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MONOCULAR VISION AND HUMAN RESOURCES: HOW TO PROMOTE AN INCLUSIVE ENVIRONMENT

Aretusa Ruppel Sklarski

Master's student in the Graduate
Program in Inclusive Education-PROFEI.
State University of Ponta Grossa.
<http://lattes.cnpq.br/8071066390631815>

Tabita Vanusa Ruppel

PhD student in the Postgraduate
Program in Education (PPGE). State
University of Ponta Grossa
<http://lattes.cnpq.br/7251396823250441>

Érica Chiulo

Master's student in the Professional Master's
Program in Inclusive Education - PROFEI.
State University of Ponta Grossa- PR
<http://lattes.cnpq.br/2360435625534587>

Joelma Aparecida Krepel

Professional Master's Program in
Inclusive Education - PROFEI. State
University of Ponta Grossa- PR.

Rita de Cássia da Silva Oliveira

PhD in Education. Postgraduate
Program in Inclusive Education.
State University of Ponta Grossa
<http://lattes.cnpq.br/0396336269506743>



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Abstract: Human rights are a topic of global discussion, covering various subjects and allowing the search for rights that were previously ignored. In inclusive education, human rights are essential, guaranteeing the full participation of all in society. People with disabilities, including those with visual impairments, now have their rights guaranteed, enabling them to live a full life and effectively claim rights that were previously denied to them. These rights are fundamental principles that guarantee the dignity, freedom and equality of all individuals, regardless of their personal characteristics or circumstances. When we talk about visual impairment, it is essential to recognize that people with this condition have the same rights as anyone else, and that society must work to ensure that these rights are fully respected and promoted.

Keywords: Human resources, education, rights and duties

INTRODUCTION

Nowadays, the world is increasingly aware of diversity and inclusion. The work, study and social interaction environment has become a space where valuing differences is not only encouraged, but essential for collective progress. In this context, addressing monocular vision in the Human Resources sector has become an imperative to ensure that all employees have equal opportunities and adequate support in their environment. Monocular vision, characterized by the loss or significant reduction of visual capacity in one eye, can present unique challenges in the workplace. However, with inclusive policies and well-structured Human Resources practices, it is possible to create an environment that not only welcomes, but also enhances the talent and skills of individuals with this condition. In this article, we will explore effective strategies and best practices for promoting a truly inclusive workplace, where monocular vision

is understood and respected, and where every employee can contribute fully to organizational success.

It is believed that a welcoming and accessible environment fosters the development of skills and abilities in a full, effective and fair way.

The Convention on the Rights of Persons with Disabilities, adopted by the UN, is an important milestone in this context. It emphasizes the need for inclusion and accessibility, ensuring that people with visual impairments have equal access to educational opportunities, the job market and health services, among others. This includes, for example, adapting reading materials to accessible formats, such as braille or audio, and implementing assistive technologies that facilitate communication and navigation in the environment.

In addition, it is crucial to promote a cultural change that eliminates stigmas and prejudices associated with visual impairment. Society must recognize and value the abilities and contributions of people with visual impairments, ensuring that they can participate fully in all aspects of social, economic and political life.

Education plays a vital role in this process, not only by providing visually impaired people with the necessary tools for their autonomy, but also by informing and sensitizing the general population about the importance of inclusion and diversity. Only through a joint effort can a truly inclusive society be built, where all individuals have the opportunity to live with dignity and respect, fully exercising their human rights.

HUMAN RESOURCES AND THE LIVING ENVIRONMENT

In the work or study environment, it is essential that Human Resources (HR) adopts inclusive practices that guarantee that all people are welcomed and their rights respected, including those with monocular vision. Monocular vision, which is characterized by

the ability to see with only one eye, can present specific challenges that need to be considered in order to ensure an accessible and equal work environment. Initially, it is important to raise awareness among all employees about what monocular vision is and what its implications are on a daily basis. Awareness campaigns and training can help create an environment of empathy and understanding, where everyone feels respected and valued. Usually people with monocular vision suffer prejudice and discrimination, which is caused by their appearance and the difficulties they face due to their limitations, and even the mistaken belief that they have the same ability as a person with sight in both eyes.

In addition, HR must ensure that work facilities and tools are accessible and adapted to the needs of people with monocular vision. This can include adjustments to lighting, the size of texts and the colors of printed and digital materials, as well as the availability of assistive technologies that can help with daily tasks. Another crucial and relevant aspect is ensuring that the rights of these people are fully respected, in accordance with current legislation, being aware of the laws and regulations that guarantee the rights of people with disabilities, including monocular vision, and implementing them effectively. This also means providing clear processes for employees to report any form of discrimination or harassment, ensuring that such reports are treated seriously.

It is important for HR to promote recruitment and selection policies that favor diversity and inclusion, ensuring that people with monocular vision have the same opportunities for employment and career development. Customized professional development programs can be implemented to support these employees in their growth within the organization, creating a welcoming and respectful work environment for people with monocular vision not only fulfills a legal and moral obli-

gation, but also enriches the organizational culture, promoting a space where all employees feel valued and motivated to contribute their best.

According to the guiding principles of human rights education in basic education, education should develop a culture of human rights in all social spaces. It is believed that human rights education in basic education plays an essential role in shaping a fairer and more equal society. According to the guiding principles of this approach, it should not be limited solely to the transmission of academic knowledge, but should also have the function of promoting a culture geared towards respecting and valuing human rights in all spaces that go beyond the school.

This educational perspective seeks to cultivate values such as dignity, equality, freedom, fairness and solidarity, which are fundamental for harmonious coexistence and the development of aware and active citizens capable of welcoming and providing opportunities for harmonious coexistence. By integrating human rights into the school curriculum, basic education contributes to the formation of individuals capable of recognizing and respecting differences, combating prejudice and discrimination, and acting ethically and responsibly in society. The school is the best place to overcome these barriers, enabling the pursuit of a quality life with a fair vision.

In addition, this education must transcend the walls of the school and extend to all spheres of social life, promoting a culture of human rights in families, communities and other spaces of social interaction, changing the way people think and overcoming prejudices that unfairly destabilize those affected by social injustice. Human rights education, therefore, is not just a curricular component, but a transformative approach aimed at building a fairer and more inclusive world for all.

Human rights education must be democratic and participatory, allowing access for all, where understanding must be mutual and respect and responsibility must prevail. In this way, it will change the reality in which we live, modifying patterns of living that no longer make sense today. For this model of human resource education to be full and effective, it needs to be part of the curriculum, of the training given to teachers in order to guarantee diversity with respect.

HUMAN RESOURCES AT SCHOOL

Human resources play an important role in the school curriculum by helping to provide students with an integral education, preparing them not only academically, but also for the challenges of the job market and life in society, motivating and showing them the fair and equitable way forward. Incorporating human resources concepts into the school curriculum can bring numerous benefits, from the development of interpersonal skills to the promotion of a collaborative and ethical work culture, in which the same rights are afforded to all citizens, allowing for full social inclusion.

One way of integrating human resources into the curriculum is through socio-emotional education, which helps students develop skills such as empathy, solidarity, patience, collaboration and effective communication, conflict resolution and teamwork. These skills are essential for success in any professional environment and contribute to a more harmonious, productive, innovative and inclusive school climate.

In addition, it is possible to include subjects or modules in the curriculum that address topics such as career management, preparing CVs, preparing for interviews and understanding employment rights and duties. This knowledge is fundamental for students to be able to enter the job market in a safer

way, prepared and confident in what they are going to do, as well as preparing them for a fair, collaborative and harmonious social life.

Other aspects of human resources that can be incorporated include the promotion of diversity and inclusion, ethics at work and the importance of a respectful and collaborative working environment. These issues help to form citizens who are more aware and prepared to deal with the diverse realities of today's professional and social world.

Finally, partnerships between schools and local companies can offer internship programs and technical visits, giving students a practical insight into the workings of organizations and the demands of the job market. In this way, integrating human resources into the school curriculum not only enriches academic training, but also prepares students to become competent professionals and responsible citizens who are able to empathize with and understand human diversity, who have the ability to adapt to what is different and who are able to have a collaborative and emotional sense for the changes that are experienced all the time and in the different ways that the world is going through.

According to the book "Reinventing Human Rights", this adds to the legacy offered by Joaquín Herrera Flores on the bold search for a critical and emancipatory look at the commitment to life and the ethics of human rights. In his work, the author demonstrates his sensitivity, determination, dignity and justice in the struggle for human rights. The book makes a significant contribution by addressing the complexities and challenges inherent in the struggle for human rights. He is not content with a superficial or merely normative vision; on the contrary, he seeks to deepen the debate, questioning established structures and proposing new ways of conceiving and implementing human rights in a world in constant transformation.

Herrera Flores' determination is evident in his insistence on not only criticizing, but also proposing viable and fair alternatives for the promotion of human dignity. His work is a call to action, an invitation for everyone to actively participate in building a more just and equitable society.

Justice, a central theme in his work, is treated with the seriousness and urgency it deserves. Herrera Flores understands justice not just as an abstract ideal, but as a concrete objective that must be pursued on a daily basis. He reminds us that true justice must be inclusive and accessible to all, especially the most vulnerable and marginalized.

In short, "Reinventing Human Rights" is not just a theoretical work; it is a manifesto of hope and a call for each of us to take up our role in the struggle for a world where human rights are effectively respected and promoted. Herrera Flores offers us an inspiring and challenging vision that continues to influence and motivate those committed to the cause of human rights.

For Norberto Bobbio, the renowned Italian philosopher and political theorist, offers a concise and fundamental definition of democracy. He describes it as a "set of rules (primary or fundamental) that establish who is authorized to make collective decisions and what procedures must be followed" (Bobbio, 2002b, p. 30). This minimalist definition of democracy focuses on the procedural and institutional aspects that guarantee participation and representation in making decisions that affect the community.

The central idea is that democracy is not just a set of values or ideals, but is above all an operational system that needs to be supported by clear and transparent rules. These rules determine who has the right to participate in the decision-making process, how this process should be conducted and what control and accountability mechanisms are involved.

School education, in turn, plays a crucial role in shaping citizens capable of understanding and actively participating in this democratic process. Throughout the three generations of human rights, education has been recognized as a fundamental right that promotes both individual identity and the universalism of human rights. It is seen as an essential means of enabling individuals to exercise their rights and duties in a democratic society.

Therefore, the intersection between Bobbio's definition of democracy and school education as a human right highlights the importance of preparing individuals not only to understand the rules of the democratic game, but also to actively participate in building a more just and equal society. Education, in this sense, is an indispensable pillar for the consolidation and full experience of democracy.

As Bobbio reminds us: "(...) rights are not born all at once. They are born when they should or can be" (idem, *ibid.*, p. 6). This statement sheds light on the understanding that human and civil rights evolve over time, reflecting the social, political and cultural changes of each era. Similar to the three respective stages in the development of rights, we can observe the emergence of civil and political rights during the Enlightenment and the French Revolution, followed by social and economic rights in the context of the labor struggles of the 19th and early 20th centuries. Finally, third-generation rights, such as environmental and cultural rights, emerged in response to contemporary global challenges.

Thus, the dynamic of the emergence of rights reflects the constant evolution of society, where new needs and demands require the creation and recognition of new rights. In this way, it is understood that as new demands arise, the need to expand rights also grows, since subjects must bear in mind that we have rights and duties, which must be reflected on and analyzed.

THE RIGHTS OF PEOPLE WITH VISUAL IMPAIRMENTS

The human rights of people with visual impairments are fundamental to guaranteeing equality, dignity and the full inclusion of this population in society. The UN Convention on the Rights of Persons with Disabilities, ratified by many countries, including Brazil, establishes clear guidelines to promote and protect these rights.

Firstly, the right to accessibility is essential. This includes adapting physical spaces, such as public and private buildings, to ensure that visually impaired people can move around safely and independently. In addition, digital accessibility is crucial, ensuring that websites, apps and other technologies are designed in an inclusive way, using features such as screen readers and image descriptions.

Inclusive education is another vital right. Visually impaired people have the right to attend mainstream schools, with the necessary support, such as Braille materials, assistive technology and trained professionals. This not only promotes learning, but also socialization and integration from an early age. In the job market, it is essential to guarantee equal opportunities. Companies must adopt inclusion policies that make it easier to hire and retain visually impaired employees, offering reasonable adaptations and an accessible work environment.

In addition, participation in political and public life must be guaranteed. This includes the right to vote independently and secretly, as well as the possibility of running for public office, with all the necessary support. It is important to highlight the right to health and well-being. Health services must be accessible and adapted, and specific visual rehabilitation programs must be available to help these people develop their autonomy.

Respecting and protecting the human rights of people with visual impairments is es-

sential to building fairer and more inclusive societies, where everyone has the opportunity to contribute fully.

Legislation guarantees a number of benefits for people with visual impairments, such as retirement pensions for people with disabilities, which can be reduced in terms of age and contributions, as well as the right to BP Loas, income tax exemption, IPI exemption, priority of care, the right to curricular adaptations, accessibility, among others.

The rights acquired by people with visual impairments are guaranteed by a series of laws and policies aimed at ensuring inclusion, accessibility and equal opportunities. In Brazil, the Federal Constitution and the Brazilian Law for the Inclusion of People with Disabilities (Law No. 13.146/2015) are fundamental pillars for the protection of these rights. Here are some of the main rights: Accessibility, Inclusive Education, Work and Employment, Health, Social Security, Participation in Public and Political Life, Culture, Leisure and Sport.

These rights are fundamental to promoting the autonomy and social inclusion of people with visual impairments, ensuring that they can participate fully in society.

On March 21, 2021, monocular vision was recognized as a disability and guarantees fundamental rights for people who can only see out of one eye. The law allows for retirement as a PCD, income tax exemption, BPC Loas for people on low incomes, places on public tenders, curriculum adaptation, among other benefits.

In Brazil, for example, laws such as the Brazilian Inclusion Law (LBI) aim to guarantee the rights of people with disabilities, promoting inclusion and equality. Recognizing monocular vision as a disability, as is already done in some state and federal legislation, is a crucial step towards ensuring that these people receive the necessary support, such as quotas in public tenders and access to welfare

benefits. In short, addressing monocular vision from a human rights perspective means ensuring that people affected by this condition have their specific needs recognized and met.

specific needs recognized and met, promoting a fairer and more inclusive society for all.

CONCLUSION

The discussion on human rights in relation to monocular vision is extremely important, as it leads us to reflect on inclusion and equal opportunities for all people, regardless of their physical condition. Monocular vision, which is often underestimated, can have a significant impact on the daily and professional lives of those who have it. It is therefore essential that public policies are implemented to ensure that these people have full and equal access to fundamental rights such as education, work and health.

The recognition of monocular vision as a disability in some jurisdictions has been an important step in the fight for equal rights. This

enables individuals with monocular vision to access benefits, exemptions and support programs that can improve their quality of life. However, it is crucial that this issue continues to be debated and that society is made aware of the challenges faced by these people.

Promoting human rights in this context is not just about legislation, but also about changing attitudes and social perceptions. There needs to be a collective effort to eliminate prejudices and create an inclusive environment where everyone, regardless of their visual abilities, can contribute and participate fully in society. In conclusion, respecting and promoting the human rights of people with monocular vision is an essential step towards a fairer and more inclusive society, where everyone has the opportunity to reach their full potential.

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