



SPECIFIC EDUCATIONAL NEEDS CURRENT LEGAL ASPECT 2021-2022 IN ECUADOR- SENESCYT

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ABSTRACT

In Ecuador, education has been considered a fundamental human right and the State has the responsibility to guarantee its universal and equitable access. In addition, the Organic Law of Intercultural Education (LOEI) establishes the legal framework for education in the country. In this sense, governments have a responsibility to provide inclusive and equitable education for all, regardless of their individual differences. In Ecuador, the SENESCYT (Secretary of Higher Education, Science, Technology and Innovation).

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1. Introduction

In recent years, special attention has been paid to the specific educational needs (SEN) of certain groups of students. These needs can be of different types, such as disabilities, learning disabilities, linguistic and cultural needs, among others. In this essay, we will focus on the current legal aspect of SEN in Ecuador for the period 2021-2022. Policies and laws related to SEN in Ecuador, as well as their implementation in schools and universities, were analyzed. The effectiveness of these policies will be examined and recommendations for improving educational inclusion in the future will be presented. The importance of providing inclusive and equitable education for all students, regardless of their specific needs, will be highlighted. ("10 Specialized Schools in 2023 for Children with SEN Problems in ...").

Educational inclusion is an important goal in Ecuador's education system. SENESCYT has worked hard to ensure that all students have equal opportunities and access to quality education. In 2018, Resolution 001-2018 was issued establishing guidelines for attention to diversity in higher education. This resolution recognizes the need to ensure that all students have access to higher education without discrimination and with the necessary supports to ensure their academic success.

In addition, SENESCYT has also established the Higher Education Accessibility Program, which seeks to promote the inclusion of people with disabilities in the educational system. This program aims to provide reasonable accommodations so that students with disabilities can access and fully participate in higher education. Inclusion committees have also been established in universities and schools to support students with SEN and ensure that their rights are respected.

To achieve this goal, policies and programs have been implemented to improve the quality of education and ensure that all children and young people have access to it regardless of their individual differences. However, some people have specific educational needs (SEN) that require special attention to ensure that they have the same opportunities as the rest of the population.

By analyzing the current legal framework for specific educational needs in Ecuador, particularly as it relates to higher education. The definition of SEN, the rights of people with SEN, Ecuadorian government policies and programs, laws and regulations governing higher education in Ecuador and how these apply to people with SEN will be discussed.

The country carries out inclusive transformation processes in inclusive education, many of the organizational bodies in education at different formative levels support the system. (MINEDUC, 2021) concludes that the purpose is "to allow teachers and students to feel comfortable with diversity and perceive it not as a problem, but as a challenge and an opportunity to enrich the learning environment". A restructuring of the curricular proposal is also being developed to strengthen inclusive education. (p. 16)

It could be said that in Ecuador the inclusive changes that are really considered a process, are attended at the level of the present cycles of need, the population in attention be it in early childhood, childhood, youth or adulthood, present an attention that is necessary to attend from the initial purposes that is to teach from equity, justice and equality, of right where the teaching-learning process plays the main role. This research allowed to know that the CES (Council of Social Education) and the Ministry of Economic and Social Inclusion periodically create different programs, projects, services and from the legal aspect, formats that attend to an inclusive methodology which should facilitate improvement in issues such as preparation for adult life, bullying in pre-professional stage, influence of peers, self-esteem, intellectual, physical and psychological disorders, among other issues.

Despite these advances, there are still significant challenges in the implementation of policies and regulations for educational inclusion in Ecuador. One of the main obstacles is the lack of resources and training for education professionals, which makes it difficult to identify and address students' SEN. In addition, many students do not have access to the resources and supports needed to succeed academically, which limits their ability to reach their full potential. These challenges and improve educational inclusion in Ecuador. These recommendations include implementing training programs for education professionals, improving access to the necessary resources and supports for students with SEN, and promoting collaboration between universities and schools to share best practices in educational inclusion.

Educational inclusion is a fundamental right of all students and an important goal of the Ecuadorian educational system. SENECYT has established policies and regulations to ensure the inclusion of students with SEN, but there are still challenges in implementing these policies. It is important to address these challenges and improve educational inclusion in Ecuador to ensure that all students have access to quality education and can reach their full potential.

2. Methodology

Descriptive research, according to Hernandez (2014) is defined as "that which allows detailing situations and events, i.e. how it is and how a certain phenomenon manifests itself and seeks to specify important properties of people, groups, communities and any other phenomenon that is subjected to analysis" and according to its objectives this research has a qualitative and quantitative approach, positivist paradigm; developed under the deductive scientific method, it is a feasible project or projective research, non-experimental; cross-sectional and prospective.

This study details an organized research plan that aims to answer the questions related to the events, allowing the collection of information necessary to carry out the study. According to Arias (2021), he explains: "To the strategies, procedures and steps that must be taken to approach the research, which includes a set of rational and systematic procedures to fulfill the solution of the general problem" (p. 73).

Therefore, the study was conducted under observation and inquiry, which showed the confidence of students in the development at the social level as the promoter of information towards the requirements necessary to achieve their quality stay, in apprehension and application of their professional knowledge in the successful completion of their professional preparation cycle, through active participation with the current inclusive instruments, comparing the behavior of students before, during and after the activities carried out.

According to Rus (2020) explains that: "It is interested in a topic that has not been studied before, or it allows knowing new aspects of existing knowledge according to its level of depth" (p. 2). That is, when you do not know what you are facing, exploration is paramount in such a way that it is ascertained in this case if there are students who are hearing impaired in order to successfully carry out the research process.

According to Monje (2017) refers that: "Qualitative research is inductive because it starts from the understanding, theories and concepts, in addition to naturalistic because it interacts with the researched through an interview" (p. 11). When mentioning a qualitative study, comments or interpretations of the author of an investigation are determined, this is given because it analyzes events within the environment in which the problem is developed, in addition to this spontaneous interaction with those investigated, through flexible questions and focused on the variables under study, allows the data obtained to be representative for the development of the present work.

The population of exploration was of 17 teachers and 277 students with special educational needs associated and not associated to disability, specific surveys were applied in relation to legal aspects related to concepts, rights and learning processes.

3. Results

Table 1. Teachers of Early Childhood Educators and Early Childhood Education - Cycle 2021
Does the term disability according to WHO mean: "It is a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society in which it lives"?

Item	Disability	Frequencies	Percentages
14	Totally agree	7	39%
	Moderate agreement	3	16%
	Agreed	3	17%
	Disagree	2	11%
	Strongly disagree	3	17%
	TOTAL	17	100%

Source: Survey of students with special educational needs-NEE.

With regard to the lack of knowledge of the conceptual legal aspects of persons with disabilities from the clinical aspect, there is an average of 28% in relation to the 72% of effectiveness of knowing intentionally that the recognition of the profiles associated with the clinical and social aspects.

Table 2. Teachers of Early Childhood Educators and Early Childhood Education - Cycle 2021
Are the disabilities according to the DSM-V, International Classification of Functioning (ICF) the following:
Physical or Motor Disability, Sensory Disability, Intellectual Disability, Mental Disability?

Item	Disability	Frequencies	Percentages
15	Totally agree	12	70%
	Moderate agreement	3	18%
	Agreed	1	6%
	Disagree	0	0%
	Strongly disagree	1	6%
	TOTAL	17	100%

Source: Survey of students with special educational needs-NEE.

With regard to the lack of knowledge of the conceptual legal aspects of the DSM-V of people with disabilities from the clinical-functional perspective, there is an average of 6% in relation to the 94% of effectiveness of knowing intentionally that the recognition of the profiles associated with the clinical and social perspectives.

Table 3. Teachers of Early Childhood Educators and Early Childhood Education - Cycle 2021
According to the Constitution of the Republic of Ecuador, 2008 Art. 26
Do you consider higher education inclusion as a right?

Item	Disability	Frequencies	Percentages
16	Totally agree	15	88%
	Moderate agreement	0	0%
	Agreed	2	12%
	Disagree	0	0%
	Strongly disagree	0	0%
	TOTAL	17	100%

Source: Survey of students with special educational needs-NEE.

The Constitution of the Republic of Ecuador of 2008, made changes in its laws to present effectiveness of legal knowledge 100% of the interviewees, presents effectiveness in relation to their responsibility in teaching in compliance with the transfer of knowledge and professional preparation to the dicent.

Table 4. Teachers of Early Childhood Educators and Early Childhood Education - Cycle 2021
Is the teacher's participation in an accompaniment with pedagogical attention to their students with
Special Educational Needs-NEE very important and necessary?

Item	Disability	Frequencies	Percentages
17	Totally agree	16	94%
	Moderate agreement	0	0%
	Agreed	1	6%
	Disagree	0	0%
	Strongly disagree	0	0%
	TOTAL	17	100%

Source: Survey of students with special educational needs-NEE.

When the accompaniment processes related to the student with special educational needs-NEE, at the higher level, manifest the result of the teacher's knowledge of the importance of the support of the teacher-teacher, in the accompaniment. 100% agree with these support profiles.

Table 5. The participation of experts in the field of research and related to the field of study, the corresponding validation was carried out by 17 professionals of the 4th level with doctorates and PhD, for the importance of the application of the legal aspects as a support in the application of the principles in care, follow-up and monitoring.

Valuation	Frequency				
	5	4	3	2	1
Introduction	17	0	0	0	0
Objectives	17	0	0	0	0
Relevance	17	0	0	0	0
Sequence	16	1	0	0	0
Intervention Model	16	1	0	0	0
Depth	17	0	0	0	0
Language	15	2	0	0	0
Comprehension	15	2	0	0	0
Creativity	16	1	0	0	0
Impact	16	1	0	0	0

Source: Expert validation rubrics.

Specific educational needs refer to the individual learning needs that some people may have due to disabilities, learning disorders, communication difficulties, socioeconomic disadvantage, among other factors. SEN can be temporary or permanent and can affect people's ability to access or participate effectively in education. In this sense, the definition of Special Educational Needs-SEN, now updated to "Special Educational Needs" or internationally known as "Academic Barriers", refers to students who need extensive educational support and attention throughout their life and learning process. It was then emphasized that, in this concept, these needs are mainly related to the problems encountered by the child's development, i.e., it takes into account the biological aspects related to the technical number of information.

Classification are genetic and permanent images that can be linked to specific images. A defect in the origin or second position, with aspects related to temporary needs, corresponding to the development and psychological maturity related to social, economic and family factors. The words, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, words, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection, rejection. And many others, in one way or another, will affect a healthy psychological development of a person, this will cause learning problems and what is mentioned above will affect the mass. Pedagogy with a list of special educational needs, because there are no obstacles, because he avoids that prevents him from being promoted.

It is important to note that having a SEN does not mean that a person is less able than others, but that they require special educational attention to ensure their success in learning. Educational inclusion is an approach that seeks to ensure that all people, regardless of their SEN, have access to and benefit from education.

Inclusive processes in Higher Education is the first legally binding instrument to contain a reference to the concept of inclusive and quality education ("Inclusive education: examples of inclusion in the university") Inclusive education in this academic is considered as a right that obliges educational authorities to provide sufficient conditions for its effective and guaranteed enjoyment (Unesco, 2020)

Therefore, from the point of view of macroeconomics, the author allows us to highlight the importance of participation in educational processes, because it takes into account human rights, where everyone has special abilities, distinction and other opportunities. The current context has changed so that teaching and learning strategies have become necessary for both teachers and students; therefore, educational materials and manuals have been developed using information and communication technologies and accompanied by universal guidelines.

Inclusive education has too many difficulties in the process, this is due to the contemporary society that does not allow exclusion to take place (Hernandez Paola). The expansion of the infrastructure of the Matilde Guzmán Specialized Educational Unit in Yantzaza was inaugurated (MINEDUC, 2021). Developed and implemented the model for the incorporation of the educational component into the therapeutic scheme of social reinsertion for adolescents, young people and adults who are illiterate or

have not completed their schooling and are treated for problematic consumption of drugs, alcohol and other substances. 41 Specialized Centers for the problematic consumption of drugs, alcohol and other substances have benefited from this model nationwide.

The "Regulations to regulate and guarantee access, permanence and completion of the educational process in the National Education System for the population in vulnerable situations" were issued. In this context, for the Costa-Galapagos 2021-2022 regime, the "Aprestamiento Fiscal" module was implemented to register students who enroll in public educational institutions after the end of the regular enrollment period, benefiting 189 students.

In Ecuador, people with SEN have the same rights to education as any other person. These rights are protected by the Constitution of Ecuador and by the United Nations Convention on the Rights of Persons with Disabilities. The Convention establishes that persons with disabilities have the right to inclusive quality education on an equal basis with others.

In addition, the Organic Law of Intercultural Education establishes that the educational system must be inclusive and respect the cultural and linguistic differences of students. It also establishes the need to guarantee equal opportunities for all students, including those with disabilities and other types of SEN.

The Ecuadorian government has implemented various policies and programs to guarantee the educational inclusion of people with SEN. One of these programs is the National System of Inclusive Education (SINEI), which seeks to guarantee access, permanence and success in learning for students with SEN.

SINEI focuses on training teachers and creating inclusive learning environments that respond to the individual needs of students. In addition, the program provides support services and resources to students with SEN and their families to ensure their academic success.

Another important program is the Higher Education Inclusion Program (PIES), which aims to ensure access to higher education for people with SEN and provide them with the necessary resources and support to successfully complete their studies. In the PIES, support services are provided in several areas, such as physical accessibility of facilities, adaptation of learning and assessment materials, emotional and psychological support, and development of life and work skills In addition, the program establishes a series of measures to ensure equal opportunities for people with SEN, such as the reservation of places and the elimination of economic barriers.

Higher education in Ecuador is regulated by the Organic Law of Higher Education (LOES) and by the Higher Education Council (CES), which is the entity in charge of establishing policies and regulations for the higher education system in the country.

The LOES establishes that all persons have the right to higher education and that the higher education system must be inclusive and equitable. In addition, the law states that higher education institutions must provide the necessary resources and support to ensure the academic success of people with SEN. Regarding the evaluation and accreditation of higher education, the CES has established criteria and standards that guarantee quality and equity in the evaluation and accreditation process of higher education institutions. These criteria and standards also take into account the needs of people with SEN and establish specific measures to guarantee their inclusion.

Despite the existence of policies and laws that seek to ensure the educational inclusion of people with SEN in Ecuador, the effective implementation of these measures remains a challenge. Many higher education institutions lack the resources and training necessary to provide adequate support for people with SEN. In addition, the lack of awareness and sensitization about SEN in Ecuadorian society may hinder the inclusion of these individuals in higher education. More effort is needed to raise awareness and educate society about SEN and the importance of educational inclusion. Another important challenge is the lack of coordination among the different institutions and programs working on the educational inclusion of people with SEN. It is necessary to establish a comprehensive and coordinated approach that addresses the individual needs of students and guarantees their access to inclusive and quality education. Cortés, Ferreira & Arias, (2021) "From the SAD framework all students have the right to education, and this should be given under conditions in which everyone has the same options to learn regardless of whether they have a disability or not". In the legal framework, access to education, respecting the profiles of students, not only in the initial educational levels, presenting the importance of attention in the different formative levels. One of these is the higher level, allowing to understand that education is a right throughout the development of the human being. The educational processes are basically worked through research where the debate, narration, discussion, teaching, stories, narratives,

reading interpretations, etc., the activities and strategies used are part of a curricular objective when we talk about inclusive education, the same one attends to the actions, feelings and attitudes as well as the schematization of an adequate curricular mesh (Rodriguez, 2020).

Now, according to the author, he tells us that the teacher-student intervenes in the educational process, planning the continuity of teaching, resources, teaching strategies, and others in learning, as well as we can say that the educational process towards interaction, adaptive and adaptive, in the last four years basically coincides with the educational models that the different educational institutions were forced to apply. When talking about universal design for learning, Copiano & Coral (2021) mention the importance that "The foundations of UDL lie in learning theories, in information and communication technologies, and in neuroscience, also known by many as neuro-education" these essential elements such as neural connections in the learning process, allow the teacher as a strategist in the transfer in learning, to make use of resources and strategies for the fulfillment of the objectives. The use of enabling resources in the search for improvement in the learning process allows the search for differential strategies among them technologies as versatile means in teaching resources according to Badilla (2022) "Mobile technology can help to personalize teaching and improve the generic and specific learning skills of students with special educational needs". In search of elementary principles in meaningful education, much more so the student with special educational needs in vocational training.

In educational inclusion, student participation plays a very important role both inside and outside the educational institution, the purpose of which would be to reinvent processes that ensure opportunity and equal rights in the current context UNESCO oecd ECLAC UNICEF United Nations, among others, states that the purpose of participation is to promote the creation and innovation of inclusive school systems.(Valdés, Manghi, & Godoy, 2020).

Therefore, it can be understood as the identification and analysis of important nodes that make possible the incomplete implementation of inclusions, among which stand out competitiveness, legal freedom and integration based on inclusion, terms that somehow determine the productivity and effectiveness of the pedagogical activity experienced. by students various entities or organizations.

Culture within inclusion plays an important role since it focuses on the creation of a welcoming, collaborative, safe, quality-assured and inclusive society, which must be sustained under solid foundations where everyone learns and reaches the optimum possible level, its purpose is to develop an educational community and an inclusive perspective and coexistence, in other words, the inclusive culture seeks to meet a non-discriminatory and non-discriminatory transforming model. (Causarano, 2021). Therefore, it is important to connect education with the existing reality where the objective is beyond the differences between students, adults, etc. They can recognize their rights as learners in the field of education and where guarantee and quality of the teaching and learning process is provided.

Inclusive education fully responds to the objectives of ensuring that children and adolescents have equal opportunities for equal access to quality education and continuous learning within a context that benefits children with any disability, whether intellectual or learning disabilities, among others. (Rodriguez, 2020). It can be argued that educational teaching attracts factors such as individuality, learning by example, defining what you want to achieve as an individual, treating others as you would like to be treated, working within behaviors and learning patterns, focusing on values. According to Carballo, (2018) indicates that "There is the latent nature of paradox and contradiction when we talk about educational inclusion, since, counting with a great amount of knowledge and the ability to develop it, we do not do it". In relation to the participants that, being active from the cohesion of knowledge, in the students of the third level (Romero, et al., 2017). And even before, the doubt is centered on the primacy that should be given to the transmission of technical skills that provide instrumental skills to journalists versus the load of multidisciplinary knowledge that helps the reporter to understand, contextualize and interpret the reality that surrounds him and that he transmits through his account of current events with interpretative objectives.

According to the review format of the study programs in the differential careers, it concentrates the importance of the multidisciplinary aspects in the intervention contents, demonstrating that it is important to carry out reference studies according to the graduation profiles of the careers in preparation for the student with special educational needs.

Therefore, inclusive education is defined as a conceptual process that seeks to identify and respond to diversity but from a responsible human point of view, in other words, the conviction of the basic

principles of the child must be reflected under characteristics that ensure equal opportunities in them, highlighting the interest of different learning needs, competitiveness and capabilities of education systems that ensure the guarantee and belonging where quality education for all is guaranteed (Quelal, 2020).

Educational exclusion is one of the problems faced every day by teachers and the educational community, aware of the lack of opportunities and access to educational services and an ineffective justice system. Therefore, it responds to a complex process, in which there are negative aspects, among which stand out the dynamic context, plans, resources and with them the mechanism of action, in that case the mechanism of moral poverty prevails, so it can be said that such integration is helpless in the field of education where people are subjects. Private education in inclusion basically focuses on the permissibility of being able to accept children, adolescents and students in general with some degree of disability, be it intellectual or physical learning disabilities, since teaching students in a private school or institution ensures or guarantees a competent education in which different factors play a role: resources, the degree of training of teachers, personalized attention to students, the current curriculum and thus the living conditions for different parents or adult students, private education ensures an optimal development of skills, abilities and competencies Álvarez et al. (2020).

In other words, the above text states that the main goal of private education is cognitive achievement that can be achieved through vitality, sensitivity, effort, intelligence, intellect, intellect and survival competitiveness in each private establishment to make it stand out from the rest. Faced with this incident, they pressed or ordered to comply with the educational standards that effectively ensured the quality of service of each selected educational unit.

In context, access to academic training within the educational system constitutes an unparalleled way to increase the employability of citizens by providing them with the necessary training for each professional achievement, while at the same time providing them with the academic disposition to achieve optimal participation within the educational system. However, it is emphasized that there are no limits except your own personal expectations and abilities. (Robles, 2023).

In view of the above, it is highlighted that the context of this issue is actually based on the admission level where the focus is on activity and here we can see the participation of students with disabilities. Enrollment in the education sector has increased by 26% in the last 3 years.

There are many universities that comment on social integration and education, including a group of people that we can find outside the field of education because they are responsible for continuing to study, so they are preparing different integration projects. Go so that they can be placed in education, regardless of the difficulties they represent to meet the educational process.

The integration of education with the satisfaction of accepting students diagnosed or classified with special needs, from different cultures and different languages or with some physical characteristics, colds sense, emotion or cognitive. These students are integrated into the educational system according to the homogeneous logic. (Brito, 2019). Inclusive education does not happen quickly, but must go through a process that both students and teachers must follow step by step, in which teachers must follow a method, a fixed learning plan and a hierarchical system so that groups of students can perceive and realize achieved in the semester, the goals set, according to their own abilities and skills.

Inclusive education in Ecuador has its roots in the other educational needs of children with special educational needs. Historically, one can see the relevance of this need in the exclusive educational conditions of the 1960s, 1970s and, in part, in the 1980s, when they were just teenagers, "average" children, often raised in schools; the position of integration in the 1980s and 1990s; and the inclusive movements are currently in the process of maturing.

Inclusive education requires egalitarian learning, its main objective is to involve everyone in the teaching and learning process, not only teachers and students, but also parents and society. We are talking about the equal integration of everyone in the educational process. Like any social change, integration has gone through and will go through different stages until it manifests itself, so it cannot be said that the integration movement is completely negative. It also helps to overcome the situation where regular schools cannot accept different children, which requires facilitating admission. For the first time, those who were completely excluded from the mainstream school system found an initially somewhat imperfect, but necessary, approach to inclusion.

It is important to note that this approach aims at inclusion, and not simply integration, the main difference between these concepts being found in their frame of reference; while integration is based on normalization, inclusion defends human rights. (Molina, n.d.).

As mentioned, students with special educational needs - SEN - have no place in the regular education system, but introducing special education means first of all getting them into regular schools by creating support classes and focusing all their attention on professionals who can meet the needs of these children. However, it should be noted that most of the activities are aimed at adapting the SOP subject to the general education system, not changing the system, which to a large extent persists in education in our region. Faced with this reality, the government of Ecuador decided to do its duty and not allow itself to be left out of this social movement. In fact, Ecuador has implemented many reforms in the field of education that have led to the recognition of the right to education for all people with disabilities through a lifelong learning system. Since 2010, the Ministry of Education of Ecuador has been implementing the model project "Inclusive Education", whose purpose is to ensure compliance of the education system with constitutional requirements, i.e., it provides access to general information through courses with special requirements. Education. Temporary or permanent needs, related or not to disability. Diez & Sanchez, (2015) states that "The application of the paradigm of universal design to the university educational environment is evidenced through various approaches that, while maintaining a common backbone, differ in some specific aspects". This process is one of those that currently in Ecuador, in relation to methods, resources used in education is the SAD, as a current active methodology in the classroom application, effectively considering it as a backbone that is to consider it as a backbone that supports effective learning. Inclusive education is a challenge for higher education institutions in today's complex and diverse society. This is because the way society changes means that education has to change as well. In this way, the university enables its faculties to create different intervention scenarios to consistently achieve accessibility, sustainability and academic success for all students. Inclusion is an important change in the university environment because in the past students with learning disabilities were often excluded or discriminated against. The limitations and roles of this professional are defined together with the classroom teacher, thus having a multitude of experiences and too much flexibility (Polo, Leiva, & Sandoval, 2023). This is important because it gives people the opportunity to learn and develop their skills. The university admission process for students with learning difficulties has come a long way, with many situations of discrimination and exclusion of students with special learning difficulties.

According to (Díaz, 2020) points out that "the evolution of inclusive education has been nurtured over time by strong theoretical perspectives that have given it continuity and sustained its work at different times. Medical and psychological scientific disciplines, as well as philosophical and pedagogical disciplines, determined this evolution by the theoretical and practical contributions of their representatives" (p. 6). It is clear that inclusive educational evolution has been achieved gradually with the support of both legal statutes and society. This evolution has been achieved thanks to solid theories that were the basis for the construction of inclusive education. These barriers may include being in another country, knowing another language or having a disability, as well as government and university policies that protect students from discrimination and inappropriate behavior. This positively impacts students' attitudes and makes them more equal and egalitarian. It is about creating new professionals with more critical and insightful perspectives. The process of inclusion carries great responsibility for both staff and students in educational institutions. The staff has the task of managing the appropriate facilities, and the students are responsible for learning about the new social reality. This is especially important in higher education, where social inclusion is increasingly important. In Ecuador, social inclusion is an important component of the national policy that prioritizes higher education. Ecuador has a long history of comprehensive primary and secondary education, as well as higher education, producing more inclusive and respected students who offer opportunities for excellence in their fields.

Inclusive education aims to provide an education that meets the needs of all students, regardless of disability. This allows students to develop academic and social skills and competencies in a supportive environment. Special education has undergone significant changes over the years, beginning with people's lack of understanding of education, including the special skills that enable them to continue with their personal and academic lives; this type of education seeks new opportunities for students with special needs. Today, teachers provide information that allows students to develop knowledge based on experiences gained in teacher-led classes. This continuous learning process helps students move from the general to the concrete. The learning process will always be difficult for students, depending on how the teacher imparts knowledge, they can acquire knowledge in different ways, with assimilation, gradual

and complete information. The use of new technologies has allowed education to reach open local and international contexts and facilitates student learning with better location and search engines. This led to the approval of the use of TICs in educational environments. (Aragon, 2019). When we talk about inclusion processes, we can also talk about the barriers that students face, which can take many forms, from intentional exclusion to implicit bias. However, these students may also encounter significant barriers when trying to enter university life. When we talk about barriers, it is important to consider physical space and infrastructure, but it is also important to think about learning barriers, which are skills, materials and resources that can help students to make their learning even more positive. Families are often a barrier for students with disabilities, because in many cases their needs and the needs of people with disabilities are very different so they often come into conflict.

4. Conclusions

The laws, of the Constitution of the Republic of Ecuador, regulations of the different instances such as SENESCYT, CES, in attention to students with special educational needs associated and not associated with disability, which make a strong support in relation to integration, in the inclusive versatility, but there are the active realities of higher education institutions IES, in all aspects such as management, administrative, academic, relationship and interaction of their peers, logistics, didactic resources, that according to global situations such as the results of COVID-19, worldwide, in which the elementary budgets of HEIs, although the intention of realizing an effective inclusion, there is inefficiency in the budgets in attention to inclusion, therefore the legal support, directive intention is active, the inclusive horizontal methodological processes, is the deficiency in the institutional empathy of HEIs in Ecuador. The educational inclusion of people with SEN in Ecuador is a fundamental human right that must be guaranteed by the State and by educational institutions. Although policies and programs have been implemented to achieve this objective, there are still challenges in the effective implementation of these measures. More effort is needed to raise awareness and educate society about specific educational needs and to establish a coordinated and comprehensive approach that addresses the individual needs of students. Educational institutions and the state must provide the necessary resources and training to ensure the academic success of individuals with SEN in higher education. In addition, it is important to establish a culture of inclusion and sensitivity in all areas of Ecuadorian society. This is achieved through education and awareness of specific educational needs and the importance of educational inclusion for all people.

In summary, education is a fundamental human right and the educational inclusion of people with SEN is a moral and legal imperative. Through the effective implementation of educational inclusion policies and programs, higher education can become an inclusive and equitable space for all people, regardless of their specific educational needs. We hope that this essay has provided a clear understanding of specific educational needs and their importance in higher education in Ecuador. The educational inclusion of people with SEN is an ongoing process that requires the commitment and cooperation of all stakeholders, including the state, educational institutions, society and the students with SEN themselves. To ensure the educational inclusion of people with SEN, it is necessary to address the challenges and barriers that limit their access to and success in higher education. These include lack of resources and training, lack of coordination among educational inclusion programs, lack of awareness and sensitivity about SEN in society, and lack of concrete measures to ensure equal opportunities. The State and educational institutions must take concrete measures to ensure access and inclusion of people with SEN in higher education, such as the provision of support services, the removal of economic barriers and the reservation of places. In addition, it is necessary to establish coordinated programs and measures that address the individual needs of students and ensure their academic success.

Finally, education is a fundamental human right and the educational inclusion of people with SEN is a legal and moral imperative. We all have a responsibility to work together to ensure the educational inclusion of all people in higher education, and to create a more just and equitable society for all.

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