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Women Leaders in Education. From the Baixada Fluminense to the World.

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Deaf Black Women Leaders in Education
Introduction

Brazil has advanced in some areas, but we must remember that racial, ethnic, class, and gender prejudice still remains as a patriarchal historical heritage, in which women, especially black women, face multiple difficulties of social ascension.
Justification

Such research is necessary so that we can value Black Deaf Women, especially teachers.
Objectives

The purpose of this paper is to share the narratives of deaf black women, leaders in education, and how they face "Double Difference" (FURTADO) and other prejudices that may occur in their search for inclusion in society.
Top Authors Used

- FURTADO, Rita
- SKLIAR, Carlos
Libras Law 10436/02 and Decree Nº 5.626 / 05 are two fundamental documents to guarantee the rights of deaf people, especially in the area of education.
Methodology

Deaf educators were interviewed during the 6º Congresso Nacional de Inclusão Social do Negro Surdo [6th National Congress of Social Inclusion of the Deaf Black], with the use of the Brazilian Sign Language (LIBRAS); the interviews were filmed and later transcribed into the Portuguese language.
Results

These narratives showed how each one of them became references to other black and deaf women enhancing their space in society because of their schooling achievement.
When one considers inclusion / exclusion in contemporary societies such as ours, the multiple insertions of each individual in the social body mean that he or she can be included by some conditions and excluded by others (Skliar, 1999).
References:

References:
