

Deaf Perspectives on Deaf Education: An Ethnographic Study from Trinidad and Tobago

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This paper discusses the results of ethnographic research into the views of members of the Deaf community of Trinidad and Tobago on Deaf education, and highlights some ways in which their perspectives diverge from prevailing philosophies and policies in Deaf education in the Caribbean. It argues this kind of research is needed to address the shortcomings of current educational provisions for Deaf children and adults, and that the perspectives of Deaf adults, in particular, must not be relegated to the periphery. Instead, Deaf communities around the region have crucial roles to play in addressing the problems in Deaf education and in planning for an uncertain future. Finally, it presents an example of how research which fails to sufficiently involve Deaf adults can produce misleading results and potentially misguided policies.

Keywords: Deaf Education; Trinidad and Tobago; Ethnography; Special Education

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