



## Inclusion of visually impaired people in the labor market: a review

### Inclusão de pessoas com deficiência visual no mercado de trabalho: uma revisão

SCHAFHAUZER, Luciana Muniz Bezerra <sup>(1)</sup>; SILVA, Cleomacio Miguel <sup>(2)</sup>

(1) 0000-0001-8212-9163; Universidade de Pernambuco, Recife, Pernambuco (PE), Brasil. luciana.mbezerra@upe.br .

(2) 0000-0002-0217-1087; Universidade de Pernambuco, Brasil, Pernambuco (PE), Brasil. cleomacio@hotmail.com.

The content expressed in this article is the sole responsibility of its authors.

#### ABSTRACT

The inclusion of visually impaired people in the job market has been gaining ground and breaking barriers over time. Regardless of the degree, having visual impairment is a characteristic of the person and does not condition their competence. By means of work, the person with visually impairment, in addition to asserting himself as a productive being, fulfills himself personally and professionally. It is necessary to recognize and take advantage of the gains of Diversity Management in organizations, adding characteristics and types of visions. This literature review sought to unite the themes person with visual impairment with work, technology and barriers, searching for studies approaching the theme within the Brazilian reality in the last five years and alignment with the national and international standards, analyzing elements to strengthen an inclusive culture. The bases Google Scholar and Portal Capes were chosen for the largest number of citations related to the purpose. In the end, it was observed that thinking about inclusion and accessibility in organizations is a path with no return, it adds benefits to teams and contributes to the development of a fair and egalitarian society, but it is a theme that needs to be more valued.

#### RESUMO

A inclusão da pessoa com deficiência visual no mercado de trabalho vem ganhando espaço e quebrando barreiras ao longo do tempo. Independente do grau, ter deficiência visual é uma característica da pessoa e não condiciona sua competência. Por meio do trabalho, a pessoa com deficiência visual, além de afirmar-se como ser produtivo, realiza-se pessoalmente e profissionalmente. É preciso reconhecer e aproveitar os ganhos da Gestão da Diversidade nas organizações, somando características e tipos de visões. A presente revisão da literatura buscou unir os temas pessoa com deficiência visual com trabalho, tecnologia e barreiras, buscando estudos abordando o tema dentro da realidade brasileira nos últimos cinco anos e alinhamento com as normativas nacionais e internacionais, analisando elementos para fortalecer uma cultura inclusiva. As bases Google Scholar e Portal Capes foram escolhidas pelo maior número de citações relativas ao propósito. Ao final, observou-se que pensar em inclusão e acessibilidade nas organizações é um caminho sem volta, agrega benefícios às equipes e colabora para o desenvolvimento de uma sociedade justa e igualitária, porém trata-se de um tema que precisa ser mais valorizado.

#### INFORMAÇÕES DO ARTIGO

##### **Histórico do Artigo:**

Submitted: 07/06/2022

Approved: 14/08/2023

Published: 24/08/2023



##### **Keywords:**

Inclusive technology,  
Diversity Management,  
Social justice, Innovation,  
Qualitative analysis

##### **Palavras-Chave:**

Tecnologia inclusiva,  
Gestão da Diversidade,  
Justiça social, Inovação,  
Análise qualitativa

## Introduction

The insertion of visually impaired people (PcDV) in the labor market has gained strength from political movements, support from social organizations, legislation and with the paradigm shift of the population itself. Providing opportunities for the exercise of a profession where not only financial independence is achieved, but also professional fulfillment is a fundamental right of all citizens and corroborates with the idea of a sustainable world (Borges, 2014). Living in a society accustomed to the paradigm based on “normality” standards, being PcDV already imprints a stigma of inequality towards others and; therefore, not infrequently, they are faced with a competitive disadvantage in the labor market and underemployment (Silva, 2017).

Although a large number of affirmative actions in favor of inclusion are observed, the absorption of this workforce is still full of prejudices, mainly because employers are unaware of and do not trust the potential they have (Souza-Silva et al., 2012). Schooling tends to allow better employability for all people. By overcoming the barriers of school inclusion, where, for example, teaching materials in Braille are not easily available and a large amount of information available on the world wide web is not accessible, the PcDV is faced with the difficult reality of allocating in the business market.

Overcoming all the adversities imposed by a world that still needs to evolve a lot in terms of inclusion and assume the role of one's life, even placing oneself in the job market, already demonstrates an extremely important competence for any professional: attitude. Overcoming communication and transportation barriers, becoming literate, seeking financial independence, being recognized as a productive being, investing in a profession, actions that for a person without disabilities in an unequal and competitive world is already a battle, for a PcDV requires one more effort. The frequency of people with disabilities in senior positions is still very low. The lack of training in the labor market for anyone, with or without a disability, is already a watershed (Souza-Silva et al., 2012).

In order to value this autonomy effort, it is necessary for the organizations that absorb this workforce to provide resources that favor the working conditions of people who need adjustments for a better interaction of the limitation of their functional part with the environment. For this adjustment, assistive technology (AT) or technical help must be used with the main objective of allowing the autonomy of the person with a disability (Brasil, 2015). When this adaptation to the work environment is not made, one cannot demand the same productivity as the others (Carvalho-Freitas, 2009).

In a culture focused on inclusion, it is necessary to proactively observe accessibility and involve PcDV from the beginning of each project. It is necessary that, when designing a new service or when deciding to purchase a new product, the best design and usability practices are

already observed, allowing full use by all people without distinction. It is also necessary, in a collaborative way, together with this workforce and based on its limitations, to define the specifications and verify the possibility of full use of any and all new work tools.

For effective labor inclusion, it is necessary that all areas are sensitized and that it becomes habitual to think of all people without distinction. The look at labor inclusion must be multidisciplinary. It is necessary to verify accessibility in several dimensions so that an environment is prepared to receive safely, autonomously and independently, the largest possible number of people, regardless of their age, height, mobility or perception limitations. There are physical barriers, technological barriers and attitudinal barriers that need to be worked on for an effective inclusion of the visually impaired person. Therefore, and within this context, the objective of the present study was to develop a review of the specialized literature, with an exclusive focus on the inclusion of the visually impaired in the labor market.

## Methodology

For theoretical basis, Portal Capes and Google Scholar were used as research sources, seeking alignment with the theme in the Brazilian reality, with the descriptors: Person with visual impairment (DO19987) and Work (DO14937). To adhere to the purpose, the term “barrier”, “technology” and the phrase “nothing about us” were also used. The Boolean operator “AND” was used to cross-reference the descriptors and terms, as shown in Table 1. Open access peer-reviewed articles and dissertations published between 2017 and 2022 were searched, refining the results by sequence: elimination of duplicate articles, elimination due to lack of relevance of the title, elimination due to lack of adherence to the theme when reading the abstract and elimination due to divergence of focus when reading the work. The bases were chosen based on the return of the largest number of citations related to the purpose. Due to the specificity of the subject, websites of reference organizations on the subject were also consulted and references made in previous research were used.

**Table 1.**  
Search strategies for theoretical basis.

<b>Basis</b>	<b>String</b>	<b>Result</b>	<b>Filter Title</b>	<b>Summary filter</b>	<b>Text Filter</b>
<b>Portal Capes</b>	visually impaired person AND job	352	3	2	2
	visually impaired person AND technology AND barrier	87	2	2	1
	nothing about us	0	0	0	0
<b>Google Scholar</b>	visually impaired AND technology AND nothing about us	471	10	6	2

Source: Authors.

## Results and discussion

### *The struggle story of the person with a disability*

From ancient Greece to the Contemporary Age, it is observed that the conception of disability went through the struggle for survival, the abandonment of the culture of beauty, the acceptance of Christian charity, the social integration of rehabilitation to social inclusion (Carvalho-Freitas, 2007).

Discrimination against people who visually had a disability, carrying a stigma of disability, extended over time (Silva, 2017), reinforcing prejudice against what is considered different, unknown, outside the standards historically defined as normal (Tanaka & Manzini, 2005). Also, the paradigm was observed that the person with disability (PcD) was considered a person who constantly depended on help from third parties (Novak, 2015).

Former war fighters who returned mutilated, although considered disabled at the time, were treated as heroes and, with the intention of valuing them, they were reincorporated into the social environment. This readaptation process propelled the evolution of science and medicine and was conditioning to give strength to the movement of integration of people with disabilities. The French Revolution (1789), with its concept of Liberty, Equality and Fraternity, positively influenced the change of thinking (Silva, 2017). At that time, it was the state's obligation to pay for the survival of these citizens, configuring the welfare character, but Napoleon (1804-1814) determined the readaptation of his mutilated soldiers to other professions that could be exercised with a disability, recognizing these people as capable of exercising productive activities. It was in the industrial era that men began to be seen with their individualities and with different characteristics and needs (Silva, 2017).

Accompanying the integration of people with disabilities in the world, in Brazil, even at the time of the empire, the Imperial Instituto dos Meninos Cegos (1854), current Instituto Benjamim Constant, and the Instituto dos Surdos-Mudos (1856), current Instituto Nacional of the Deaf, which functioned as learning schools (Silva, 2017).

After the Second World War, mainly for American and European societies, with the scarce workforce decimated by the war, came the understanding that people with disabilities could be productive and, for that, the conditions and resources should be made available to favor the insertion. At that time, society groups organized to fight for minorities increased (Silva, 2017).

Although these associations had an essentially welfare character and without any participation of the state, it was through them that the public interest was created, providing political engagement in search of guaranteeing rights and a change of thought in the sense of recognizing the capacity of a PcD exercise their various roles in society (Silva, 2017).

The revision of the welfare model, the improvement of science and the updating of the legislation were the drivers of the transition from being victimized to the “I as a person” (Silva, 2017). Seeking independence from your limitations, assuming the protagonism of your role in society means imposing yourself in the face of differences, minimizing barriers based on your skills. The thought of inclusion was propelled by the development of special education by human rights movements (Araújo, 2015).

Founded in 1945, the United Nations (UN), with the aim of pacifying peoples and defending human rights, over the years, following current needs, published, together with other international bodies, such as the World Organization and the World Health Organization (WHO), several Recommendations, Declarations and Resolutions that crossed the entire planet.

Since then, several affirmative actions have taken place in search, initially, of the integration and subsequent inclusion of people with disabilities in social life, in the school environment and in the labor market, with the aim of valuing their autonomy and making them subjects of action of their own walk (Leme & Fontes, 2017). Terms such as “equal opportunities” and “full participation” began to be part of everyday life around the world.

Human rights are fundamental by their very nature, as they do not need a concession from political society. They are guarantees of freedom and equality that political society itself must promote (Cardoso & Silva, 2010). The global movement of affirmative actions with the objective of increasing the visibility of people with disabilities, gave great strength to the rescue of citizenship, autonomy and social participation for these people. It was based on worldwide debates that people with disabilities decided to want to be called “people with disabilities”, working on the prejudice embedded in the semantics of pejorative terms (defective, disabled, crippled, abnormal), which was promptly accepted by the Convention on Human Rights. of Persons with Disabilities, adopted by the UN on 12/13/06, ratified in Brazil by Legislative Decree nº 186, 07/09/08 (Araújo, 2015).

“Disability is part of being human. Almost all people will suffer from a temporary or permanent disability at some point in their lives”, is a person's health condition (World Health Organization [WHO], 2011). Inclusion in practice involves “changes in the conception of society, man, education and school” (Novak, 2015, p. 38) and the breaking down of attitudinal barriers built over the history of exclusion of people with disabilities from the main stream. society (OLIVEIRA et al., 2017). The concept of incapacity of people with disabilities is still the paradigm that hinders inclusion, reinforced by the lack of support from top management, low professional training of PcD and accessibility difficulties in the work environment (Porto, 2014). However, even with the most diverse barriers encountered for social inclusion, an improvement in the autonomy and self-esteem of people with disabilities is observed (Hammes & Nuernberg, 2015).

## ***Visual impairment***

The human being interacts with the world around him through a multisensory system formed by vision, hearing, touch, taste and smell. The loss or decrease of any of these capacities implies a decrease in autonomy for daily activities (Estevão, 2017).

In a person who can see, vision plays a sovereign role in the hierarchy of the senses, being the link that allows “associating sound and image, imitating a gesture or behavior and exercising an exploratory activity circumscribed to a delimited space” (Sá et al., 2007, p. 15).

Conde (2016) stated that blindness is an ophthalmological scale of visual acuity that groups people with visual impairment. By visual acuity, the author defines it as the amplitude of a certain area reached by vision, that is, what is seen from a certain distance and visual field. Sa et al. (2007, p. 17) define the term as “the distance from one point to another in a straight line through which an object is seen”. The World Vision Report (World Health Organization [WHO], 2019) estimated that at least 2.2 billion people worldwide have a visual impairment.

“Visual impairment occurs when an eye disease affects the visual system and one or more visual functions” (WHO, 2019, p. 10), which can be congenital or acquired (Brasil, 2000) and can affect the individual unilaterally or bilaterally.

By its own definition, visual impairment is not absolute, adding both the total lack of vision, where there is no perception of light, and people with residual vision. What the WHO today presents as visual impairment has been called “low vision”, “partial blindness”, “legal or professional blindness” or even “economic blindness”. In this category are people who can only count their fingers at a short distance and those who can distinguish between light and dark, perceiving only figures (Conde, 2016).

The International Classification of Diseases (ICD), maintained by the WHO, with the aim of standardizing concepts (Conde, 2016), categorized visual impairment into different degrees of visual acuity, based on the intensity at which it occurs. In its 11th review (ICD-11), published at the beginning of the current year, it divides vision difficulties for near and far, as can be seen in Table 2. The classification of severity is based on the visual acuity of the better eye (WHO, 2019). In that figure, we can see that, for example, a person with mild visual impairment can read from 6 meters away what a person without visual impairment can read from 12 meters. As already reported above, the occurrence of these categories can appear in a binocular or monocular way.

**Table 2.**  
Classification of visual impairment.

Classification	Category CID-11	Visual acuity in the better eye	
		Less than	Equal or greater than
<b>Distant vision impairment</b>			
0 Close to normal vision	Mild visual impairment	6/12 (0,5)	6/18 (0,3)
1 Moderate low vision	Moderate visual impairment	6/18 (0,3)	6/60 (0,1)
2 Severe low vision	Severe visual impairment	6/60 (0,1)	3/60 (0,05)
3 Low deep vision	Blindness	3/60 (0,05)	1/60 (0,02)
4 Close to blindness		1/60 (0,02)	Light perception
5 Cegueira total		No light perception	
<b>Near vision impairment</b>	N6 or M.08 the 40 cm, with existing optical correction		
<b>Monocular blindness</b>	- If you have visual impairment categories 3, 4, 5 in one eye, and the other eye has normal vision conditions; - If you have category 3, 4.5 visual impairment in one eye and category 0, 1, 2 or 9 in the other eye.		

Source: Modified from WHO (2019); Franco (2020) e Bonfadini (2022).

In a didactic way, Oliveira (2021) explained the difference between these categories as: blindness is characterized by the absence of visual residue or the perception of only figures and luminosity; low vision compromises visual functioning in a way that it is not possible to be treated by correction of degrees; and monocular vision when the individual has 20% or less of visual efficiency in one eye, losing the notion of depth, worsening binocular visual acuity and having a diminished peripheral visual field.

Figueiredo (2018) commented that the universe of visual impairment includes different degrees and, even two people with the same visual acuity, do not have the same visual performance. For the author, the more stimuli a person with visual impairment receives, the better their performance in ocular functions. The World Report on Disability (WHO, 2011, p. 8), stated that “people with disabilities are different and heterogeneous”.

Some PcDV carry out their activities without the need for any aid, however, others use “optical (magnifying glasses and telescopes), electronic (electronic magnifying glasses and video magnifiers) and IT (software magnifiers and/or screen readers) resources to expand their visual functionality” (Borges & Mendes, 2018, p. 484). These aids are part of the list of assistive technologies.

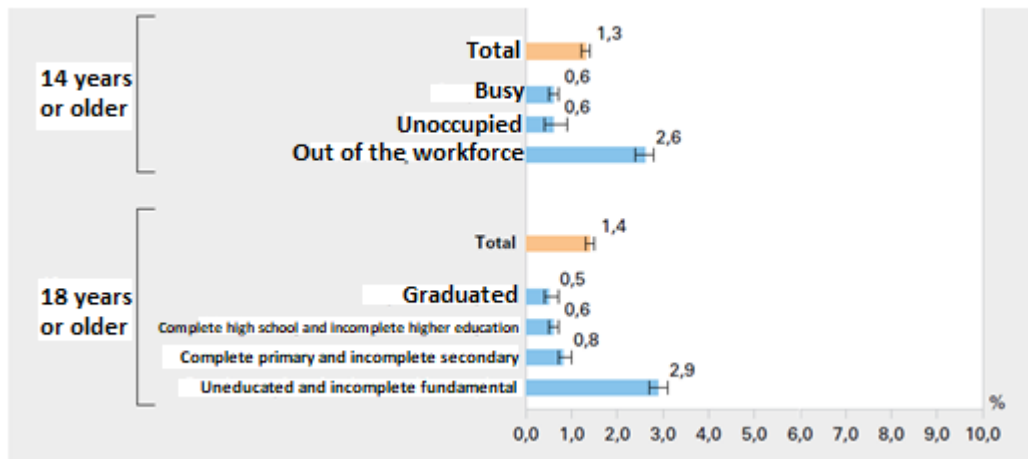
The National Health Survey (PNS), carried out by the Brazilian Institute of Geography and Statistics (IBGE, 2021), in 2019, found that 17.63 million Brazilians, over 2 years of age, have some type of disability. The results of the PNS also highlighted that there are relevant differences in education between people with and without disabilities, as well as in the level of occupation, proving to be a public that still has competitive disadvantages.

In the survey on PcDV, they represent 3.4% of the Brazilian population, with almost 7 million Brazilians in 2019. Regarding the workforce, the vast majority is unemployed or out of

the workforce and, in Regarding schooling, a small portion has completed higher education or high school. These data are shown in Figure 1.

**Figure 1.**

Clipping on work and instruction of PcDV in the PNS-2019.



Source: Modified from IBGE (2021).

For public tenders in Brazil, where there is a percentage of vacancies already guaranteed by law (Brasil, 1990), noting that the intended functions are compatible with the disability they have, Art. 4 of Decree 3298/1999 (Brasil, 1999) considers a visually impaired person to be someone who has:

III - visual impairment - blindness, in which the visual acuity is equal to or less than 0.05 in the best eye, with the best optical correction; low vision, which means visual acuity between 0.3 and 0.05 in the best eye, with the best optical correction; cases in which the sum of the visual field measurements in both eyes is equal to or less than 600; or the simultaneous occurrence of any of the foregoing conditions;

Although the quotas of the last TJPE public contest already contemplated people with monocular vision, following the Precedent nº 377 of the Superior Court of Justice (STJ, 2009), Law nº 14.126 (Brasil, 2021) came to realize the rights of people with deficiency in just one eye for all the benefits previously achieved. The impediment must be recognized, when necessary, based on the biopsychosocial assessment recommended by the Statute for Persons with Disabilities (Brasil, 2015).



## ***The importance of education for PcDV***

The socialization of people with disabilities has evolved over time and one of the most effective ways to do so is through inclusive education (Medeiros & Queiroz, 2018). Education is fundamental for building the values and behavior that govern a society, becoming a prerequisite for achieving other rights (Maroubo & Mello, 2019). In addition to social preparation, another point of difficulty for the insertion of people with disabilities in work are the barriers encountered in the process of professional training and qualification (Tanaka & Manzini, 2005). Low schooling impairs professional training (Souza-Silva et al., 2012) and school inclusion policies are aimed precisely at reducing school inequality for people with disabilities and increasing their chances of entering the labor market (Pontes et al., 2020).

Social education is related to work activity and the integral formation of the personality. Social inequalities are more linked to economic inequality than biological disabilities. Receiving, as a child, an education that allows for the expansion of their cultural and psychic development, favors labor social education for a future of active participation in the work dimension and in the forms of collective collaboration, within a thought of work as an educational principle. Work activity provides participation in social transformation (Dainez & Freitas, 2018). There is a close relationship between inclusive education and labor inclusion. The interaction allowed between people with and without disabilities breaks down attitudinal barriers and demystifies prejudice and discrimination, favoring inclusion. The competitive environment, with demands for increasingly specialized skills and little adapted to the characteristics of people with disabilities, does not prove to be very inviting (Neves-Silva et al., 2015). Therefore, “the professional qualification of people with disabilities does not always find an echo in their labor insertion” (Rodrigues & Coutinho, 2015, p. 71).

The vast majority of positions offered in organizations have school education as a prerequisite. The low level of education of PcD is one of the most used arguments for non-compliance with the Quota Law (Oliveira et al., 2017). In the same way that low professional qualification is directly related to low wages (Neves-Silva et al., 2015). Generally, training within companies, when it happens, is more concerned with the number of PcD trained than with the quality of training, setting up a statistic for dissemination (Zhong-Ming et al., 2021).

In contrast, increased education is a factor that increases the probability of formal employment, regardless of disability (Thomasi et al., 2018). The person with a disability who completes higher education increases their salary by more than 200%, which demonstrates that the difficulty in getting better job opportunities is directly linked to education and professional qualification (Becker, 2019). Labor inclusion is based on systemic education (Maroubo & Mello, 2019). Companies justify the low hiring of PcD, claiming a lack of qualified labor, leading to the search for insertion in the labor market in an informal way, supplementing income, most of the time, with the Benefit of Continuous Provision provided by the Federal

Government (Thomasi et al., 2018). Therefore, the family, school and labor organizations are directly responsible for the opportunities offered to PcD, and the educational situation is a condition for the inclusion and permanence of people with disabilities in the labor market (Rodrigues & Coutinho, 2015). As Silva (2017) put it, formal education is part of the paradigm shift process.

The research by Gonçalves et. al. (2015), found a large percentage of PcD with an incomplete school trajectory, demonstrating the educational deficiencies experienced by these people. Few manage to continue their school education, manage to graduate in a profession and even train themselves in the various behavioral and technological skills that are increasingly demanded. They still fall into another struggle to continue overcoming barriers: competing in a saturated capitalist economic model, which has the concept that a person with a disability is not as productive as a person without a disability. What happens is that, even with a professional qualification, people with disabilities find it difficult to secure a space in the labor market (Neves-Silva et al., 2015).

Silva (2017) explains that improving the quality of information and greater access to data for reading, in the most diverse areas, has the world wide web as a great ally. In this way, information technology is configured allied to inclusion.

On the need for ongoing training, Muthambe (2021) stressed that, for PcDV to master their training, it is necessary to provide accessible information, adequate material resources and/or in an accessible format, and instructors with training in the field of customer service. this audience.

### ***Protagonism of the career of PcDV***

“Through work, man feels he belongs to his group and as a subject, product and producer of history” (Souza-Silva et al., 2012, p. 31). In antiquity “man was worth what he produced” (Silva, 2017, p. 26). The source of income makes people independent and it is by exercising their rights and duties that people are respected as citizens. For the person with a disability, the gains go beyond consumption power, in addition to other personal needs. However, the feeling of belonging to society, personal identity and autonomy are values that support the existence of a PcD (Oliveira et al., 2017).

The sustainability of the labor insertion of people with disabilities aims to reduce welfare, as welfare itself is anchored in the principle of social unproductivity (Rodrigues & Coutinho, 2015; Dainez & Freitas, 2018). Within the scope of corporate social responsibility, it is necessary to reinforce the relationship between financial return and moral value before society (Hipólito, 2016). This thought should reflect what the 1988 Federal Constitution of Brazil stipulates, which mentions the right to work and not to income, where it can be suggested that work offers more than just a livelihood, providing social coexistence and

improving self-esteem (Oliveira et al., 2017). “Paying people with disabilities move the economy like any other part of the population” (Oliveira et al., 2017, p. 139). The World Health Organization (WHO, 2011) recognized that people with disabilities have less access to education and job opportunities, making them more vulnerable to the condition of poverty than people without disabilities.

The Organic Law of Social Assistance (Brazil, 1993) guarantees PcD the right to the Benefit of Continued Provision (BPC), aimed at transferring income to people unable to work, and has the main objective of taking these people out of social vulnerability. Even though it has a welfare character, the BPC seeks to protect people with disabilities from extreme poverty, when they are not given the opportunity of education to get jobs to support themselves. When entering the labor market, the BPC is suspended, and can be revived in the event of job loss, to guarantee livelihood (Rodrigues & Coutinho, 2015).

Faced with so many barriers encountered for labor inclusion, some people opt for the BPC, fearing prejudice. However, others, even with the barriers, face the market because they understand that work adds other gains to life in addition to financial gain, seeking a feeling of usefulness, socialization, self-respect and identity (Neves-Silva et al, 2015). Logically, there is the thought that the PcD prefers the BPC than facing the job market, however, encouraging the opposite and maintaining security, as explained in the previous paragraph, the legislation allows that, at any time, when the job is lost, may return the receipt of the benefit (Oliveira et al., 2017).

When enrolling in a public tender, the PcDV must prove their education and inform their choice for the use of assistive technology. It should be noted that competition in the public tender does not choose people with disabilities based on their type, as observed in the labor market, where research shows favoring the choice of people whose environment does not need or needs few adaptations (Barros & Ambiel, 2020).

Another point to highlight is that assigning mechanized and repetitive tasks to PcV is putting them in a position of lesser capacity (Rocha, 2018). Talking about labor inclusion presupposes the guarantee that “all people can fully exercise, within their limitations, the proposed work” (Silva, 2017, p. 85).

### ***Diversity management, two-way benefit***

Inclusion must be bilateral and the new paradigm must have a thought of equalizing opportunities (Araújo, 2015). Social inclusion has evolved into labor inclusion and the consequent management of diversity in work organizations (Carvalho-Freitas, 2007).

The importance of diversity within organizations with significant gains for the company, provides employees without disabilities with contact with the difficulties and

potential of PcD (Hammes & Nuernberg, 2015). The perspective of diversity is both a challenge and an opportunity to review work processes. For the authors, the inclusion of people with disabilities brings great consequences in social life.

From the Law of Quotas, a new competence grew in organizations: managing the work of people with disabilities. With the different types of disabilities in the most varied intensities, the need to adapt the environment and work practices came to the fore. Physical, communication and attitudinal barriers must be removed so that the prejudice of lack of work competence is not established (Carvalho-Freitas et al., 2010; Tanaka & Manzini, 2005). “We seek acceptance of difference as a power of action.” (Rocha, 2018, p. 142).

Receiving information about disabilities, living with and interacting with this universe, provides the deconstruction of prejudices that only have to add to the work environment (Oliveira et al., 2017). Understanding how people with disabilities are seen within organizations is a big step towards ensuring truly inclusive diversity management (Carvalho-Freitas, 2007).

Although compulsory, diversity management was inserted and provided new learning when, by forcing coexistence, it demanded the revision of various procedures and customs (Oliveira et al., 2017). The same authors stated that everyone wins with the hiring of people with disabilities, as they have different life experiences and the adversities they need to go through to reach the job market bring different ideas to the challenges of companies. It is about a cultural change of perceiving the gains in the value of differences and turning the focus to the person's competences and not to the disability. Thus, the reflection in social life is to provide respect for the rights of all people without distinction (Hammes & Nuernberg, 2015).

Investment in education, transformations in work relations and public policies are conditioning factors for the inclusion process, where discrimination is still the strongest value and presupposes a change in social behavior (Hipólito, 2016). It is necessary to break the barriers of inequality and exclusion (Rocha, 2018).

In the words of Silva (2017, p. 106) “by including, it is required that both sides, society and the included, review their concepts and models. This process will guarantee learning and equal participation in postmodernity, in which the world is plural, without the delimitation of roles or territories, for disabled or non-disabled people.”

### ***“Nothing about us, without us”***

An effectively inclusive environment needs to be proactive when it comes to PcDV issues and be based on the internationally disseminated motto “Nothing about us without us”. As Sasaki (2011) explains, it is necessary that any action that may involve people with disabilities should have their full participation. According to Machado (2019), this motto highlights the importance of exercising empathy.

After much struggle to gain attention and space in society, identifying the importance of the active participation of people with disabilities in whatever concerns them, this motto claims that, despite the good will of people without disabilities, it is of paramount importance that the definitions are made together with the people who will be impacted (Sasaki, 2011). Thus, whenever there is a need to define any laws, projects, furniture, equipment or systems, even following all the good practice booklets, the full participation of people with disabilities themselves must be guaranteed, involving them in these definitions.

The active voice, necessary for the struggle for their rights, is configured as an element to work on the lack of knowledge that society has about people with disabilities (Rodrigues & Silva, 2017). Silva and Santana (2020, p. 234) argued that “the effective participation of employees with visual impairments demonstrates how interested this public is in collaborating with research that seeks to improve their relationship with the world”. Strengthening a just and sustainable world, “the 2030 Agenda requires a participatory and inclusive approach in which all stakeholders, including people with disabilities, are engaged” (UN, 2018. P.2).

## **Final considerations**

A sustainable society must be based not only on concern for a viable environment for future lives on the planet, but also on equality between people regardless of culture, race, gender, age or physical and mental capabilities.

Being a visually impaired person is a characteristic of the individual and does not condition his/her competence. It is necessary to overcome the barriers to inclusion, providing education and access to knowledge so that people with visual impairments can continuously train themselves and exercise their potential, demonstrating their capabilities and skills in the work environment.

Although less than desired, the labor market has absorbed more and more people with visual impairments to compose its workforce, noting the potential that this category offers to add productive value to the most diverse areas. Diversity Management in organizations focuses on the importance and gains in adding different points of view and, especially, learning from differences.

Ensuring opportunities for an economically, politically and emotionally healthy productive life for all people depends on thinking articulated between social development, sustainability and inclusion. Thinking about inclusion and accessibility in organizations is a path of no return, it adds benefits to teams and collaborates for the development of a just and egalitarian society.

It is necessary to encourage further studies on the inclusion of visually impaired people in the work environment, with the aim of thinking about, improving and publicizing the topic.

## REFERENCES

- Araújo, E. H. S. (2015). *Acessibilidade e inclusão de pessoas com deficiência na faculdade de direito da UFBA*. Dissertação (Mestrado em Estudos Interdisciplinares) – Universidade Federal da Bahia, Salvador. <http://repositorio.ufba.br/ri/handle/ri/20772>
- Barros, L. O. & Ambiel, R. A. M. (2020). “Não tem nada para fazer lá”: trabalho e pessoas com deficiência visual. *PSICO*, 51 (1), 1-12 <http://dx.doi.org/10.15448/1980-8623.2020.1.31320>
- Becker, K. L. (2019). Deficiência, emprego e salário no mercado de trabalho brasileiro. *Estudos Econômicos*, 49 (1), 39-64. <http://dx.doi.org/10.1590/0101-41614912klb> .
- Borges, J. A. S. (2014). *Sustentabilidade & Acessibilidade: Educação Ambiental, inclusão e direitos da pessoa com deficiência – práticas, aproximações teóricas, caminhos e perspectivas!* Brasília: OAB Editora.
- Borges, W. F. & Mendes, E. G. Usabilidade de aplicativos de tecnologia assistiva por pessoas com baixa visão. *Revista Brasileira de Educação Especial*, 24 (4), 483-500. <http://dx.doi.org/10.1590/S1413-65382418000500002>
- Brasil. (1999). Decreto nº 3.298, de 20 de dezembro de 1999. *Dispõe sobre a Política Nacional para a Integração da Pessoa Portadora de Deficiência, consolida as normas de proteção, e dá outras providências*. Brasília, DF: Presidência da República. [https://www.planalto.gov.br/ccivil\\_03/decreto/D3298.htm](https://www.planalto.gov.br/ccivil_03/decreto/D3298.htm).
- Brasil. (1993). Lei nº 8.742, de 07 de dezembro de 1993. *Dispõe sobre a organização da Assistência Social e dá outras providências (Lei Orgânica da Assistência Social)*. Brasília, DF: Presidência da República. [http://www.planalto.gov.br/ccivil\\_03/Leis/L8742.htm](http://www.planalto.gov.br/ccivil_03/Leis/L8742.htm).
- Brasil (2000). Lei nº 10.098, de 19 de dezembro de 2000. *Estabelece normas gerais e critérios básicos para a promoção da acessibilidade das pessoas portadoras de deficiência ou com mobilidade reduzida, e dá outras providências (Lei da Acessibilidade)*. Presidência da República. [https://www.planalto.gov.br/ccivil\\_03/LEIS/L10098.htm](https://www.planalto.gov.br/ccivil_03/LEIS/L10098.htm).
- Brasil (2015). Lei nº 13.146, de 6 de julho de 2015. *Institui a Lei Brasileira de Inclusão da Pessoa com Deficiência (Estatuto da Pessoa com Deficiência)*. Brasília, DF: Presidência da República. <https://presrepublica.jusbrasil.com.br/legislacao/205855325/lei-13146-15>
- Brasil (2021). Lei nº 14.126, de 22 de março de 2021. *Classifica a visão monocular como deficiência sensorial, do tipo visual*. Brasília, DF: Presidência da República. [https://www.planalto.gov.br/ccivil\\_03/Atos2019-2022/2021/Lei/L14126.htm](https://www.planalto.gov.br/ccivil_03/Atos2019-2022/2021/Lei/L14126.htm).
- Cardoso, E. & Silva, T. L. K. (2010). Recursos para Acessibilidade em Sistemas de Comunicação para Usuários com Deficiência. *Design & Tecnologia*, 1 (02), 8-21. <https://doi.org/10.23972/det2010iisso2pp8-21>.
- Carvalho-Freitas, M. N. (2007). *A Inserção de Pessoa com Deficiência em Empresas Brasileiras – Um estudo sobre as relações entre concepções de deficiência, condições de trabalho e qualidade de vida no trabalho*. 2007. Tese (Doutorado em Administração) – Universidade Federal de Minas Gerais, Belo Horizonte. <https://repositorio.ufmg.br/handle/1843/CSPO-72UKVU>.
- Carvalho-Freitas, M. N. (2009). Inserção e Gestão do Trabalho de Pessoas com Deficiência: um Estudo de Caso. *RAC - Revista de Administração Contemporânea*, 13, 121-138. <https://doi.org/10.1590/S1415-65552009000500009>.
- Carvalho-Freitas, M. N., Toledo, I. D., Nepomuceno, M. F.; Suzano, J. C. C. & Almeida, L. A. D. (2010). Socialização Organizacional de Pessoas Com Deficiência. *RAE – Revista de Administração de Empresas*, 50 (3), 264-275. <http://dx.doi.org/10.1590/S0034-75902010000300003>

- Conde, A. J. M. (2016). *Definição de cegueira e baixa visão*. IBC – Instituto Benjamin
- Dainez, D. & Freitas, A. P. (2018) Concepção de educação social em Vigotski: apontamentos para o processo de escolarização de crianças com deficiência. *Horizontes*, 36 (3), 145-156. <https://doi.org/10.24933/horizontes.v36i3.685>.
- Estevão, M. (2017). Um olhar sobre a deficiência visual. *IBC – Instituto Benjamin Constant*. <http://www.ibc.gov.br/fique-por-dentro/cegueira-e-baixa-visao> Acesso em 05/10/2021  
<http://www.ibc.gov.br/fique-por-dentro/cegueira-e-baixa-visao> Acesso em 05/10/2021
- Figueiredo, J. R. M. (2018). Um universo entre outros dois: reflexão sobre a baixa visão. *IBC - Instituto Benjamin Constant*. <https://www.gov.br/ibc/pt-br/centrais-de-conteudos/fique-por-dentro/um-universo-entre-outros-dois>
- Gonçalves, T. G. G. L., Meletti, S. M. F. & Santos, N. G. (2015). Nível instrucional de pessoas com deficiência no Brasil. *Crítica Educativa*, 1, 24-39. <http://dx.doi.org/10.22476/revcted.v1i2.37>
- Hammes, I. C. & Nuernberg, A. H. (2015). A Inclusão de Pessoas com Deficiência no Contexto do Trabalho em Florianópolis: Relato de Experiência no Sistema Nacional de Emprego. *Psicologia: Ciência e Profissão*, 35(3), 768-780. <http://dx.doi.org/10.1590/1982-3703000212012>
- Hipólito, M. C. V. (2016). *Sentidos atribuídos por pessoas com deficiência em relação a qualidade de vida no trabalho*. Dissertação (Mestrado em Educação Física) – Universidade Estadual de Campinas, Campinas. <http://repositorio.unicamp.br/jspui/handle/REPOSIP/305356>
- IBGE (2021). Instituto Brasileiro de Geografia e Estatística. *Pesquisa nacional de saúde: 2019*. Rio de Janeiro: Ministério da Economia. <https://biblioteca.ibge.gov.br/visualizacao/livros/liv101846.pdf>
- Leme, R. S. & Fontes, S. C. (2017). Da integração à inclusão social: o estatuto das pessoas com deficiência e a concretização da inclusão pelos direitos assegurados. *Revista Jurídica da FA7*, 14 (1), 89-107. <https://doi.org/10.24067/rjfa7;14.1:261>.
- Maroubou, F. P. & Mello, S. S. F. (2019). Educação Sistêmica como Instrumento de Inclusão Do Trabalhador: Um Novo Olhar Sobre o Ambiente Laboral à Luz das Leis de hierarquia e Pertencimento (Hellinger). In J. C. Martins, J. B. Q Paschoalino & Z. M. C. Montal (Orgs.). *Trabalho digno, educação e inclusão social* (pp. 280-304). Belo Horizonte: Arraes editores.
- Medeiros, M. M., & Queiroz, M. J. (2018). TICS na educação: o uso de software livre na promoção da acessibilidade. *Revista Brasileira da Educação Profissional e Tecnológica*, 1(14). <https://doi.org/10.15628/rbept.2018.6875>
- Muthambe, A. V. (2021). Práticas e experiências na formação e inclusão laboral da pessoa com deficiência visual: caso as Instituições de Ensino Superior em Moçambique. In E. A. Santos Jr, L. P. S. Braga & M. N. Mello (Orgs.). *Conectando Conhecimentos* (pp. 80-91). – Rio de Janeiro: Instituto Benjamin Constant. [https://www.gov.br/ibc/pt-br/pesquisa-e-tecnologia/publicacoes-do-ibc-1/livros\\_pdf/anexos/conectando-conhecimentos\\_vol\\_ii\\_.pdf](https://www.gov.br/ibc/pt-br/pesquisa-e-tecnologia/publicacoes-do-ibc-1/livros_pdf/anexos/conectando-conhecimentos_vol_ii_.pdf)
- Neves-Silva, P., Prais, F. G. & Silveira, A. M. (2015). Inclusão da pessoa com deficiência no mercado de trabalho em Belo Horizonte, Brasil: Cenário e perspectiva. *Ciência & Saúde coletiva* [online], 20 (8), 2549-2558. <https://doi.org/10.1590/1413-81232015208.17802014>.
- Novak, M. F. C. (2015). A importância da acessibilidade e inclusão de deficientes físicos nas Escolas. 2015. Monografia (Especialização Educação em Direitos Humanos) – Universidade Federal do Paraná, Irati. <https://acervodigital.ufpr.br/bitstream/handle/1884/45352/R%20-%20E%20-%20MARI%20FERNANDA%20COSTA%20NOVAK.pdf>.
- Oliveira, J. (Anfitrião). (04 de junho de 2021). Diferença entre Cegueira, Baixa Visão e Visão Monocular [Podcast em áudio]. Fale *CEAD-IBC!*

<https://anchor.fm/falaceadibc/episodes/Diferena-entre-Cegueira--Baixa-Viso-e-Viso-Monocular-e1263jb>

- Oliveira, L. C., Cavalli, V. T. & Guidugli, S. T. (2017). Política pública de inclusão das pessoas com deficiência no mercado de trabalho: algumas considerações sobre sua formulação, implementação e avanços de 1991 até 2015. Planejamento e políticas públicas, 48. <https://www.ipea.gov.br/ppp/index.php/PPP/article/view/623>.
- OMS (2011). Organização Mundial da Saúde. Relatório mundial sobre a deficiência. (Lexicus Serviços Linguísticos, Trad.). São Paulo: Secretaria dos Direitos da Pessoa com Deficiência. [https://apps.who.int/iris/bitstream/handle/10665/44575/9788564047020\\_por.pdf;jsessionid=04618434FE154FE3F4FoBA9F9DE53BD7?sequence=4](https://apps.who.int/iris/bitstream/handle/10665/44575/9788564047020_por.pdf;jsessionid=04618434FE154FE3F4FoBA9F9DE53BD7?sequence=4)
- Pontes, R. P., Salvini, R. R. & Silva, M. M. C. (2020). Educação especial e inclusão social na trajetória escolar e laboral para pessoas com deficiência no Brasil. *Pesquisa e planejamento econômico*, 50 (1). <http://ppe.ipea.gov.br/index.php/ppe/article/view/2083/1298>.
- Porto, R. M. A. B. (2014). Inclusão digital: um caminho para inclusão social. *Ciência da Informação*, 43 (2), 298-309. <http://revista.ibict.br/ciinf/article/view/1411>.
- Rocha, R. M. S. V. C. (2018). *Deficiência visual: perspectivas e desafios da acessibilidade ao mundo laboral*. Tese (Doutorado em Ciências Sociais) - Universidade do Vale do Rio dos Sinos. São Leopoldo, RS. <http://www.repositorio.jesuita.org.br/handle/UNISINOS/9857>
- Rodrigues, G. F. & Coutinho, K. S. (2015). Inclusão Laboral de Pessoas com Deficiência no Brasil e na Espanha: aproximações e distanciamentos. *Informática na educação: teoria & prática*, 18 (2). <https://doi.org/10.22456/1982-1654.53435>.
- Rodrigues, M. L. B. & Silva, R. F. C. (2017). Do trabalho das pessoas com deficiência: nada sobre nós, sem nós. *Administração de Empresas*, 16 (17), 69-88. <https://doi.org/10.6084/m9.figshare.5410528>.
- Sá, E. D., Campos, I. M. & Silva, M. B. C. (2007). Inclusão escolar de alunos cegos e com baixa visão. In Sá, E. D., Campos, I. M. & Silva, M. B. C. Atendimento educacional especializado em deficiência visual (13-38). Brasília, DF: Gráfica e Editora Cromos.
- Sasaki, R. K. (2011). *Nada sobre nós, sem nós: Da integração à inclusão*. Bengala Legal. <http://www.bengalalegal.com/nada-sobre-nos>.
- Silva, L. A. (2017). *Pessoas com deficiência: trajetórias sociais e políticas*. Edição Kindle.
- Silva, W. P., Mól, G. S. & Santana, R. O. (2020). O uso da ferramenta formulários do google para pesquisas com pessoas com deficiência visual. *Revista Pesquisa Qualitativa*, 8 (17), 221-235. <http://dx.doi.org/10.33361/RPQ.2020.v.8.n.17.250>
- Souza-Silva, J. R., Diegues, D. & Carvalho, S. G. (2012). Trabalho e deficiência: reflexões sobre as dificuldades da inclusão social. *Cadernos de Pós-Graduação em Distúrbios do Desenvolvimento*, 12 (1), 27-33. [https://www.mackenzie.br/fileadmin/OLD/47/Graduacao/CCBS/Pos-Graduacao/Docs/Cadernos/Volume\\_11/Editorial\\_2011-1.pdf](https://www.mackenzie.br/fileadmin/OLD/47/Graduacao/CCBS/Pos-Graduacao/Docs/Cadernos/Volume_11/Editorial_2011-1.pdf).
- STJ (2009). Superior Tribunal de Justiça. *Súmula nº 377*, de 22 de abril de 2009. Diário da Justiça Eletrônico, Brasília, DF, 05 de maio de 2009. [https://www.stj.jus.br/docs\\_internet/revista/eletronica/stj-revista-sumulas-2013\\_34\\_capSumula377.pdf](https://www.stj.jus.br/docs_internet/revista/eletronica/stj-revista-sumulas-2013_34_capSumula377.pdf)
- Tanaka, E. D. O. & Manzini, E. J. (2005). O que os empregadores pensam sobre o trabalho da pessoa com deficiência. *Revista Brasileira de Educação Especial*, 11 (2), 273-294. <http://dx.doi.org/10.1590/S1413-65382005000200008>
- Thomazi, K, Teixeira, G. S., Ribeiro, F. G. & Barbosa, M. N. (2018). Empregabilidade das pessoas com deficiência: uma análise para o mercado de trabalho brasileiro a partir dos Censos 2000 e



2010. *Ensaaios FEE*, 38 (4), 823-852.

<https://revistas.dee.spgg.rs.gov.br/index.php/ensaios/article/view/4004>.

WHO (2019). World Health Organization. *World report on vision*. Geneva: World Health Organization. <https://www.who.int/publications/i/item/9789241516570>

Zhong-Ming, G., Ren-Xing, C. Wei-Zhong, T. & Yu, C. (2021). Why strong employment support for persons with disabilities has not brought about positive outcomes? A qualitative study in mainland China. *Children and Youth Services Review*, 121.

<https://doi.org/10.1016/j.childyouth.2020.105839>.