Steps in the implementation of care policies for the population with disabilities in the USAC. Challenges and possibilities

Pasos en la implementación de las políticas de atención a la población condiscapacidad en la USAC. Retos y posibilidades

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Abstract

This article reflects the analysis and synthesis of the main theoretical and methodological aspects of four research papers on the Policies for the care of the disabled population that were approved in 2014 at the USAC. These works were carried out by four graduates of the first cohort of the Master's Degree in Social Analysis of Disability (2016-2017). Two of the investigations started from a qualitative methodological approach, one investigation had a mixed approach and one, a quantitative approach. The fourworks were carried out in two or more academic units of the USAC, among them: School of Psychological Sciences, School ofPolitical Science, Faculty of Architecture, Faculty of Engineering and Faculty of Economic Sciences. The investigations included the participation of students with disabilities, teachers, coordinators and experts in the field. Among the main results are thatat the date of publication of the investigations: there was a lack of knowledge in the academic units on how to consistently implement the Policies for the care of the population with disabilities; openness on the part of teachers, students and authorities was evidenced, however, it is essential to have close accompaniment so that the actions carried out become a mechanism that guarantees the entry, transit and graduation of students from higher education. The operationalization of the Policies requires a budgetary, methodological and monitoring infrastructure, having clarity on the actors responsible for each part of the process.

Keywords
barriers, educational system, exclusion, reasonable accommodation

Resumen

En el presente artículo se plasma el análisis y síntesis de los principales aspectos teóricos y metodológicos de cuatro trabajos de investigación en torno a las Políticas de atención a la población con discapacidad que fueron aprobadas en 2014 en la USAC. Dichos trabajos fueron realizados por cuatro egresadas de la primera cohorte de la Maestría en Análisis Social de la Discapacidad (2016-2017). Dos de las investigaciones partieron de un enfoque metodológico cualitativo, una investigación tuvo enfoque mixtoy una, enfoque cuantitativo. Los cuatro trabajos se realizaron en dos o más unidades académicas de la USAC, entre ellas: Escuelade Ciencias Psicológicas, Escuela de Ciencia Política, Facultad de Arquitectura, Facultad de Ingeniería y Facultad de Ciencias Económicas. En las investigaciones se contó con la participación de estudiantes con discapacidad, docentes, coordinadores y expertos en la materia. Entre los principales resultados se encuentran que a la fecha de publicación de las investigaciones: existía desconocimiento en las unidades académicas sobre la forma de implementar de forma consistente las Políticas de atención a la población con discapacidad; se evidenció apertura por parte de docentes, estudiantes y autoridades, sin embargo, es fundamental tener acompañamiento cercano para que las acciones realizadas se constituyan en un mecanismo que garantice el ingreso, el tránsito y el egreso de los estudiantes de la educación superior. La operativización de las Políticas, requieren una infraestructura presupuestaria, metodológica y de seguimiento, teniendo claridad en los actores responsables de cada parte del proceso.

Palabras clave
barreras, sistema educativo, exclusión, ajustes razonables

Introduction

The School of Psychological Sciences (ECPs) of the University of San Carlos of Guatemala (USAC) is a pioneer in generating inclusive education processes for students with disabilities in higher education. From different areas, it has carried out strategic actions coordinated to guarantee the right to education, among these actions we can mention: the spaces for discussion on disability and teacher training processes that have been carried out with the teaching staff, the hiring of the professional sign language interpreter from 2018, the realization of the program of accompaniment to the student with disabilities that operates from the Department of Supervised Professional Practice (EPS), the various actions carried out from the Department of Technical Careers and the opening of the Master's Degree in Social Analysis of Disability (hereinafter MASDIS) in 2016, to mention some of the specific actions that guarantee the admission, progress and graduation of students with disabilities in higher education.

The Master's Degree in Social Analysis of Disability, which is developed in the Department of Graduate Studies of the ECPs, is unique in Guatemala and is based on the commitments of the State assumed by ratifying various instruments on human rights, including the Convention on the Rights of Persons with Disabilities (UN, 2006).

The MASDIS is inscribed under the approaches of human rights, intersectionality and action without harm, congruent with the social model of disability. It seeks that the professional who graduates has the necessary skills to properly handle various methodological tools for the analysis of the factors that converge for disability to occur and to make proposals for intervention from the proposed approaches in various areas, to promote the guarantee of the rights of persons with disabilities. It is a master's degree in arts that is made up of four training areas that support the 12 courses that are developed during the two years, as described in the curriculum shown in Table 1.

Table 1. MASDIS curriculum (2016-2017).

Year	Semester	Area of training	Course
First year	First	Sociopolitical and economic reality	Context of the disability MD-01 Inclusion, exclusion MD-02
		Investigation	Integrative Seminar I MD-03
	Second	Principles of intervention	Human rights, public policies and enforcement mechanisms MD-04
			Intervention formulation from the approach of action without harm MD-05
		Investigation	Integrative Seminar II - benchmarking of public policy MD-06
Second year	Third	Principles of intervention	Memory and disability MD-07
		Substantive focus	Education for diversity MD-08
		Investigation	Integrative seminar III -social analysis of disability MD-09
	Fourth	Substantive focus	Community-based rehabilitation MD-10
			Social and labor inclusion MD-11
		Investigation	Integrative seminar IV -Substantive proposal for disability care MD-12

The master's degree is congruent with USAC's Policies for the Care of the Disabled Population (hereinafter The Policies) approved in 2014, which in turn, respond to the commitments assumed by the State upon ratifying the Convention on the Rights of Persons with Disabilities. These policies are sixteen in total and are divided and organized into USAC's functional and operational frameworks as shown in Table 2.

Table 2. Policies of attention to the population with disabilities at USAC

Functional and operational frameworks	Policies
Teaching	Focused on enhancing the learning capabilities of students with disabilities.
	Adjustments in the methodology for the development of the teaching-learning process.
	Adaptation in the admission process and support in transit.
	Use of ICT to generate accessibility in learning.
Investigation	Transversalization of disability in the investigation processes to be carried out.
	Promote multidisciplinary investigation in the field of disability. Collaborative investigation between teachers and students.
Extension	Training USAC students in the area of disability from the extension area.
	Attention to the disabled population from the extension area. Interinstitutional relationship to strengthen processes in the area of disability.
	Processes of labor inclusion
Administration	Accessible procedures and adaptations for student admission.
	Sensitization and awareness raising for teachers and administrative staff with a focus on rights.
Territory and infrastructure	Universal design in new projects and actions to carry out the necessary adaptations to generate accessibility to physical spaces.
Planning and monitoring	Coordinated actions from planning to guarantee the right to education for students with disabilities.
	Actions to enhance planning in order to eradicate discrimination against people with disabilities.

As part of the academic professional practice of the master's degree students of the first MASDIS cohort (2016-2017), out of 17 investigative works, four focused on the analysis of Policies, which are named in Table 3.

Table 3. Titles of the investigative works

1	Methodological development of the teaching axis -incises two and four- of the Policies of attention to the population with disabilities at USAC (Alvarez, 2017).
2	Educational inclusion in higher education: teaching attitude and student experiences (Carrera, 2017).
3	Proposed observatory of the Policies of attention to the population with disabilities in the USAC (Avila, 2017).
4	Processes of labor inclusion of teachers with motor disabilities in the USAC. USAC (Estrada, 2017).

The units of analysis in the four investigative works were: students with disabilities, teaching in higher education, the methodology to generate inclusion, the policies of attention to the population with disabilities at USAC, the teaching attitude towards students with disabilities, student experiences, and the labor inclusion of teachers with motor disabilities. The following is the definition of each unit of analysis.

Disability imposes on the impairment that a person has (Tobar, 2013). The Convention (UN, 2006) is emphatic that disability is a term that advances over time and it is increasingly possible to have a better vision of what it implies. Palacios (2008) indicates that disability arises from the interaction of people with impairments and the barriers that limit the person's development. For their part, several authors agree that there is a range of barriers, including: attitudinal, access to information, communication and physical space barriers (Adame, et al., 2008). (Adame, et al., 2016; Pérez-Castro, 2021).

There are explanatory models of disability, for example, the marginalization model and the welfare model, which cancel out the alterity of the person with an impairment and, therefore, deny the participation in the various activities of daily due to the belief that the person is not capable of being self-sufficient (Aguado, 1995). The medical-rehabilitative model that conceives disability as a disease and seeks normalization (Brogna, 2006), and the social model that postulates that disability arises when a person with impairments is unnecessarily isolated and excluded from participation in the society of which they belong. Therefore, its analysis requires an intersectional look and attached to human rights since it constitutes a situation of oppression (Tobar, 2013).

From a human rights perspective and under the social model of disability, it is understood that political, economic, social, cultural and environmental factors converge for disability to occur (Hüg, et al., 2019), which affirms that disability is not an individual matter, but that there is social joint responsibility, therefore, it is essential to see it as a social production (Barton, 1998).From this perspective, it can be seen that in higher education there are various agents that have a determining role in generating inclusive education processes, for example, teachers. For Freire (2009), in the teaching and learning process, it is the teacher who promotes interaction with knowledge and in turn stimulates the development of autonomy so that the learner is the one who builds themselves at every moment of the process. In this regard, teachers need knowledge of methodologies that allow them to make adjustments

to students with disabilities in order to guarantee their full development in the process (UN, 2006).

Reasonable adjustments must be made in the teaching and learning process, specifically in planning, execution and evaluation, this allows the student with a disability condition to enhance the skills of the discipline being studied (Alvarez, 2017). As mentioned above, there are several barriers faced by students with disabilities: attitudinal, access to physical spaces, access to information and communication. All these barriers are highly harmful to the development of the person, however, of the four types which generate greater segregation, exclusion and discrimination are the attitudinal barriers.

Negative attitudes towards people with disabilities constitute barriers that do not allow the development of policies aimed at inclusion (Arellano et al., 2019). Several studies reveal that attitudes towards persons with disabilities may be associated with sociodemographic factors, defining them as the characteristics assigned to sex, gender, age, religion, area of residence, marital status, level of studies, profession or usual work, socioeconomic level, contact with persons with disabilities, reason for contact, frequency of contact, disability condition and level of knowledge about disability (Bermúdez and Navarrete, 2020; Bolaños-Motta, et al., 2020; Córdoba-Warner, 2020).

In this regard, it is of vital importance to generate investigation processes to account for the interaction of the aforementioned variables in the implementation of policies in USAC. It should be assumed that education is a key right (Rodino, 2015) since it enables the opening of doors such as social and political participation and access to decent employment. One of the characteristics of

human rights is interdependence, which is evident in these two rights: the right to education enables access to decent employment; on the contrary, the denial of this right undermines the short, medium and long term future of the person.

Methodology

The methodological model used for the realization of the investigative work is described below.

Alvarez's (2017) research was based on a qualitative methodological approach. The population consisted of 22 participants, 9 teachers from the School of Psychological Sciences and 13 from the School of Political Science of USAC. A total of 13 women and 9 men participated, as well as 12 students from 7 academic units, of which 8 were women and 4 were men. The instruments used were: 1) a structured interview based on the elaboration of a tree of categories and subcategories that emerged from the objectives of the investigation. 2) A guide for focus groups conducted with students with disabilities. The guide was also constructed using the category tree technique (Cisterna, 2005). The procedure followed by the research started with the piloting of the instruments, meetings to make known the objectives of the research with the two academic units involved, the application of both instruments, the analysis of the information, the discussion and preparation of the report.

Carrera's investigation (2017) was based on a mixed methodological approach. The population consisted of 60 participants, 30 teachers from the ECPs and 30 from the Faculty of Architecture of the USAC, as well as the participation of 10 students with physical, hearing and visual disabilities from the ECPs. The instruments used were: 1) The questionnaire (Likert-type scale) for

university teachers on educational inclusion, made up of a section of sociodemographic information, 13 statements that indicate attitudes towards disability and 5 questions multiple choice answers that allow to have reference of knowledge about adjustments to generate inclusion. 2) A focus group guide containing 15 generative questions that was applied to students with disabilities. The procedure followed in the investigation started with the implementation of the instruments, meetings to make known the objectives of the investigation with the two academic units involved, and the application of the instruments. For the analysis of the information, it was used the design of a single measurement (quantitative) and the grounded theory and discourse analysis (qualitative).

The investigation by Estrada & Ureta (2017) applied a quantitative methodological approach. The population consisted of 39 participants, 27 teachers and 12 coordinators, from the ECPs, the Faculty of Engineering and the Faculty of Economics of the USAC. The instrument used was a survey divided into five areas: knowledge of the axes and policies, identification of teachers with disabilities, admission profile for hiring teachers, universal design and attitudinal barriers.

The procedure followed in the investigation began with the construction of the scale by means of the category tree technique, implementation of the instruments, meetings to inform the academic units involved of the objectives of the investigation, application of the instruments and preparation of the final report.

Avila's (2017) investigation was conducted with a qualitative methodological approach and focused on analyzing the first disability observatory performed in 2013. The instruments used were: 1) A focus group guide made up of 10 questions addressed to 5 researchers of the first disability observatory. The instruments were applied, the analysis of the information, the review of some of the inputs that served as a basis for the construction of the Policies and the elaboration of the conclusions and recommendations were carried out.

Results

Each investigation provided elements for the analysis of the structure of the Policies at USAC, as detailed in Table 4.

Table 4. Structure of policies for the care of people with disabilities

Description	Analysis of the elements found
Define the problem	To define the problem, it started from the information found in the III Student Census, done by Usac in 2009, where in section 5.8 Information on integral health, it requests information related to impairment and disability. The overall result is: 931 students with disabilities: physical, visual and hearing are enrolled in the university. Problem: There are students in the university classrooms that require some type of adjustment to access information or in the methodologies, due to a disability condition, however, there is no institutionalized route to make them. The probability is very high that within the academic units they were unaware of its existence.
Describe the problem	To describe the problem, disaggregated information from the III Student Census (2009) is presented below.

	Students with limited mobility require accessibility to physical spaces: entry to the campus, buildings, both horizontally and vertically, accessible restrooms, ramps or elevators, space inside classrooms.
	Students with hearing impairment require sign language interpreter, adjustments in the presentation of information, in the evaluation processes, and support such as tutoring for full access to the information provided.
	Students with visual impairment require adjustments to access information in printed media, adjustments for their mobility within the campus and buildings. As well, access to information developed by professors, as well as to access evaluations.
Identifying Stakeholders	It was determined that the key stakeholders would be represented by: Dean of the Faculty of Humanities, Dean of the Faculty of Engineering, Dean of the Faculty of Medical Sciences, Director of the School of Psychological Sciences, General Coordinator of Planning, Director of the General Directorate of Administration, Head of the Directorate of Student Welfare and the USAC Delegate to the National Council for Attention to the Disabled Population (CONADI). Overall: teachers, administrative and service managers.
	In the principles governing the policies, emphasis is placed on the fact that students with disabilities must be the protagonist of their academic training process
	Identification of causes:
	Invisibilization of the person with disabilities.
	Discrimination and exclusion in the guarantee of their rights.
	Inequality and discrimination in the transit within the educational system, when it does not have the
Identify causes/ Distinguish consequences	Predominance of a welfare vision and as a person in a dependency relationship, who cannot develop in a university training process.
	Identification of consequences:
	Low school performance, not due to the disability, but to the inexistence of adjustments.
	School failure/repetition
	School desertion
	Perpetuates exclusion and poverty
Design objectives and define desired results	Each of the axes has proposed policies. These are linked to the strategic plan. They are related to a program:
	Human development program
Define operations	Each of the policies is linked to:
	The strategic plan
	A program
	It has project ideas that allow to move towards the fulfillment of the policy.
	Each project idea has an assigned unit or entity within USAC that is responsible for executing it.
	And the various project ideas are planned for the short term (2 years), medium term (4 years) and long term (no more than 10 years).
Build the operational plan	In these, it is stated what needs to be done, however, there is no reference to an operational plan.

Source: with information from (Flacso, 2013: Usac, 2016; Alvarez, 2017; Avila, 2017).

In Avila's study (2017), the results indicate that:

• Participants in the first disability observatory in Guatemala in 2013 were identified, which was based on four key themes of the convention: education, employment, health, and accessibility.

• One of the themes that coincides is that access to information is vital for dissemination efforts. This provides ideal information to serve as a reference document on the topic of disability and sheds light on the Guatemalan system's reality in this area.

• Factors affecting the observatory's implementation include time, funding, and the importance of having qualified personnel for such projects.

• Both participant groups have similar indicators in different types of observatories, showing a clear trend toward information instruments with a social orientation and a human rights focus.

• The development of these observatories has facilitated the gathering of inputs for political advocacy, providing information and creating documents that serve as reference points nationally and internationally due to the interest identified in each of the analyzed observatories.

Alvarez's research (2017) proposes the following results:

• Students with blindness and deafness encounter significant barriers in accessing information and communication.

• There is no accessible bibliography available for students with visual and auditory disabilities.

• When teachers are unaware of how many students with disabilities they will be working with and the specific disability conditions, they may not consider their unique needs when planning activities.

• A high percentage of surveyed teachers have no experience working with students with disabilities and therefore do not factor this into their planning.

• There is a lack of knowledge and understanding of the specific learning styles and needs of individuals with visual, auditory, and physical disabilities.

• The participation of sign language interpreters is crucial.

• Lack of awareness of updated definitions, responsibilities of each stakeholder, and appropriate adjustments to teaching and learning methods can lead to exclusion.

• Strategies that teachers should consider for developing an objective evaluation system that takes into account the unique needs of students with disabilities, from a human rights perspective, are not well-known.

• The deficiencies of individuals have been perceived as more relevant than the skills they have developed.

• Teachers believe that the absence of clear enrollment and graduation profiles for students with disabilities poses a risk of diverting the goal of producing qualified professionals to address national issues.

The findings from Carrera's study (2017) include:

• Regarding curricular accessibility, it is identified as a category with fewer frequent results, with little practice on the part of teachers in terms of adapting objectives,

content, and/or evaluation.

• Students reported having no evidence of these practices and believed that teachers used the same procedures and methods for all students without distinction.

• The study was conducted with an emancipatory vision (Álvarez-Gayou, 2003), aiming not only to improve the process but also to promote social change among participants and raise awareness of their social circumstances.

• Due to the intentional sampling, the results cannot be generalized to other academic units. The main limitations in the execution of the graduation work include a lack of records of students with disabilities in the ECPs and the Faculty of Architecture at USAC, and physical barriers (lack of ramps and others) in buildings prevented the participation of some students with disabilities in the focus group.

The findings of Estrada & Ureta's graduation work (2017) determined the following:

• There are personnel with motor disabilities working at USAC.

• In some cases, there still exist stigmas, discrimination, inequality, and inequity from peers toward teaching staff with motor disabilities.

• To facilitate the process of labor inclusion, job profiles, required competencies for professionals, and suitable conditions in terms of infrastructure, equipment, and furniture for incoming teachers in different academic units of the University must be determined.

Discussion

In Guatemala, despite having a significant series of legal instruments that emphasize that the State is obligated to create mechanisms to guarantee human rights to all Guatemalans without distinction, inequality in the distribution of wealth in the country persists, leading to impoverishment and the denial of rights inherent to individuals (Rodríguez, 2015). Education has been a target of this inequality and injustice (Rodino, 2015).

The admission of students with disabilities to USAC has been a process that has undergone variations over time. It has ranged from explicit denial of admission to exemption from basic knowledge tests and specific exams. Additionally, there has been a prevailing attitude of hegemony, rejection of diversity, and a charitable or segregating view towards individuals with disabilities, which has been a constant in society and has been visible within USAC's internal workings. Currently, students with disabilities who have managed to overcome barriers imposed by an unequal educational system, which denies them access from an early age, attend USAC.

The right to education should not be understood merely as gaining admission to an educational institution, in this specific case, USAC, and being included in its records. Instead, this right implicitly guarantees that every stage, including admission, progress, retention, and graduation, will be accompanied by measures for accessibility and relevant reasonable adjustments. In this regard, in 2014, USAC took a significant step by approving policies for serving the disabled population. These policies aim to ensure and promote the full exercise of all human rights, create opportunities for development, integration, and community participation within USAC, encompassing six fundamental areas: teaching, research, extension, administration, territory and infrastructure, planning, and monitoring.

These policies are based on the historical disadvantage faced by individuals with disabilities in accessing three rights that are pillars of development: health, education, and employment (Adame et al., 2016; Pérez-Castro, 2021). The lack of assurance of these rights leads to exclusion and discrimination, perpetuating the vicious cycle between poverty and disability (Tobar, 2013; Grech, 2016). Together, these three rights are known as interconnected rights (IDHDES, 2014) because a violation of one unquestionably affects access to the others. Various studies (Brogna, 2006; FLACSO, 2014; Grech, 2016) highlight the existing barriers that individuals with disabilities face in accessing the right to education, at both the primary, basic, diversified, and higher education levels.

In 2013, the Latin American Faculty of Social Sciences (hereinafter, FLACSO) reported that the Student Welfare Division had received 103 requests for exemption from basic exams due to disability between 2011 and 2013. In 2018, the United Nations Educational, Scientific and Cultural Organization (UNESCO) referred to the Student Disability Support Office at USAC, stating that during that period, 94 students sought assistance and exemption from first-entry exams due to disabilities. These data provide a parameter for understanding how the number of students with disabilities has been growing. The inclusion of students with disabilities in higher education represents an important step in social and educational inclusion processes; however, reasonable adjustments are necessary to ensure their admission, progress, and graduation.

The human rights approach includes principles that underlie actions aimed at breaking down barriers for the development of vulnerable individuals. These principles include: a) the principle of free participation; b) the principle of responsibility; c) the principle of non-discrimination; d) the principle of empowerment,

and e) the principle of minimum policy standards. These five principles guide the actions developed so that the ultimate goal is not under an assistive view that limits the participation of people with disabilities but rather makes them active participants, in charge of their own life processes.

The human rights approach proposes various actions to combat discrimination, which is defined as exclusion or restriction through actions or omissions, with or without intention, that seek to hinder, prevent, or nullify the exercise of the human rights and fundamental freedoms of historically discriminated individuals and groups. Therefore, it is essential to identify the barriers faced by students with disabilities, including barriers to accessing communication, information, or physical spaces. Reasonable adjustments should be made regarding the methodology used, assessments, and other supports in the academic training process. Brogna (2006) refers to architectural, methodological, communication, information, and attitudinal barriers.

The implementation of policies at USAC requires the allocation of funding, resources, and budgets. The budgetary process should run in parallel with the planning, considering short, medium, and long-term timeframes, contingencies, socio-political contexts, and anticipated income and expenses. Policies should have a structure that allows for a theoretical foundation explaining key concepts at the core of the policy's essence, guiding the discussion, and fitting within a knowledge paradigm. A legal framework should support the commitments of the State and, in this particular case, the commitments of USAC. An operational framework should identify key actors in this process, along with a methodological framework proposing the path to achieve the policy's goals.

According to Segeplan (2015, p.24), there are two fundamental steps for an effective policy: 1) Linking policy priorities with strategic and operational planning, which is evident in the policies, and 2) budgeting operational and strategic plans. If these two aspects are not taken into account, it can hinder execution since each academic unit is responsible for covering the costs of the actions they implement. Considering the inequality in budget allocation for faculties, which is greater than for a non-faculty school or regional center, there may be a connection to non-execution.

The contribution of this article lies in a brief examination based on research conducted by graduates of the first cohort of the Master's program in Social Analysis of Disability. It assesses the actions taken by USAC to ensure the right to education for students with disabilities and reflects on important internal aspects of the academic units that participated in various studies. The approval of policies is a significant step; however, it is crucial to follow up on each of the 16 approved policies, linking them to strategic planning as USAC and, therefore, as academic units. Likewise, it should be expressed in budgetary plans to make it a reality rather than merely an exercise of good intentions.

Conclusions

Based on the contributions of the four graduation papers that make up this article, it can be concluded that the approval of policies for serving the disabled population at USAC has been a crucial step in asserting the rights of individuals with disabilities. This step opens up the possibility for students to enter, progress, stay, and graduate with reasonable adjustments and accessibility measures. Additionally, with this step, USAC fulfills its shared responsibility to contribute to the

solution of national problems. Valuable actions have been taken in various academic units; however, it is necessary to coordinate and monitor them in a timely manner to avoid duplicating efforts.

The structure and design meet the necessary formal aspects. However, it is important to mention that there were no resources available that documented the process, particularly regarding the budget. Therefore, further research is considered necessary to strengthen the present exercise.

The operationalization of policies requires budgetary, methodological, and monitoring infrastructure, with clarity on the responsible actors for each part of the process. This infrastructure is influenced by political, social, economic, and cultural factors that depend on the interests of the authorities and the prevailing welfare regime.

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Declaration of Interests
I declare that I have no conflicts of interest that could have influenced the results obtained or the proposed interpretations.

Informed Consent Statement
The study was conducted in compliance with the Code of Ethics and Good Publishing Practices.