



ACCESSIBILITY FOR THE DEAF AT AIRPORTS: A CASE STUDY THROUGH THE PRISM OF AN ERGONOMIC APPROACH

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Summary

Communication is the biggest accessibility barrier faced by deaf people, sign language users, in all sectors and services in society. It is no different in the airport sector, although accessibility laws ensure service in sign language, this is not yet a reality. This research brings an excerpt from the author's master's thesis, and aims to present the analysis and solutions raised for accessibility problems for deaf people, mainly in the airport context and for receptionists at the information desk at an airport located in southern Brazil. Two methodological approaches were used: methodology based on Ergonomic Work Analysis combined with a descriptive theoretical model for analyzing public service situations; and lifting. It was found that, although the majority of Infraero employees have taken a Libras course, the training is quick and basic and is not enough for the attendant to communicate with deaf people, just as the demand for deaf people is not great enough to there is practice of the language. In airlines, demand is greater, but there is no training, and when there is, it is superficial. The main problems at the airport occur in unforeseen situations (flight delays and cancellations; gate changes; panels with incorrect or inaccessible information; loss of luggage; route changes). In the end, recommendations for improvements were made, both for the airport administrator's service and for the airport context.

Keywords: Accessibility. Ergonomics. Deaf people. POUNDS. Airport

1. INTRODUCTION

According to data from the World Health Organization, collected in 2015, there are approximately 360 million people in the world considered deaf (WHO, 2015). In Brazil, this number reaches 9,722,163 people, according to the Brazilian Institute of Geography and Statistics (IBGE) in 2010. However, little is said or thought about their needs, barriers and differences. Laborit (1994, p. 90), a deaf French actress, reports that "deafness is the only handicap that cannot be seen. We see people in wheelchairs, we see that someone is blind or in a wheelchair, but we don't see deafness."

The history of sign languages and the education of the deaf demonstrates how difficult it was, and still is, in some aspects, for hearing society to understand and accept language. importance of sign language for the deaf community. Since Ancient Greece (360 BC - 355 BC) thinkers such as Aristotle believed that because deaf people did not develop oral language they were naturally incapable of reasoning and that intelligence could only be developed and manifested in this way, consequently, many deaf people were marginalized and even condemned to death for not being able to "useful" to Polis (Carvalho, 2013). The concept that deaf people need to speak to be normal and to develop their thinking lasted through the Middle Ages, and was established in the 19th century with the dominance of the oralist teaching model. This model prohibited sign language and considered oral communication as the only way for deaf people to achieve a position in society (Pereira et al, 2011).

In contrast, the associations and a large part of the deaf community continued to fight and use sign languages in a veiled way. In Brazil, Deaf Associations promoted commemorative parties and sports competitions in which deaf people used signs. Also in schools they continued to sign - hiding the signs under their clothes. These actions helped sign language to perpetuate and be strengthened, as well as its history and the fight for its rights (Gesser, 2009; Monteiro, 2006). Sign language is the way in which deaf people express themselves and understand the world, it is not a universal language, each country (or even region) has its own - they are living languages that are in constant transformation (Pereira et al ., 2011; Gesser, 2009). In Brazil, the official sign language is Libras - Brazilian Sign Language. Libras is a legitimate and natural linguistic system, with a gesture-visual modality and a grammatical structure independent of the Portuguese language spoken in Brazil; it enables deaf people to have social and intellectual interaction and allows access to scientific knowledge, information and interpersonal integration. Libras has been recognized as a second official language since 2002 of the country (Azeredo, 2006).

As a result of the constant struggle regarding the rights of deaf people, since 2005 employees of public service concessionaires and federal public administration bodies must be trained to serve deaf people, including through Libras - Law Decree No. 5,626 Art.25 December 22, 2005 (Brazil, 2005). Likewise, these bodies must allow access to information technologies that will assist in communication within these services. This decision led companies to make adjustments and implement training programs to assist deaf people, especially basic LIBRAS courses to train their employees. However, there is a big gap between what the Law requires and what the reality of companies is. One of the services in which deaf people report having problems regarding accessibility are airport services. Complaints from this population are frequent regarding the lack of service in Libras and the communication barriers imposed by the lack of adequate technology. This is because in most airports boarding, disembarking, gate changes, flight calls, aircraft landing and takeoff announcements are made loudly, or are not announced on the flight panels. Likewise, service in Libras is almost non-existent, both from airport administrators and airlines. These situations lead passengers to miss their flights (to enter or even take off or disembark on the wrong flights), to be unable to resolve a situation that would be simple for a listener – culminating in dependence on other people (Lopez, 2016; Extend and Quadros, 2014). Situations like these were highlighted in the first study carried out by the researcher, which raised a list of barriers experienced by deaf people at airports, and what should be complied with by Infraero and airlines. After this study, the researcher felt the need to analyze the situation holistically, from the point of view of all those who participate in the service: the organizations

involved, employees and users - in order to understand all the mechanisms that lead this service to not achieve its objectives regarding accessibility to the deaf and what measures could be adopted. Within this context, two research questions were raised: what are the gaps between the Accessibility Laws aimed at the deaf public, which take into account their linguistic and cultural differences in the airport context, and the reality experienced by companies? What solutions can actually provide accessibility to deaf people in this context? To answer these questions, the author developed research in her master's thesis. This article provides an excerpt from this study, and aims to present the analysis and solutions raised for accessibility problems for deaf people, mainly in the airport context and for receptionists at the information desk.

2. METHODOLOGY

When looking for answers to a problem involving a specific social group, in which it is necessary to collect information and explore its causes in more depth, we opted for exploratory research with a qualitative approach applied to a case study at an Airport located in southern Brazil . Two methodological approaches were chosen: (1) Analysis based on Ergonomic Work Analysis (AET) combined with the descriptive theoretical model presented by Ferreira (2000) for the

analysis of customer service situations; and (2) Survey.

2.1. Delimitation of the study

The case study was carried out between 2015 and 2016 at a Brazilian airport managed by Infraero and located in southern Brazil. Customer service at the airport was provided in two ways: through the Airlines (private companies) and by Infraero (a mixed-economy company). A priori, the intention of this research was to apply AET aimed at serving the public with both institutions. However, the airlines did not allow, or did not respond to, several attempts to contact us regarding the application of the methodology. Most of them allowed a questionnaire to be administered to the check-in counter attendants.

So that the study could be carried out more broadly at the airport, it was decided to use two methodological approaches: one for Infraero, with the analysis using the AET reference model (study that will be exposed in this article); and the other, such as the survey, carried out with Airlines and in the airport context - the results of this study can be found in Holdorf and Vergara (2020) and in Lopez (2016).

2.2. AET's descriptive theoretical model for Public Service Situations

The model allows identifying the dynamics of existing problems in customer service services, as well as improving their quality by understanding the logic of all those involved (institution, employees and users), obtaining a broad view of the service context, taking into account the efficiency/effectiveness of the service, the well-being of workers, and user satisfaction. It is based on the classic AET methodology (Wisner, 1987; Guérin et al. 2001), which was later adapted by Ferreira (2000) for public service situations, where the author proposed the participation of a new actor – the user. According to Igreja (2006) in the original model by Guérin et al. (2001), the figure of the user appears implicitly, in the de Ferreira (Figure 1), he takes a prominent place, drawing the researcher's attention to the possible influences of this actor on the dynamics of care situations.

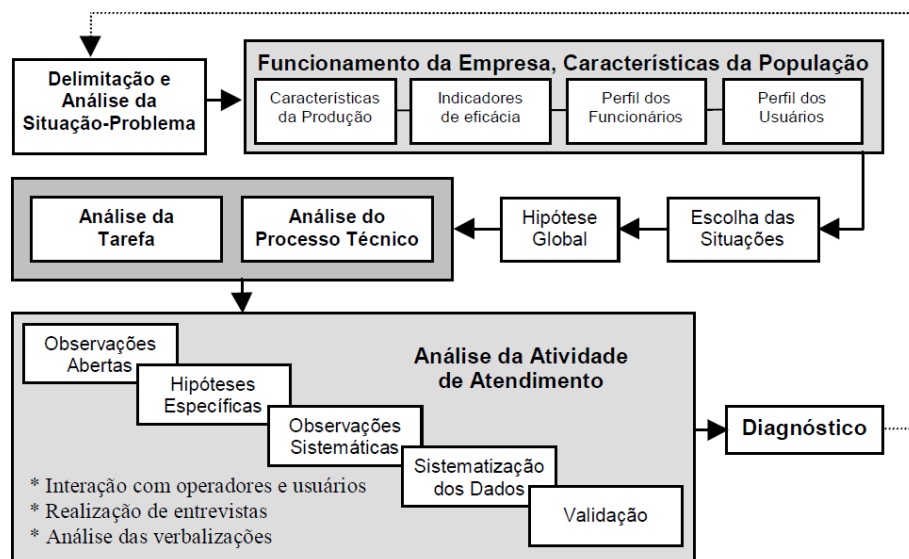


Figure 1 - AET services: steps and main procedures (Ferreira, 2000)

The model presented in Figure 1 serves as a guide for the researcher, not imposing rigid steps and procedures. This characteristic “allows a continuous coming and going between the work activity and the set of its determinants” (Guérin et al., 2001 p.82), enabling ergonomics to “grasp, analyze and diagnose the dynamics of work, the problems and the difficulties faced by the subjects and propose necessary transformations” (FERREIRA, 2000, p.7). AET is structured into five main moments:

(1) demand analysis, which aims to delimit the problem situation to be analyzed; (2) analysis of the company's functioning and characterization of the population, which aims to identify the structural factors (organizational and human) serving as a framework for the problem situation; (3) analysis of technical processes and tasks; (4) analysis of the service activity, aiming to describe the problem situation, situating and explaining the causes of the emergence of critical indicators. At the end of the model, it will be possible to draw up recommendations, aiming to guarantee the well-being of those involved in the situations, as well as improving the quality of the service.

3. RESULTS

3.1. Demand, Preliminary Investigation and Choice of the Problem Situation

The initial demand arose from complaints from deaf people regarding the lack of service in Libras and communication problems generated when some situation deviates from normal conditions (such as flight delays, changing gates, lost luggage). Likewise, the researcher's previous study highlighted the need for a deeper investigation into the causes of these problems and possible solutions, also taking into account the point of view of the companies involved and employees.

To understand the problem situation, the first contacts were made with the coordinator responsible for customer service at the airport (coordinator of the social communications sector) and with the employees who provide this service at the information desk. An open interview was held with the coordinator, and an informal conversation was held with the employees. It was confirmed that the administrator's greatest contact with the public is carried out by the employees of the information desk, as well as the main communication difficulties were experienced by them. Therefore, the analysis was carried out from this workstation.

After the first contacts and the meeting with the coordinator, the first free observations were carried out. The application of this tool allowed the construction of a relationship of trust between the researcher and the employees, enabling the information collected to be closer to the reality experienced by the workers. By obtaining various information from the first contacts with the coordinator and employees, as well as through observations, scripts for semi-structured interviews and global understanding of the problem were created.

3.2. Company operation and population characteristics

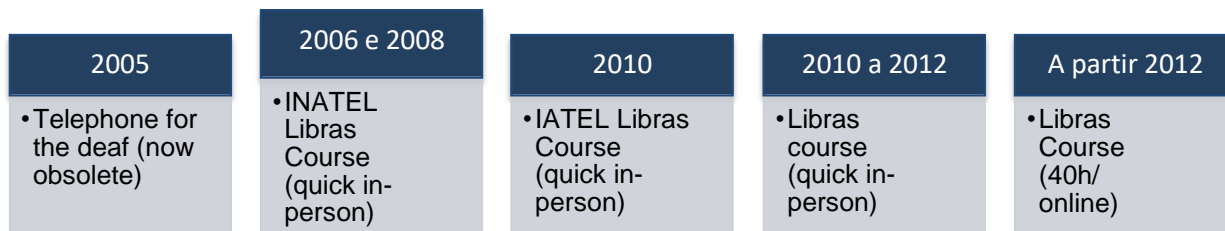
Infraero is a public economy company, with legal personality under private law, linked to the Ministry of Defense. The sector in which the study was carried out is directly subordinate to the airport superintendent and the marketing and social communications superintendence in Brasília. The sector's staff was made up of: Coordinator of Institutional Communication, Press and Ombudsman; by an Airport Services Professional responsible for the ombudsman; and six employees at the information desk. The sector coordinator was hired through a public competition (Coordinator of Institutional Communication, Press and Ombudsman) and has worked in the role for 15 years. Counter employees are hired by an outsourced company, however, they report directly to the sector manager and he is the one who decides on their hiring.

The Information Desk is staffed by five bilingual receptionists and a bilingual supervisor, all male with an average age of 36 years. The length of time working at the company varies, the employee with the longest tenure is the supervisor who has been with the company for 7 years (3 as a receptionist and 4 as a supervisor) and the employee with the shortest tenure has been with the company for 8 months.

3.2.1. Company Policies and Operation Regarding Accessibility

Infraero's first commitment regarding accessibility was the Technical Cooperation Agreement,

signed in partnership with the Special Secretariat for Human Rights in 2004. Its main purpose was to undertake actions that concern the implementation of accessibility and priority and specialized assistance to people with disability or reduced mobility, as well as supporting forums, conferences, courses, technical inspections, among others. In the same year, the Infraero Accessibility Program was implemented, which provides for the improvement of airport infrastructure and the training and awareness of its employees. Subsequently, in 2007, Permanent Regional Accessibility Management Committees were created, with the aim of proposing, implementing, monitoring and managing accessibility actions within the scope of Regional Superintendencies and subordinate airports. These committees are made up of technicians from all sectors of the company, such as: engineering, operations, social communications, human resources, ombudsman, among others. The social communications sector played an important role in this commission, its coordinator was its president for nine years (2004-2013 and from 2015 onwards). Regarding accessibility for the deaf public, Infraero sought to comply with federal legislation that provides for the installation of a telephone for the deaf and the training of its employees in Libras (Brasil, 2005). Figure 2 describes the adjustments that have been made over the years.



I IATEL: Language Therapy Hearing Institute

Figure 2 - Adjustments made by the airport administrator for accessibility to the deaf

3.3. Analysis of the Task and Technical Process

The receptionists at the information desk play the role of mediators between Infraero and users. The hiring of employees is carried out by the contractor, but interviewees must be approved in advance by the sector coordinator. In principle, the counter should have eight employees: a bilingual supervisor, who would work during business hours (from 8 am to 5:48 pm), five bilingual receptionists, who would work in 4 shifts (4x1 schedules - every day - at times: 00:00 to 6:00 am; 06:00 to 12:00; 12:00 to 18:00; and 18:00 to 24:00), and two revelers, but as the company was going through changes and budget cuts, at the time of the research there were only six.

Regarding accessibility, receptionists have a significant role, as they are the first contact that the user encounters within the airport, therefore, it is prescribed that they must “accompany and guide, when necessary, People with Special Needs on the Airport premises”, as well as serving them by providing all the necessary information and equipment (as long as they fit within their other prescribed tasks). The employment contract also states that, in addition to being fluent in a foreign language, it is desirable that they have fluency in Libras (basic level course, with at least 40 class hours), duly proven by a certificate or conversation test. When collecting information through documentary research, a letter from the contractor was found that provided clarifications about a request from Infraero regarding the hiring of employees fluent in Libras, as the company was unable to find people with such qualifications. In place of this condition, they offered to provide a training course for the hired employees.

3.3.1. Technical Resources

The Information desk has two workstations each equipped with a computer. On the computer, employees have access to the flight information system, websites related to service concessionaires offered at the airport and also public services. The internet is restricted only to these services and some other magazines subscribed to by the company. They also communicate via radio with other sectors of the airport (mainly to request that a passenger or employee be called via the central sound system), as well as there is a telephone on which they also provide information services to users and communicate with other sectors of the company. They do not have any accessible deaf accessibility features.

3.4. Activity Analysis and Accessibility Context

3.4.1 Sector Coordinator's View

According to the coordinator, the solution imposed by law for accessibility to deaf people in public service locations in Libras is an idealization that - within this specific context - is inefficient. The coordinator raised three factors to justify this statement: lack of Libras teaching infrastructure, cost-benefit of Libras training and factors related to learning a new language, and the company's economic situation. In Table 1 it is possible to observe the problems he listed and the solutions he believes are viable.

Quadro 1 - Problemas e soluções elencadas pelo coordenador do setor

PROBLEMS	
Infrastructure and Resources	The coordinator found it difficult to hire a company that offered the Libras course, mainly related to the budget request. There are few institutions that offer these courses in person and that direct the content to each type of activity. The company is facing financial problems and has made budget cuts, which is a barrier to implementing improvements in the area of accessibility.
Training X Demand	Learning a new language requires dedication and continuous practice. What happens is that the little that is learned in the 40-hour courses is not put into practice, as the demand from deaf users is small, and over time the knowledge ends up being forgotten. It was thought that one of the solutions could be continuous training, however receptionists are not gazetted and there is the possibility of the investment being lost, as the position is low paid and employees are looking for better professional positioning.
SOLUTIONS	
Technologies	Use of automatic translation technologies. The coordinator even suggested to his superiors the installation of keyboards and monitors also aimed at users so that deaf people could communicate with employees through writing, but the request was not fulfilled.

3.4.2. Receptionists' View

To understand the receptionists' views on accessibility problems for deaf people and what these problems were, three technical procedures were carried out for data collection: free observation, systematic observation, and semi-structured interview.

Free observations and interviews with receptionists took place in the months of August (one week) and September (one week). In December (two weeks) systematic observations were made. Observations were made on all work shifts. During these procedures, no deaf person accessed the information service, however, it was possible to observe during the week of the September 7th holiday some groups of deaf people at the airport checking in.

The interview with the receptionists aimed to find out whether: they received training to assist a deaf person, what this training was like and whether they used the knowledge from the training to provide assistance; and what suggestions they believe are most effective in providing accessible care to a deaf person.

The results of the interviews showed that to serve the deaf, most employees received some type of training in Libras, with the exception of the youngest in the company. Four receptionists took the in-person course (which took place between 2010 and 2012), and one took the online course. Both the online and in-person courses contain content relating to the basics of Libras (learning how to greet, understanding a question about a place and knowing how to answer it). In general, the receptionists said that, because they did not receive so many deaf people, they did not put their knowledge into practice and over time they forgot the content (Figure 3).

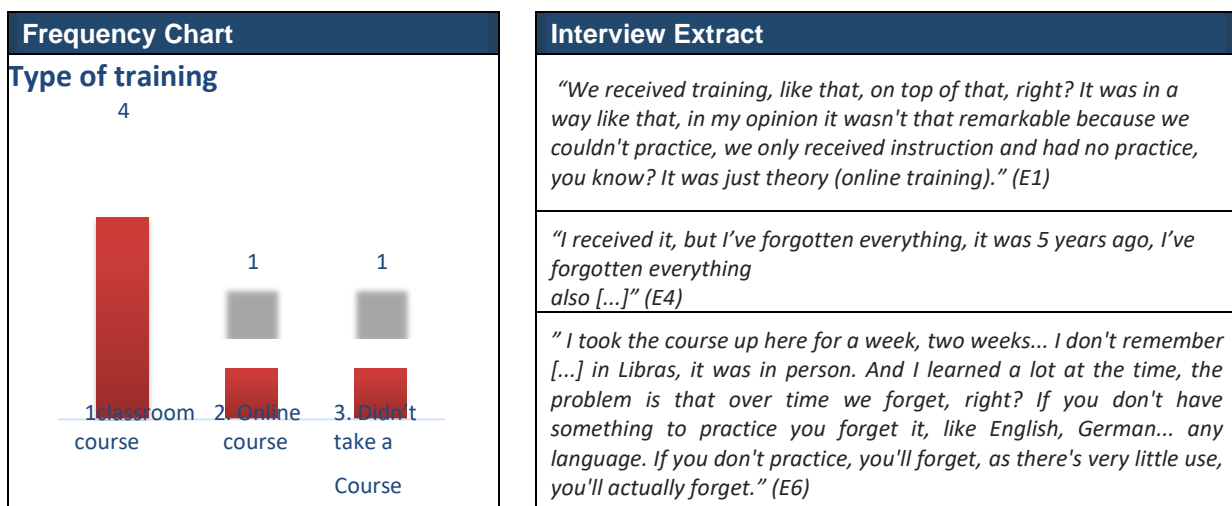


Figure 3 - Interview receptionists: type of training received

When asked if they thought meeting Libras was important for their activity, five of them

agreed that it is important and one said that it is not. The majority of interviewees demonstrated that they understand the importance of Libras for effective communication with deaf people: “I consider it yes, because people with disabilities, whatever they may be, also have to be prepared in a certain way. I think it’s important.” (Lopez, 2016, p.114).

Regarding the communication resource used to assist deaf people, the majority of receptionists used gestures or writing - by exchanging roles in simple language, such as the nature of the questions (e.g. what is the departure time of the flight X? Will this flight be delayed? Where is ANVISA? etc.). There have also been cases where the employee and the deaf person were unable to communicate and the customer left without the information. This data and the receptionists' statements can be seen in Figure 4.

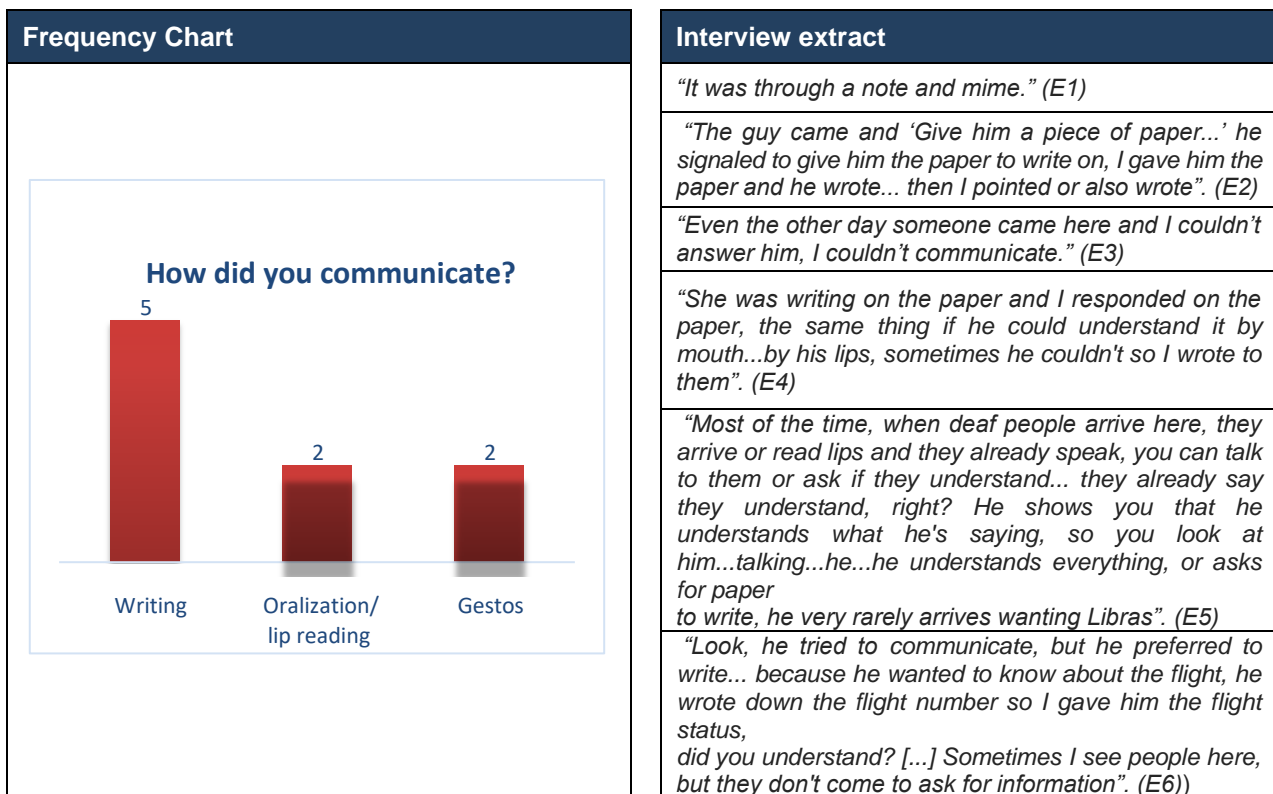


Figure 4 - Interview receptionists: communication resources

In Table 2, it is possible to view the main problems and solutions reported by receptionists at the information desk.

Table 2 - Problems and solutions listed by receptionists at the information desk

PROBLEMS	
Training X Demand	The training given to employees by the company is very basic and there is no ongoing training program. The content ends up being lost over the years due to little practical opportunity with deaf users.
SOLUTIONS	
Technologies	Most interviewees were confused, as they first thought about a longer and continuous course and then thought about the problem of low demand. Within this dilemma, two of them suggested using translation software, or some technology that they could access at the time of care.

3.4.3. User View

To collect data from users, an online questionnaire was administered and a small focus group was held to obtain a richer discussion on the topic. Users belong to academia (Libras teachers with a master's or doctorate; or specialization, undergraduate or integrated technical students). The questionnaire aimed to find out the level of satisfaction and problems faced by deaf users regarding the service received from purchasing the ticket to disembarking. 13 returns were received. Of the 13 people, five were women and eight were men. Nine were between 25 and 35 years old, while three were between 18 and 24 years old, and only one was between 36 and 60 years old. Twelve of those interviewed were born deaf, and only 1 lost his hearing at the age of 12. As for the focus group participants, three were men who were deaf from birth, with ages ranging from 24 to 36 years old.

The first questions of the questionnaire aimed to find out how many participants have already used the Infraero information desk at SC Airport and other airports, as well as what they thought of the service. Of the 13 participants, 6 said they had already used this service at the researched airport (SC), in the same way that 8 of the 13 participants said they had used the information desk at other Brazilian airports; only two said they had never used this service. In general, the answers regarding the quality of the service were tied between good and regular, and between could be better and bad. In the focus group, none of the three participants used this service, most were unaware of its function. According to focus group participants, in most cases, deaf people who frequent airports have already received instructions from their parents or friends regarding procedures, locations and whatever is necessary to travel without needing help from other people. .

When asking which situations within the airport deaf people encounter most difficulties, the majority of participants (questionnaire and focus group) stated that they were when gate changes and sudden flight changes (delay, cancellation, etc.) occur. Because the information is announced audibly, or is not reported on the monitors, preventing deaf people from perceiving these changes. Another situation reported in the focus group was the loss of luggage, this and the other situations mentioned lead users to need specific information, what they should do, where they should go - sometimes this information is very difficult to be transmitted by the written (depending on the user's knowledge of Portuguese), or employees do not know how to communicate, leaving the user lost, waiting for a response, which many

Sometimes it doesn't even happen. Another recurring problem concerns the information transmitted inside the plane, as instructions are passed on orally by the flight attendants - the information generally concerns safety (turbulence situations and initial instructions), food and

location (in which city the plane will land). , as one of the participants reports:

[...] once I missed a flight. I got off at a place that I thought was Brasília, but it was another place! I waited to get my suitcase from the baggage claim, but it didn't come! I found it strange... I asked the person in charge there: 'Where is my suitcase?' The person asked to see my ticket and told me: 'No, this is not Brasília' - your destination is somewhere else'. 'I felt like a clown! (Lopez, 2016, p.125).

The problems described in this item and the suggested solutions given by the deaf were organized according to the stage of the airport service and can be seen in Table 3. The most critical problems are highlighted in red.

Table 3 - Problems and solutions highlighted by deaf people (users)

PROBLEMS				
Check in	Wait	Boarding	Plane	Landing
<ul style="list-style-type: none"> • Communication problems with the attendant in unusual situations/unprepared attendants; • Lack of information in Libras about procedures (flight schedule, website information, etc.). 	<ul style="list-style-type: none"> • Audible warning about flight changes or passenger calls; • Information on flight monitors only in Portuguese or incorrect. 	<ul style="list-style-type: none"> • Audible warning about gate changes; • Problems communicating with deaf users can lead them to take the wrong flight. 	<ul style="list-style-type: none"> • Sound information about safety or flight status; • Difficulty communicating with flight attendants, especially regarding food. 	<ul style="list-style-type: none"> • Professionals and system unprepared to assist deaf people in extraordinary situations, such as lost luggage
SOLUTIONS				
Check in	Wait	Boarding	Plane	Landing
<ul style="list-style-type: none"> • Libras interpreter at airlines; • Employees must learn Libras; • Video interpretation service. • Information about flights in Libras. 	<ul style="list-style-type: none"> • Notices on panels with simultaneous translation into Libras. 	<ul style="list-style-type: none"> • Notices about gate changes on panels with simultaneous translation into Libras. 	<ul style="list-style-type: none"> • The screens also display information about safety and adverse situations (turbulence, landing in another location) in Libras; • Training employees to assist the deaf. 	<ul style="list-style-type: none"> • Libras interpretation service for extraordinary problems.




3.5. Recommendations

The work carried out by workers in service situations constitutes a mediation activity between the organization's purposes and the users' objectives, being a source of conflicts in multiple dimensions. This mediation translates into the dynamics of the customer service, impacting: a) user satisfaction; b) the efficiency and well-being of attendants; c) the effectiveness and quality of the service itself (Ferreira & Freire, 2000). The visibility of possible imbalances and incompatibilities existing between the logic of the actors involved in the service is perceived in the form of critical indicators (such as: user complaints/dissatisfaction, employee errors, security problems, etc.). The objective of this analysis was not only to list the problems found, but to understand the mechanisms that support these problems, aiming to develop


plausible solutions that take into account the perspective of the three actors involved in the service activity. Table 4 contains suggestions for improvement organized through short and

medium-term measures.

Table 4 - Recommended solutions for accessibility problems at the airport

SHORT TERM SOLUTIONS / SOLUÇÕES DE CURTO PRAZO	
<p>Information Desk</p> 	<ul style="list-style-type: none"> • Internet access for access to automatic translator and training on how to use it efficiently. The information given by receptionists is short, low-complexity sentences, which allows the use of automated technologies. The solution, suggested by the coordinator, of having a screen with a keyboard facing the user is interesting. The interface could give access to a chat, where the conversation with the attendant could be in written language, or in Libras, using an automatic translator. Likewise, frequently asked questions may already be translated into Libras, facilitating access for deaf users. • Agreement with the Deaf Association and institutions linked to teaching Libras for periodic visits by deaf people to practice Libras. • The airport administrator, together with the Airlines, can hire a video translation company for extraordinary situations. Since the demand for deaf people is low, as well as the occurrence of adverse situations;
<p>CIAS Aéreas</p> 	<ul style="list-style-type: none"> • Employee awareness, however, remains important. It could be done twice a year, aiming to guide workers on how to assist a deaf person (cultural training, basic information in Libras). • Translation of procedural information into Libras, for example: safety information, location of the plane and emergency situations inside the plane; and information on extraordinary procedures, such as when luggage is lost. • Delivery of a device for the deaf that warns if there is a change in gate or in relation to the flight, as well as warnings directed to that specific person – device developed and recommended by Estender and Quadros (2014).
<p>Aeroporto</p> 	<ul style="list-style-type: none"> • Installation of Flight Panels with automatic translation into Libras - they are already available at other airports managed by Infraero.

MEDIUM TERM SOLUTIONS

<p>Libras Courses</p> 	<ul style="list-style-type: none"> • Measures for institutions that offer Libras courses • Direct the content of Libras courses to the reality of each activity, reinforcing signs related to it and preparing teaching material for continuous access to information. • Include a module on deaf culture and issues important to the deaf community. Information helps combat prejudice and eliminate myths and stereotypes.
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4. CONCLUSIONS

The accessibility analysis, carried out using the AET as a reference for public service situations, allowed us to understand the context in which the institution operates, how it works with accessibility – the legal requirements – what resources are provided to employees so that these requirements are met, how they are actually performed (real work), what strategies employees use to achieve the objectives proposed by the institution and expected by the consumer, and, finally, how users see the service: Does it meet expectations? What needs to be improved? How to do it? It was found that, although Infraero offers training to information desk employees, in accordance with legislation, this is not effective. It was observed that the vision of the coordinator and employees converged in relation to this situation, as both declared that due to the low demand from deaf users, receptionists ended up

forgetting the training content (even though they thought it was important to know Libras) and were unable to provide accessible services to the deaf. Therefore, it was suggested for this specific context to introduce a technology that would assist in translating information into Libras, as well as having the most requested information already translated. Such solutions do not take away the importance and need to continue applying the basic Libras course and to introduce a

day for guidance on deaf culture and communication with deaf people. Solutions were also identified for other problems in the airport context and airline service from ticket purchase to disembarkation.

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