GOOD PRACTICES OF ACCESSIBILITY ASSURANCE IN EUROPEAN AND US. UNIVERSITIES FOR STUDENTS WITH DISABILITIES

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Abstract: The facilitation of the access of students with disabilities to different activities from university is actually a common and an important issue. The modalities for assurance of this principle are various and adapted to the general policies or specific procedures in each university, but more important to the students' needs. In this article, we want to identify the types of accessibilities for students with disabilities form US. and European universities. We analyse the information available on the sites of universities (32 support centres for students with disabilities from US. and 26 from Europe) from the same content analysis indicators. Also, we made a comparative analyse between the results of the two selected samples. The content analyse reveals the similarities and differences between the support centres for students with disabilities from the two samples. The analysed good practices models of accessibility assurance for students with disabilities could be optimised on a particular dimension in each university case. Only a few support institutions, mostly from US. universities, make visible on their web sites all the modalities for accessibility presented in this article.

Keywords: students with disabilities, support institution, accessibility modalities.

Theoretical frame

The *World Declaration on Higher Education for the Twenty-first Century* (1998) points out that the access to higher education, despite possible limitations owing to institutional or governmental financial resources, must be assured to all qualified individuals regardless of their background and personal characteristics. Therefore, the assurance of equal chances and opportunities for students with different disabilities is an important issue for each university and its campus. This could be possible only if each university policy is centred on the access assurance at the level of each type of activity initiated by the students with disabilities in the institution of the university or in their campus. S. Griffiths (2010:5) shows that embedding provision for disability in universities is not only about providing suitable physical resources, but it is also about providing a climate where matters to do with student disability are seamlessly integrated into the standard procedures. Following the author' idea, we consider that the approach of this issue must be made considering the wise range of modalities to attend this specific issue for the policy of universities: institutional procedures and methodologies for assuring the access of students with disabilities to the specific activities, access to the physical environment of the institution, assurance for the social relations of the students with disabilities, curricula and curriculum adaptation and collaboration with the socio-economic environment in order to assure the access of students with disabilities to the future workplaces.

In the scientific literature, the facilitation of the access or implication of the students with disability to the university courses is treated mentioning one of the particular approaches of this issue. In the following, we mention a few researches which debate specific issues

regarding the students with disabilities in the educational institutions from higher education:

Braga, L., Tracy, J., F., Taliaferro, A., R., (2015) presented challenges for instructors with regards to appropriate inclusion, pointing of the growing number of students with disabilities in higher education settings. Also, they identified the lack of knowledge or resources to make modifications and accommodations for inclusion of students with disabilities in the physical activity courses in higher education. In this respect, the authors uses Newell's model of constraints to demonstrate how to apply modifications for students with disabilities to the task and the environment, specifically for net/ wall games.

K. A. Myers, J. Jenkins Lindburg, D. M. Nied (2014) have examined the problems and challenges faced by people with disabilities in higher education in the US., discussing the models of disability, student development theories related to disability and attitudes toward disability. Also, are mentioned which are the responsibilities of the faculty, staff, and administrators at post-secondary institutions to assure the accessibility for all students.

Ch. Kelepouris (2014) analysed in his article the transition of students with disabilities from secondary school to post-secondary institution, pointing off the differences of governing law for disabled students in post-secondary institutions. These are important issues in order to assure facing off with the transition to higher education. The author was made some suggestions regarding the process of instruction of the students with disabilities. He proposed procedural differences for students with disabilities for their accommodation in different places.

L. C. Koch , K. Mamiseishvili and K. Higgins (2014) mentioned that the enrolment of students with psychiatric disabilities in U.S. postsecondary institutions is on the rise. The authors accentuated that these students are not persisting to degree completion at the same rate as their peers without psychiatric disabilities. The study concludes that students' with psychiatric disabilities academic and social integration into their institutions was limited by some specific aspects.

N. Schreue and D. Sachs (2014) established as a goal of their study the identification of universal and personal accommodations that students with disabilities used in order to assess students' appraisal of the accommodations' efficacy. The authors established the validity and reliability of the Physical, Human and Academic Accommodation Services (PHAAS) that evaluates the use of accommodations and their efficacy. The results of the study revealed the existence of uncovered gaps in the application of accessibility and universal design principles and lacunas in provided services. These issues can be used as principles in setting up policies in higher education and workplaces to create an inclusive and accessible environment.

The ASHE Higher Education Report (2013) presented the status of disability in U.S. higher education, describing students and employees with disabilities, the college or university's Disability Services offices, the process of arranging accommodations for students and employees with disabilities, perceptions and preferences of students and employees with disabilities and areas in higher education that may affect their outcomes.

M. Agran, S. Alper, M. Wehmeyer (2002) have conducted a survey obtaining opinions of a sample of teachers about relating the access to the general curriculum. The findings of the survey suggested

that the majority of respondents believed that access is not appropriate for students with severe disabilities and that these students should not be held to the same performance standards as typical peers. Also, the study revealed that a number of teachers were not actively involved in planning the access and that almost half of their districts did not have a clear strategy on this issue.

Methodology

We observe that the previously presented articles describe some specific issues for assuring an efficient access for students with disabilities to the services of institutions from higher education.

In our study we made content analyses on the specific types of accessibilities for students with disabilities from the US. and the European universities. The goal of the case study was to present the specificity of institutional bodies which try to facilitate the access and the equal chances assurance of students with disabilities at the university level. We analyse the information available on the sites of 32 support centres for students with disabilities from US. and 26 from Europe, randomly selected, from the same content analysis indicators. Also, we make a comparative analyse between the results of the two selected sample, in order to establish the similarities and the differences between the two samples.

Results and discusssions

Content analyse on US. universities regarding the accessibilities for students with disabilities

We identified the following support centres for students with disabilities in US. universities and we analyse their offer for students with disabilities (see Table 1.)

Table 1.
Support institutions for students with disabilities in US. universities

University	Name of the institution which offers support for students with disabilities	Link
University of Kentucky	Disability Resource Center	http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/
University of Connecticut	Center for Students with Disabilities	http://www.csd.uconn.edu/
Syracuse University	The Lawrence B. Taishoff Center for Inclusive Higher Education	http://taishoffcenter.syr.edu/
University of New England	Special Needs Office	http://www.une.edu.au/current-students/support/student-support/disability-support
Delaware State University	Office of Student Accessibility Services	http://www.desu.edu/academics/office-student-accessibility-services
Canton State University of New York-	The Office of Accommodative Disability Services	http://www.canton.edu/accommodative_services/
University of Maryland	The Office of Educational Support and Disability Services (ESDS)	http://www.umaryland.edu/disabilityservices/
University at Albany State University of New York	Disability Resource Center	http://www.albany.edu/disability/index.shtml
Stony Brook University	Disability support services	http://studentaffairs.stonybrook.edu/dss/
California University of Pennsylvania	Office for Students with disabilities	http://www.calu.edu/current-students/student-services/disability/
University of Rhode Island	Disability services for students	http://web.uri.edu/disability/aboutdss/
James Madison University	Disability Resources Committee (ADA)	http://www.jmu.edu/humanresources/ada.shtml
Regent University	Disability Services	http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm
Virginia State University	Students with Disabilities Program	http://www.vsu.edu/student-life/support-and-resources/students-with-disabilities/index.php
Washington and Lee University	Accommodations for Students with Disabilities	http://www.wlu.edu/the-college/for-students/disability-accommodations
American University, Washinghton DC	Services for Students with Disabilities	http://www.american.edu/ocl/sccrs/Services-for-Students-

		504.cfm
Georgetown University	Students with Disabilities	http://scs.georgetown.edu/academic-affairs/students-with-disabilities
Concord University	Disability Services	http://www.concord.edu/student-affairs/disability-services
Drake University	Disability Services	http://www.drake.edu/acadassist/disabilityservices/
Baker University	The Office Access Services	http://www.bakeru.edu/student-life/student-academic-success/access-services
University of Cincinnati	The Disability Services Office	http://www.uc.edu/aess/disability.html
The Ohio State University	The Office for Disability Services	http://ods.osu.edu/
Concordia University	Disability Support Services	https://www.cuw.edu/Departments/lrc/dss.html
University of Florida (Gainesville)	The Disability Resource Center	https://www.dso.ufl.edu/drc/
Georgia College & State University	The Office of Disability Services	http://gcsu.edu/disability/
Kentucky State University	Disability Resources	http://kysu.edu/administration-governance/finance-business/human-resources/disability-resources/
North Carolina central University	Student Disability Services	http://www.nccu.edu/students/studentservices/disability/
McNeese State University, Lake Charles	Office of Services for Students with Disabilities	https://www.mcneese.edu/swd
University of Houston	Center for Students with Disabilities (CSD)	http://www.uh.edu/csd/
California State University, Bakersfield	Services for Students with Disabilities	ivServicewww.csub.edu/Uns/SSD/
California State University, Los Angeles	Office for students with disabilities	http://web.calstatela.edu/univ/osd/jobs.php

Analysing the previously mentioned examples, we present some remarks, as basis for a better understanding of this issue:

-The centres and institutional bodies for students with disabilities are active in the US. universities.

-The offered information on the web sites is easy to access from the initial website of the university in which exists.

-The information is clearly presented, punctually and accompanied with explications, on line resources and forms and useful links for every issue.

-The most frequently policy documents which sustain the functioning of these centres, institutional bodies, offices for students with disabilities is The Section 504 of the Rehabilitation Act (1973) and in a few cases are mentioned also The Americans with Disability Act (1990) and ADA Amendments Act of (2008).

-The centres, institutional bodies and offices for students with disabilities have as an objective the integration of the student with disabilities as a part of academic community. This goal must be attended with the sustaining and accessibility assurance process, through the following indicators:

A. Accessibilities for the institutional procedures and methodologies

The centres, institutional bodies and offices for students with disabilities set up specific institutional procedures and methodologies regarding every type of activity in which could be involved the students with disability. In particular cases, these documents provide to faculties and departments from university some responsibilities for managing activities of the students with disabilities, respecting the existent methodologies of the institution. In particular situations, the accessibility process offers a specific admission or evaluation methodology, adapted to the needs of the students with disabilities. Also, some institutions have the same procedures and methodologies for all students, mentioning the use of a counsellor for admission in the case of students with disabilities (for example the Office of Student Accessibility Services).

B. The accessibilities regarding the collaboration with social and economic environment are implemented through the following**:**

- Assurance of the adaptation to the student life.

- Assurance of the preparation of the student with disabilities to the labour market integration.

- Information about the possible labour places.

- Collaboration with the local educational institutions.

- Support from the local services agencies.

- Collaboration with students' parents.

- Confidentiality assurance.

C. The mentioned accessibilities for the psychical institutional environment are:

- Accommodation for students' with disabilities needs.

- Differentiated parking places.

- Adapted transport possibilities.

- Adapted classrooms (furniture, lighting, endowment with media etc.).

- Adapted access to the entire campus.

- Adapted services offered by libraries.

- Adaptation for the on line services.

- Safety assurance.

D. The accessibilities for students' with disabilities social interactions are:

- Integration of students with disabilities as part of the academic communities.

- Information on programs and specific events of the university.

- Inclusive services with extracurricular flexible offers for students with intellectual or other types of disabilities.

- Establishment of the relationships between students with disabilities and other students with or without disabilities.

E. The most frequent curricular accessibilities presented on the sites are implemented through the following:

- *The educational objectives* allow adaptation on different level of performance, particularly for students with disabilities. The

educational objectives must be established at the beginning of the educational programs through an academic counselling activity.

- *The curricular contents* presented in the curricula offer allow adaptation for students with disabilities through the possibility of choosing the curricular contents and adaptation of it to the individual needs.

- *The teaching strategies* adaptability supports the learning process of the students with disabilities through the following:

   -The course and seminar materials are adapted to the specificity of the students with disabilities and will be sent in advance and in specific formats.

   -The teaching methods sustain the learning process of the students with disabilities and must be modified in accordance with their needs.

   -The educational resources are adapted for the specific disabilities: audio books, Braille books, assisted technologies, large scale printed materials etc.

   -The group organisation modalities allows individual support, through tutorial activities offered by teachers or specialised tutors, by persons who take notices or a translator.

- *The learning strategies* are adapted for the specificity of students with disabilities through guides and specific links for optimizing the learning process.

- *The evaluation strategy* assures adaptation for the needs and particularities of different disabilities through the following: alternative evaluation modalities*,* differentiated evaluation, commonly established with the instructor, coordinator or trainer (for example the requirement for the data, the hour of exam,

assurance of a scribe/ reader for the exam, the extension of the evaluation time etc.).

- *The didactic time* assures the differentiation of learning tasks and partial evaluation, depending on each disability through the following: accessibility of the time, extended evaluation time, development of the abilities for time management and stress management, periodical counselling offered by a tutor or other specialised persons.

Content analyse on European universities regarding the accessibilities for students with disabilities

The approach of the analyses regarding the existence of a centre/ service for students with disabilities in European universities form five different countries has raised a few problems related to the on line visibility and the used language for the university' sites (the sites use the national language and the translation into English or other international language offers only a generic information). For a pertinent content analysis regarding the types of the accessibilities for students with disabilities from European universities, we will present in the following the specificity of the accessibility offer in the organisations which have as a goal to facilitate the access and equal chances for students with disabilities (these accessibility ways are not used by each centre, but we present a general overview on it).

Table 2.
Support institutions for students with disabilities in European universities

University	Name of the institution which offers support for students with disabilities	Link
Universities from England		

Aston University	The Disability Team	http://www.aston.ac.uk/current-students/hub/thedisabilityteam/
University of Bradford	Disability Service	http://www.bradford.ac.uk/disability/
University of Birmingham	Disability and dyslexia support	http://www.birmingham.ac.uk/undergraduate/support/disability/index.aspx
University of Bolton	Services for Disabled Students	http://www.bolton.ac.uk/Students/AdviceAndSupport/ServicesForDisabledStudents/Home.aspx
Bournemouth University	Additional Learning Support Team (ALS)	http://www.bournemouth.ac.uk/futurestudents/apply/additional-learning-support.html
University of Cambridge	Disability Resource Centre (DRC)	http://www.admin.cam.ac.uk/univ/disability/
Universities from France		
Aix-Marseille University	Disability Support Services	http://edu.univ-amu.fr/en/student-life
Bordeaux Segalen University	Le Relais Handicap	http://www.univ-bordeauxsegalen.fr/fr/campus/relais-handicap.html
University of Auvergne	Service Université Handicap (SUH)	http://www.u-clermont1.fr/etudiant-en-situation-de-handicap.html
L'Université de Lorraine	Service d'Intégration Scolaire et Universitaire	http://handicap.univ-lorraine.fr/
L'Université Montpellier 1	La Cellule Handiversité	http://www.univ-montp1.fr/vie_etudiante/services_aux_etudiants/cellule_handiversite
Université d'Avignon	Cellule d'accueil aux étudiants en situation de handicap	http://www.univ-avignon.fr/en/campus/campus-pratique/cellule-daccueil-aux-etudiants-handicapes.html
Universities from Spain		
University of Leon	Unidad de Apoyo a Estudiantes con Discapacidad	http://servicios.unileon.es/area-de-accesibilidad-y-apoyo-social/unidad-de-apoyo-a-estudiantes-con-discapacidad/
Universitat Autonoma de Barcelona	The Disability Service – PIUNE	http://www.uab.cat/web/discapacitat/estudiants/guia-de-serveis-1283408901177.html
Universitat de Salamanca	Servicio de Asuntos Sociale Unidad de Discapacidad	http://sas.US.l.es/index.php/discapacidadprincipal/atencion-a-la-discapacidad
Universitat de Barcelona	Unitat de Programes d'Integració del Servei d'Atenció a l'Estudiant,	http://www.ub.edu/integracio/presentacio.html
Universidad Europea Miguel de Cervantes	Conserjeria	http://www.uemc.es/p/conserjeria
Universidad Carlos III demadrid	Integration program for students with disabilities (pied)	http://portal.uc3m.es/portal/page/portal/cultura_y_deporte/discapacidad/english
Universities from Italy		
University of Bari	"Settore disabilità" (alias Special Needs Sector)	http://www.uniba.it/english-version/students/services/student-services/english-version/students/services/special-needs-sector
University of Bologna	Disabled students and dyslexic students services	http://www.unibo.it/en/services-and-opportunities/guidance-and-tutoring/disabled-and-dyslexic-students-service/disabled-and-dyslexic-students

University of Milan	Disability Service	http://www.unimi.it/ENG/student/31204.htm
Sapienza Università di Roma	Sportello per le relazioni con gli studenti disabili	http://www.uniroma1.it/didattica/sportelli/sportello-disabili
University of Verona	Centro Servizi per Studenti Disabili	http://www.univr.it/main?ent=servizioaol&idDest=1&serv=37&lang=it
Università degli Studi di Pisa	USID - Unità di Servizi per l'Integrazione degli studenti con Disabilità	http://www.unipi.it/index.php/servizi-e-orientamento/item/1172-usid-unit%C3%A0-di-servizi-per-lintegrazione-degli-studenti-con-disabilit%C3%A0
University of Bologna	Disabled students and dyslexic students services	http://www.unibo.it/en/services-and-opportunities/guidance-and-tutoring/disabled-and-dyslexic-students-service/disabled-and-dyslexic-students
University of Bari	"Settore disabilità" (Sector of Special Needs)	http://www.uniba.it/english-version/students/services/student-services/english-version/students/services/special-needs-sector
Universities from Germany		
Heidelberg University	Beauftragte für behinderte und chronisch kranke Studierende (Coucelling for students with dissabilities and chronic deseases)	http://www.uni-heidelberg.de/studium/kontakt/handicap/
Ludwig Maximilians University Munich	Studium mit Behinderung (Studing with a disability)	http://www.hu-berlin.de/studium/behinderte/

A. Accessibilities for the institutional procedures and methodologies

On the analysed sites are mentioned only the legislation which sustains the activity of centres/services. In a few cases is mentioned a specific documentation as: The book of Services and Rules, The book of services for evaluation, Modalities of request for services or Regulation for studies (for example at the site of Centro per Studenti Disabili from University of Verona). Also, must be pointed the financial support offered for students with disabilities (for example *Disability Service from* University of Bradford, England.

B. The mentioned accessibilities regarding the collaboration with social and economic environment are:

- Assurance of the adaptation to the campus life.

- Information about the offer for workplaces.

- Adequate vocational counselling for labour market integration through involvement of the students with disabilities in practical activities, adapted to their personal needs.

- Collaboration with other local institutions as: local transport, counselling, health care services, local community services.

- Services related to physical and sport activities.

- Communication with students 'parents.

- Confidentiality assurance.

- Guidance of students with disabilities for using other services and collaboration with other specialised persons which can support them in the administrative and academic activities from the university.

C. The accessibilities for the psychical institutional environment regard:

- Accommodation to the needs of students with disabilities.

- Accessible parking places.

- Transport between university and home.

- Elevators and specific access ways.

- Assurance of monitoring for students with disabilities.

- Adapted classrooms to the specificity of different students' disabilities, with specific endowment.

- Easy access to the campus of the university.

- Safety assurance.

- Adapted services offered by libraries.

- Adaptation for the on line services.

D. The identified accessibilities for students' with disabilities social interactions are:

- Interaction with students with disabilities from superior year of study.

- Meetings with experts for familiarisation with the curricula.

- Delegation of some administrative services, hardly accessible for the students with disabilities.

- Sustainment and help from colleagues for the educational activities.

- Personal assistance in day to day life.

- Coordination and control of the teachers that are dealing with disability students.

-Information on free time activities.

-Assurance of the motilities for study in other countries or universities.

E. The curricular accessibilities are manifested at the level of:

- Services for Psycho pedagogical Counselling.

- Information and support guides for the staff and students with disabilities.

- Information of the teachers about: the specificity of disabilities, the possibilities for curricular adaptation, teaching methods and using of the support technologies.

- Information of the academic community members and defining of their responsibilities.

More concretely, the curricular adaptations are the following:

    - *The educational objectives* are adapted to The Individualised study Plan or Program for each student with disability.

    - *The curricular contents* presented in the Curriculum are accessible for the students with disabilities through: personalised selection of the training stages, adaptation of the specific Curriculum for each discipline of study and reconsideration of the curricular contents relating to the student needs.

    - *The teaching strategies* assure the accommodation to the students' with disability needs through the following conditions:

-The support materials are adapted to the specific disabilities and students' personal needs (Braille transcription, videoconferences, photocopies, audio formats, large scale formats, accessible notes of the courses);

-The teaching methods are adapted to the students with disabilities teaching and learning processes;

-At the level of the support technologies is assured the possibility to borrow the digital recorder, laptop and to use the digital pen, audio books, Braille books, assisted technologies or the large scale print formats.

-The students' group organisation ways assure the permanent educational support through colleagues' tutorial, specialised tutors, relay teachers, educational support teachers, coaches, support mentors for lecture, persons which take notices, translators, counsellors etc.

- *Development of a positive attitude for learning* with the sustaining of tutors and permanent meetings with teachers having as a goal the organisation of the learning activities at the best conditions.

- *The strategy of evaluation* is adapted to the needs and particularities of different disabilities through the following: particularisation of the exams for each evaluation type, increasing the length of time for the evaluation time, using of software, using of a scribe' services, sustaining the exams in other room and periodical meetings with teachers for assurance of an efficient evaluation. These are very important modalities for students with disabilities for developing skills of evaluation and self evaluation, because in every evaluation process "a full transparency regarding the used scoring criteria is

needed, a continuous interaction, a mutual knowledge and a permanent encouraging regardless of the size of success (Balaş, E., 2013:207).

- *The didactic time* is differentiated depending on each student's disability.

Conclusions or a comparative analysis on best practices for assurance of students' with disabilities access to the university

The following analysis is not an exhaustive one, but proposes to highlight the similarities and the differences regarding the types of accessibilities for students with disabilities at university level. Thus, could be suggested the guidelines for setting up a best practice model for the previously mentioned issue.

First of all, it must be mentioned that the name of the institutions which offer services for students with disabilities is different from one university to another, also at geographic region level: these institutions are named as centres, offices or services. The US. sites of the universities present de policy document as a base for the centres' activity, instead the European sites which present mostly the institutional policy for facilitate the access and activity of students with disabilities.

Also, differences are identified at the structure of the site presentation: some of these sites are much complex than others, with detailed information, procedures, regulations, forms and a link for each type of offered service, while other sites offer only a general description of the services and invites the applicants to contact face to face the institution. As a general remark, the sites from US. are better organised, using concrete and explicit information. Each university site presents and has a link for a support centre for students with disabilities, while the

research on these centres in the sites of the European universities is much difficult and the identified results are less (one of the causes for this situation was that the language of the sites where in national language, without a translation into other language known by us.

Analysing each direction of accessibility for students with disabilities at university level, we could identify the following:

Regarding the accessibilities for the institutional procedures and methodologies, the US. centres are much transparent then the European centres, offering in a public manner the entire online formats. The European centres presents on their sites the governmental and institutional policies regarding their activity, without or slightly mentioning the other specific methodological documents.

At the level of accessibilities regarding the collaboration with social and economic environment the similarities between the universities are obvious. These centres assure collaboration and opening to the economic environment, public services, families of students with disabilities or other institutions which can be offer support for them.

The accessibilities for the psychical institutional environment reflect that the services are the same in Europe and US. universities and regard the accommodation, parking, access to the building, adapted course classrooms, specific library services and online access.

The accessibilities for students' with disabilities social interactions in European universities offer a wide range of possibilities to interact with specialised or support persons for students with disabilities, extending the social interaction to other universities through the mobility offers. Instead, in the US. universities, is more accentuated the adaptation o the curricular offers to the students' with disabilities. Regarding the day to day activities, the US. centres call for the development of the

autonomy of the students with disabilities, while the European centres offer personal support for each activity of students with disabilities.

The similarities are very close at the level of curricular accessibilities mostly regarding the elements of the adopted curricular model: the educational objectives, the curricular contents, teaching strategies, evaluation strategy and the didactic time. The difference consists in a better valorisation of the teachers' for students with disabilities, through the offered professional training in the European universities to their development in this issue. In the US. universities it is accentuated the idea of students' with disabilities independent learning development, with the support of the tutors, mentors or coaches. In the European centres, the didactic time is extended only in the evaluation process and not for the learning process like in the US. centres.

In conclusion, also in the European and US. universities are a various modalities for assuring an efficient adaptation and integration of students with disabilities to different type of activity in the university. The online analysed models present models for good practices in assuring the students' with disabilities accessibility to university. These models are professionally presented on sites of the support institutions, with a clear institutional visibility and transparency. However, if we analyse separately each mentioned university, the models could be optimised on a particular dimension of the accessibility assurance and only a few support institutions (mostly from US. universities) use and make them visible on their web sites all the modalities previously presented in this article.

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