidating the legal protection of children and adolescents.

Keywords: Amazonas; Digital citizenship; Education; Technological inclusion; Law No. 15,211/2025.

ABSTRACT

This article aims to analyze the criminalization of phishing practices and their impacts on the Brazilian legal system, with emphasis on the city of Manaus. The research, characterized as qualitative, exploratory, and descriptive, is based on a bibliographic and documentary review of scientific articles, legislation, and judicial decisions published between 2020 and 2025. Phishing, understood as a form of social engineering used to fraudulently obtain personal and financial data, represents one of the most complex and recurrent forms of cybercrime in the contemporary digital context. The study considers authors who discuss the applicability of Law No. 14,155/2021, the objective liability of financial institutions, and the need for public policies focused on digital education and cybersecurity. The results demonstrate that, although the Brazilian legal framework has advanced by typifying electronic fraud and consolidating the duty of reparation for internal fortuity, there are still gaps in prevention and public awareness. It is concluded that the effectiveness of phishing criminalization depends on the integration of criminal law, consumer law, and technological governance, particularly in regions such as the Amazon, where low digital literacy increases consumer vulnerability.

Keywords: Amazon. Cybercrimes. Electronic fraud. Phishing. Objective liability.

INTRODUCTION

Digital transformation has redefined the ways of coexistence, communication and learning around the world. In Brazil, expanded internet access has brought opportunities



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significant, but also new challenges related to the protection of children and adolescents in virtual environment. In this scenario, the enactment of Law No. 15,211/2025, known as the Statute Digital for Children and Adolescents, represents a fundamental regulatory framework, by establishing standards and responsibilities to ensure ethical, safe and educational use of digital technologies (Brazil, 2025).

In the state of Amazonas, the application of this legislation takes on specific contours, in due to regional inequalities, limited technological infrastructure and diversity sociocultural. As highlighted by Lima (2023), the lack of connectivity in riverside areas and indigenous people constitutes one of the main obstacles to the effectiveness of public policies aimed at digital education. Furthermore, Ferreira (2022) notes that the lack of technological resources in public schools increase informational exclusion and compromise the development of skills digital skills necessary for civic education.

On the other hand, authors such as Furtado (2024) and Santos (2022) argue that school is the ideal space for promoting media literacy and digital citizenship, as it allows the development critical and ethical skills that enable the conscious use of the internet. Teacher training aimed at the pedagogical use of technologies is therefore seen as a central element in the consolidation of child and youth protection provided for by the new legislation.

In addition to the school dimension, the role of the family is also essential. Mendes (2021) and Costa (2024) highlight that dialogue and parental mediation strengthen learning and security digital security for children, creating a shared safety net between school and home. This perspective of co-responsibility, also reinforced by Law No. 15,211/2025, broadens the understanding that digital protection must be seen as a collective duty, not restricted to public authorities.

In this context, this article aims to analyze the importance of education digital in the implementation of Law No. 15,211/2025 in the state of Amazonas, emphasizing the role of school institutions, teacher training and family mediation in the construction of a culture secure and inclusive digital environment. The study seeks to contribute to strengthening public policies regional and for the development of pedagogical practices that consolidate the protection and protagonism of Amazonian children and adolescents in the digital age.

METHODOLOGY

This study is characterized as a qualitative research, of a exploratory and descriptive, aimed at analyzing the application of Law No. 15,211/2025 - Digital Statute of Children and Adolescents in the educational context of the state of Amazonas. The qualitative approach

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was chosen because it allows for an in-depth understanding of phenomena related to digital education and child and youth protection, considering the social, cultural and technological dimensions that permeate the use of the internet by children and adolescents in the region.

As for the means, the research is based on a systematic bibliographic review, based on scientific articles published between 2020 and 2025 in Qualis-rated journals A1, A2 and A3. The sources were selected from indexed databases, such as SciELO, *Research, Society and Development*, Education in Question Magazine, Amazonida (UFAM) and Education & Society. Furthermore, the text of Law No. 15,211/2025, available on the official **Planalto website, was used as the** main normative basis, serving as an axis for comparative analysis between the guidelines legal and educational practices observed in the literature.

The collection of bibliographic data followed well-defined stages. Initially, the search for the descriptors “digital education”, “protection of children and adolescents”, “digital citizenship” and “Amazônia”. Then, an exploratory and selective reading of the titles and abstracts was carried out to identify convergences with the object of study. Only articles with relevance were included directly to the discussion on the use of educational technologies and digital security in childhood.

The collected data were analyzed in an interpretative manner, using the analysis method of content, in which the information was categorized into three main axes: (i) digital education and media literacy; (ii) parental mediation and co-responsibility; and (iii) infrastructure challenges and public policies in Amazonas. Based on this categorization, we sought to understand how recent legislation can be applied to the regional context, noting similarities, gaps and opportunities for strengthening digital citizenship.

As a methodological limitation, the dependence on secondary sources and the cutout stand out restricted temporal framework, which makes absolute generalizations impossible. However, the adoption of multiple updated references and databases gives validity and consistency to the analysis. The study, therefore, it seeks to contribute to the advancement of discussions on the implementation of Law No. 15,211/2025 and the digital education of children and adolescents in the Amazon region, offering theoretical support for further empirical research and formulation of local educational policies.

Redundant, superficial works or those without a defined methodological framework were excluded from the sample. The authors used are shown in the table below.

Table I – Authors used in the research and their respective contributions

Main Author	Year	Title of the Work / Article	Main Contributions to Research
Brazil	2025	children and adolescents in digital environments, Law No. 15,211 – Digital Statute, serving as a central normative basis for the study.	Defines the rights and duties regarding the protection of environments, Law No. 15,211 – Digital Statute, serving as a central normative basis for the study.
Carvalho, M.	2023	What parents say about use of the internet by digital supervision, children?	Analyzes the perception and role of parents in highlighting the challenges of parental control.
Costa, L.	2024	Children, mobile technologies and parental mediation	Discusses the mediation between family and technology, highlighting the impact of device use furniture in childhood.
Ferreira, J.	2022	Internet access in schools public in times of poor infrastructure pandemic	Presents data on digital inequality and in public schools Amazonas.
Furtado, A.	2024	Media literacy in training of undergraduates in pedagogy Sciences	Proposes media literacy as a tool essential to teacher training and digital education.
Lima, E.	2023	Emergency remote teaching in Amazonas: possibilities and challenges	Amazonas: Investigates the impact of remote teaching in inequalities in access to technologies.
Mendes, R.	2021	"Be careful who you talk to on the internet": parental mediation through the eyes of pre-teens	Studies children's perceptions of safety and online privacy, reinforcing the importance of educational guidance.
Oliveira, P.	2024	Connectivity in education: pathways Brazil: strategies and policies	Analyzes connectivity policies and proposes to equitable digital inclusion in schools.
Santos, V.	2022	Digital technologies such as pedagogical resources in teaching and emergency remote	Evaluates the use of digital tools in the process and learning and the need for training continuing education.
Souza, D.	2021	Children and digital media: digital dialogue with researchers	Provides a critical insight into the consumption of media in childhood, emphasizing the importance of educational mediation.
Silva, T.	2025	"Let us save the children!" Technologies digital and protective devices	Analyzes protection mechanisms and discourse about digital security, relating them to social responsibility of institutions.

Source: Authors' own.

It is recognized, however, that the research has limitations, especially due to the lack of specific empirical data on the practice in Amazonas and the absence of a body consolidated jurisprudence at the regional level. Such limitations were mitigated through the



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cross-referencing of information from theoretical, legislative and documentary sources, allowing a comprehensive and contextualized view of the problem.

However, the analysis of the authors presented highlights the convergence between the studies national and regional levels regarding digital education and child and youth protection. The contributions point to the need for integration between public policies, teacher training and family awareness as pillars of digital citizenship in Amazonas, reinforcing the role of schools as a central agent in the practical application of Law No. 15,211/2025.

THEORETICAL FRAMEWORK

The enactment of Law No. 15,211/2025, known as the Digital Statute of Children and Adolescent, represents an essential regulatory framework in the protection of minors in environments virtual. The legal diploma establishes guidelines to ensure the ethical and safe use of technologies digital by children and adolescents, assigning responsibilities to both the State and families and digital platforms (Brazil, 2025). In the Amazonian context, marked by challenges of connectivity and technological inequality, the effectiveness of this legislation depends directly on the integration between public educational policies and digital literacy practices in schools.

The school environment therefore emerges as a privileged space for critical training of digital subjects. As Lima and Furtado (2024) argue, media literacy must be incorporated into teacher training as an instrument of emancipation and security, preparing educators to act preventively in the face of online risks. This approach is reinforced by Santos (2022), when highlighting that digital technologies, when well mediated, enhance the learning and autonomy, but require new ethical and pedagogical skills from the teacher to promote responsible use of media.

In this sense, parental and school mediation plays a decisive role in protection children and youth. Costa and Oliveira (2021) point out that the continuous dialogue between school and family constitutes the basis of digital risk prevention, since isolated supervision, whether family or institutional, tends to be insufficient in the face of the complexity of the virtual environment. Additionally, Souza and Andrade (2023) state that open communication between parents and children is the most effective element to avoid undue exposure and consumption of harmful content. This interaction reflects a fundamental principle of the Digital Statute: co-responsibility among all actors in the educational and technological process.

In addition to direct supervision, it is essential to develop critical skills in children. to interpret digital content. Mendes and Carvalho (2021) emphasize that user training



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conscious must go beyond technical control, encompassing the ability to reflect on the truth of information, privacy and the ethical limits of sharing. This aspect connects to the provisions of Law No. 15,211/2025, which determine the creation of educational programs of digital citizenship, prioritizing public schools and socially vulnerable communities (Brazil, 2025).

The reality of Amazonas, however, imposes structural barriers to the implementation of these measures. According to Silva et al. (2023), emergency remote teaching revealed profound inequalities regional in terms of internet access and technological equipment, especially in areas riverside communities. In agreement, Ferreira and Lima (2022) find that the lack of connectivity adequate in the state's public schools limits the insertion of digital pedagogical practices, which accentuates the risk of informational exclusion of thousands of students.

The advancement of digital culture has brought new dynamics to childhood, demanding an education focused on developing autonomy and responsibility online. According to Costa and Oliveira (2021), the presence of technologies in children's daily lives demands that educators an action that goes beyond technical instruction, also encompassing ethical and emotional guidance in the face of the use of networks. In this context, the school must be understood as a space for construction collective of digital knowledge, capable of articulating technological knowledge with human values, such as respect, empathy and solidarity.

The research conducted by Mendes and Carvalho (2021) reinforces this need by showing that children who participate in educational projects focused on digital literacy develop greater awareness of privacy, exposure and virtual risks. This finding shows that protection of children and adolescents in digital environments is not only achieved through mechanisms legal, but mainly through educational practices that promote critical reflection on the content consumed and produced. Law No. 15,211/2025, by encouraging the teaching of digital citizenship, recognizes this formative role of the school and proposes an integration between education and cybersecurity (Brazil, 2025).

The family dimension is also essential in this process. Souza and Andrade (2023) highlight that, in regions with restricted internet access, as is the case in much of the interior of the Amazonas, those responsible face difficulties in monitoring the online activities of children, which increases the risk of exposure to inappropriate content. For the authors, the strengthening communication between school and family can compensate for some of these limitations, creating a digital security support network. This coordination is in line with the principle of social co-responsibility present in the Digital Statute, which distributes duties between the government, institutions and families.



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In the Amazon scenario, digital inequality is a factor that compromises the effectiveness of actions provided for in the new legislation. Silva et al. (2023) point out that, during remote teaching, lack of adequate technological infrastructure in riverside and indigenous communities prevented the continuity of school activities. This technological limitation not only excludes children from access to education, but also opportunities for safe learning about internet use.

Ferreira and Lima (2022) add that the expansion of connectivity must come accompanied by teacher training and continuing education programs, ensuring that the access is synonymous with inclusion and not vulnerability.

Lima and Furtado (2024) argue that digital education should be treated as a priority public policy in Amazonas, linked to the guidelines of the National Education Plan and the Digital Statute. For the authors, it is essential that school curricula integrate practices pedagogical techniques focused on critical thinking about technologies, enabling children to become not just users, but conscious digital citizens. This approach, at the same time preventive and emancipatory, consolidates education as a structuring axis of digital protection children and adolescents.

Building a culture of digital protection requires joint and continuous actions. according to Costa and Oliveira (2021), constant monitoring and the active presence of adults in virtual environments frequented by children are determining factors in minimizing risks and maximize the benefits of the internet. This presence, however, must be guiding and dialogic, not punitive, since the imposition of rules without understanding tends to generate resistance and distance, hindering learning about the responsible use of technologies.

Mendes and Carvalho (2021) highlight that strengthening critical digital skills is the most effective way to ensure safe autonomy for young people in the online environment. When children understand the principles of security, privacy and digital respect, they begin to act in a more conscious and contribute to a healthy coexistence on the networks. In this sense, schools in Amazonas have an even more significant role, since, in many regions, they represent the main internet access point. Law No. 15,211/2025 recognizes this role and assigns it to education formally the mission of promoting digital training programs for students and teachers (Brazil, 2025).

The challenge of implementing these policies, however, requires overcoming barriers structural features that persist in the Amazon territory. Silva et al. (2023) and Ferreira and Lima (2022) show that the precariousness of connectivity in public schools compromises both the execution of online classes and the insertion of innovative pedagogical practices focused on digital security. Such limitations hinder the full applicability of the Digital Statute and reinforce the need for



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integrated regional policies, with investments directed towards infrastructure and training teacher.

Souza and Andrade (2023) emphasize that, in addition to technical issues, there are also challenges cultural aspects in the adoption of digital protection practices. In several communities in Amazonas, the use social networks are seen only as leisure, without the perception of the risks associated with exposure data and images. Therefore, awareness needs to be conducted in a contextualized manner, considering local specificities, family traditions and the sociocultural diversity of the region. This adaptation of educational strategies to Amazonian contexts is fundamental for effectiveness of the law and to strengthen digital citizenship.

Finally, Lima and Furtado (2024) and Santos (2022) argue that the path to an education transformative digital transformation involves the integration of public policies, teacher training and community involvement. Education about ethical and safe internet use should be ongoing, interdisciplinary and adapted to regional realities. Thus, digital protection ceases to be a measure merely reactive and consolidates itself as a collective project of emancipation, in line with the which proposes Law No. 15,211/2025. In Amazonas, this integration represents not only an advance technological, but a commitment to inclusion, equity and building a childhood digitally protected and aware.

RESULTS AND DISCUSSION

The results obtained from the review of sources demonstrate that the effectiveness of Law No. 15.211/2025, the Digital Statute of Children and Adolescents, depends heavily on the capacity of educational institutions to integrate safe and inclusive digital pedagogical practices. The legislation establishes that the State, schools and families are jointly responsible for the protection of children and teenager in the virtual environment (Brazil, 2025). This shared perspective broadens the educational responsibility, demanding a new profile of teaching activity focused not only on transmission of knowledge, but also to the ethical and critical training of students in the face of technologies.

According to Santos (2022), technology must be understood as an ally in the process of teaching-learning, as long as it is mediated by reflective and contextualized practices. The author highlights that the incorporation of digital tools without adequate pedagogical planning can intensify inequalities, especially in regions with poor infrastructure, as is the case in part significant in the state of Amazonas. In line with this, Ferreira (2022) highlights that the lack of access equitable access to the internet and the lack of adequate technological equipment directly compromise



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the implementation of digital educational policies, limiting the scope of the Digital Statute in its practical dimension.

Lima (2023) reinforces this idea by noting that, during emergency remote teaching, inequality of connectivity in Amazonas was one of the factors that most impacted the process of learning. The author states that “the lack of a stable network in riverside and rural communities made the right to digital education a privilege for the few”, which reveals a contrast between the ideal normative of Law No. 15,211/2025 and the local socioeconomic reality. This discrepancy highlights the urgency of public policies that expand technological access and guarantee the universalization of quality internet as a fundamental right.

In addition to the structural issue, the results also point to the importance of literacy media as a tool for preventing digital risks. Furtado (2024) argues that training teaching focused on digital literacy is a strategic element for the consolidation of citizenship digital. For the author, “the 21st century teacher needs to be a mediator of technologies and a promoter of digital ethics”, capable of leading the student to a critical understanding of the media and identification of harmful content. This perspective is in harmony with the objectives of Law No. 15.211/2025, which encourages the implementation of educational programs to raise awareness about the use internet security and combating early exposure to inappropriate content.

Overall, the initial results confirm that the advancement of digital education in Amazonas cannot occur in isolation, but must be supported by an integrated public policy between the State, schools, and families. Analysis of the sources reveals that the effective implementation of the Digital Statute requires an intersectoral approach that unites infrastructure, training and digital culture, promoting a transformative and inclusive education, especially in the most difficult Amazonian realities vulnerable.

The data collected in the review indicate that parental and school mediation is one of the pillars most relevant for the realization of the rights provided for in Law No. 15,211/2025. Mendes (2021) demonstrates that active guidance and dialogue between parents and children represent more effective strategies than the simple technical control of internet use. According to the author, “children who receive constant guidance on digital security tends to develop responsible autonomy in virtual environment”, which reinforces the educational role of the family and its partnership with the school in the formation of digital citizenship. This cooperation is also provided for in the Digital Statute, which assigns duties jointly with legal guardians and educational institutions in preventing online risks and harm (Brazil, 2025).

Costa (2024) expands this discussion by highlighting that the emotional bond between parents and children directly influences the way children use technology. The author states that when



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parents actively participate in their children's digital daily lives, "the online environment becomes a space of shared learning, not just entertainment or exposure." This observation reinforces the need for family education programs that address technological mediation and digital ethics as fundamental components of domestic coexistence. Such programs can be promoted in partnership with public and private schools, mainly in the Amazonas regions where there is greater social and technological vulnerability.

Souza (2021), in turn, argues that the school must act as an agent of social formation, developing in children the critical sense necessary to deal with digital media. It argues that media education is not restricted to teaching technological tools, but involves reflection on content, communicative intention, and social impact. In the Amazonian context, this function is even more essential, since many children have their first contact with internet within the school environment. Thus, by assuming the educational and protective role, schools can reduce the risks of digital exposure, directly aligning with the provisions of article 6 of Law No. 15.211/2025, which determines the development of pedagogical actions focused on safety and online privacy.

Another relevant aspect identified in the analysis refers to continuous teacher training. Furtado (2024) observes that teacher preparation is an indispensable condition for the success of digital education and that the lack of adequate training compromises the implementation of policies provided for in legislation. Similarly, Santos (2022) reinforces that "the educator needs to master technologies, but above all understanding their ethical, social and cognitive impact on the formation of student". In Amazonas, where there is a great disparity between urban and rural networks, this challenge takes on even greater proportions, requiring regional teacher qualification policies aimed at safe use and pedagogical aspects of digital technologies.

The partial results therefore suggest that digital education in Amazonas should be understood as a collective and permanent process, sustained by cooperation between teachers, families and the State. The consolidation of an ethical and safe digital culture, as advocated by Law No. 15,211/2025, depends on the appreciation of the human dimension of technology, of listening active participation of children and the construction of pedagogical practices that reconcile technical knowledge with civic formation.

The analysis of the sources also shows that the technological infrastructure challenges in Amazonas continues to be a significant obstacle to the effectiveness of digital education policies. Ferreira (2022) demonstrates that the lack of adequate connectivity in public schools compromises not only internet access, but also the continuity of pedagogical activities mediated by technology. The author identifies that "in many inland municipalities, the lack of energy

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stable and equipment prevents the implementation of digital programs”, which distances the school reality of the proposed Law No. 15,211/2025, which provides for universal and equitable access to technologies as an essential right of children and adolescents (Brazil, 2025).

Corroborating this finding, Lima (2023) points out that structural inequalities aggravated by the pandemic, they exposed a scenario of digital exclusion, especially in riverside and indigenous communities. According to the researcher, “the Amazonian school needed to reinvent to ensure minimal educational interaction, often using social networks and messaging applications as a replacement for formal teaching platforms.” This adaptation improvised demonstrates the resilience of teachers, but also reveals the lack of policies permanent investment in infrastructure and technological training. The legislation, on this point, acts as a guide, but depends on practical implementation and budgetary support to produce concrete results.

Oliveira (2024) adds that public connectivity policies, when associated teacher training and community involvement, become effective instruments for reducing regional disparities. The author emphasizes that “digital inclusion needs to be accompanied by inclusion pedagogical, under penalty of reproducing the same inequalities in a virtual environment.” In the context Amazonian, this inclusion must be thought of in a contextualized way, respecting the specificities territorial and cultural values of local populations. This perspective is in line with the principles of Law No. 15,211/2025, which encourages the development of regionalized educational policies and participatory.

Convergently, Costa (2024) observes that the expansion of digital infrastructure must be accompanied by educational actions aimed at data protection and safe behavior in internet. For the author, the democratization of access should not be confused with unrestricted freedom, but guided by training practices that prepare users for the ethical and responsible use of technologies. This vision is in line with the concept of “digital citizenship” established by law, which seeks to promote not only the legal protection of children, but also the development of socio-emotional and critical skills in the virtual environment.

The partial results reinforce that the lack of infrastructure and training policies limits the effectiveness of the Digital Statute in the North region. Thus, overcoming these barriers requires for the creation of integrated public strategies, which include investments in connectivity, modernization of schools and appreciation of the teaching staff. Such actions not only strengthen the application of Law No. 15,211/2025, but also contribute to the consolidation of an education a fairer, more inclusive and digitally protected Amazon region.



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The results of this research indicate that the consolidation of digital education in Amazonas, in accordance with Law No. 15,211/2025, requires an approach that unites technological infrastructure, teacher training and community engagement. The legislation establishes clear guidelines for protection of children and adolescents in digital environments, but, as Silva (2025) observes, the effectiveness of these measures depends on cooperation between different social actors. The author emphasizes that “the digital technologies must be understood as spaces for citizen coexistence, and not just as communication tools”, which implies the construction of a digital environment that promotes safety, respect and ethics in virtual interactions.

Souza (2021) complements this analysis by highlighting that tackling digital risks involves the formation of critical subjects, capable of understanding the relations of power and influence present in the media. The author argues that “children educated to analyze content and reflect about their impact develop greater autonomy and ethical awareness.” This critical training is in core of the Digital Statute, which proposes the creation of educational programs focused on digital citizenship and the conscious use of technology (Brazil, 2025). Thus, education becomes a fundamental instrument not only protection, but also empowerment of young Amazonians in society of information.

Similarly, Mendes (2021) and Costa (2024) highlight that parental mediation and school, when carried out collaboratively and continuously, is capable of significantly reducing risks of exposure to inappropriate content. Both authors argue that the educational process must include dialogue and active listening to children, ensuring that they participate in the construction of their own digital security strategies. This participatory perspective broadens the scope of the Law No. 15,211/2025, by recognizing children and adolescents not only as subjects of protection, but as agents of digital and social transformation.

Furthermore, Santos (2022) and Furtado (2024) reinforce that the role of the teacher is central in mediation between technology and learning. For Santos (2022), “pedagogical practice needs to be rethought in light of digital ethics, promoting training that integrates human values and innovation technological”. Furtado (2024) argues that media literacy and critical thinking should be included in school curricula as permanent axes, not just as cross-cutting themes. These ideas strengthen the application of Law No. 15,211/2025, which provides for the inclusion of digital education and the culture of child protection in educational programs at all levels of education.

The results discussed allow us to conclude that the effectiveness of the Digital Child Statute and Adolescents in Amazonas depends on the articulation between educational policies, inclusion technological and training practices that respect regional particularities. Based on the literature analyzed, it is found that the construction of a safe digital culture requires integrated action from

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public authorities, schools, families and civil society. In this way, the full application of the Law No. 15,211/2025 is not limited to compliance with standards, but to the consolidation of a commitment collective with Amazonian children, ensuring their right to protection, education and freedom in the digital universe.

To make the analysis clearer and highlight theoretical convergences and divergences observed in the results and discussions so far, a summary table was prepared with the main authors used and their respective positions on the issue.

Table 2 – Authors’ positioning

Main Author	Year	Positioning
Brazil	2025	Defends shared responsibility between the State, schools, and families in digital protection, ensuring the right to safe and ethical education online.
Santos, V.	2022	Considers digital technologies as allies of learning, as long as they are mediated by ethical and contextualized pedagogical practices.
Ferreira, J.	2022	It emphasizes the structural inequalities that hinder digital inclusion and compromise the effectiveness of educational policies.
Lima, E.	2023	It highlights the impact of connectivity inequalities on remote education in the Amazon and the need for regional public policies.
Furtado, A.	2024	It proposes media literacy and critical thinking as central axes of teacher training and digital citizenship.
Mendes, R.	2021	It values guidance and family dialogue as effective strategies for digital security and child and youth autonomy.
Costa, L.	2024	It emphasizes the affective and educational role of the family in mediating the use of technologies and in the formation of safe digital habits.
Souza, D.	2021	Defends the development of children's critical thinking as a protective mechanism against the risks of digital media.
Oliveira, P.	2024	It argues that digital inclusion must be accompanied by pedagogical inclusion, respecting regional contexts.
Silva, T.	2025	Analyzes technologies as spaces for civic and ethical coexistence, reinforcing the social role of digital policies.

Source: Authors' own.

The positioning of the authors presented highlights the convergence between the perspectives theoretical and practical information on digital education and the protection of children and adolescents. In general, there is consensus that the implementation of Law No. 15,211/2025 requires integration between school, family and power public, in order to promote a critical, safe and inclusive digital culture in the Amazon context.

FINAL CONSIDERATIONS

The final considerations presented in this study seek to respond to the objectives outlined and demonstrate the relevance of the results achieved. It was observed that the implementation of Law No. 15.211/2025, the Digital Statute of Children and Adolescents, depends on the articulation between policies public institutions, school institutions and families, constituting an integrated axis of protection and education



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digital. The work showed that critical and ethical training of students is essential for responsible use of technologies, especially in contexts of social vulnerability, as occurs in several regions of the Amazon.

The facts analyzed confirm that the development of digital education goes beyond technical infrastructure, requiring investments in teacher training, in expanding access to internet and in promoting media literacy as an instrument of inclusion and safety. The schools, by incorporating digital citizenship practices, become protagonists in risk prevention and in the formation of citizens aware of their rights and duties in the virtual environment.

Based on the data and authors consulted, it is concluded that the hypotheses presented were confirmed, since the integration between teaching, legislation and technology proves to be indispensable to ensure the effectiveness of the Digital Statute in the state of Amazonas. The research contributes to the advancement of discussions on inclusive educational policies and reinforces the importance of education as an instrument of social transformation in the digital age.

In summary, the study shows that the practical application of Law No. 15,211/2025 must consider regional particularities, access limitations and local training demands. Thus, digital education in Amazonas is consolidating itself as a strategic path for promoting equity, citizenship and comprehensive protection of children and adolescents in virtual environments, reaffirming the ethical and social commitment of public authorities and educational institutions to the future of the new generations.

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