

## **A Case Study on Children Education, Poverty and Social Inequality in Afrânio – PE**

*Ricardo de Araujo Rodrigues<sup>1</sup>, Aíla Lidiane Hermógenes de Souza Jatobá<sup>2</sup>*

**Abstract:** The Early Childhood Education is the first stage of Basic Education with the purpose of the integral development of children from zero to five years of age. In this context, the present work consists of a case study, carried out through a qualitative research through the analysis of the Municipal Education Plan - PME 2015-2025, data of the Integrated System of Monitoring Execution and Control / Plan of Articulated Actions - SIMEC- PAR Brazilian Institute of Geography and Statistics - IBGE. The study of these documents provided a reflection on educational policies in the area of early childhood education, poverty and social inequality in the municipality of Afrânio-PE, inviting the reader to also reflect on what interferes in educational policies to strengthen Early Childhood Education, Proinfância program, pointing out proposals to remedy the lack of day-care centers, the increase of care of children in this modality of education. In this perspective, it is also imperative to admit that the persistent existence of the poor in schools brings fundamental analyzes to educational practices, with poor individuals being noticed by a large part of society, linked to violence and crimes, and who are not endowed with values, a teaching that fights the pejorative image of the poor, breaking with a moralistic curriculum, strengthening values of justice and citizenship, guaranteeing an inclusive education.

**Keywords:** Child education. Poverty. Social inequality.

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<sup>1</sup> Professor de História. Especialista em Educação Pobreza e Desigualdade Social ( UFPE), Especialista em História do Brasil pela UCAMPROMINAS. Contato: ricardo-rodrigues@hotmail.com

<sup>2</sup> Especialista em Ensino Superior, Contemporaneidade e Novas Tecnologias – UNIVASF; Mestranda em Extensão Rural – UNIVASF. Contato: aitla.lidiane@univasf.edu.br