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SMART INCLUSIVE UNIVERSITY: A DIGITAL ECOSYSTEM MODEL FOR INCLUSIVE HIGHER EDUCATION

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Abstract. The rapid development of digital technologies, artificial intelligence (AI), and Industry 5.0 has created new opportunities for enhancing inclusive education in higher education institutions. This study proposes a Smart Inclusive University model based on the integration of Higher Education Management Information Systems (HEMIS), Learning Management Systems (LMS), Big Data, Learning Analytics, AI, and Assistive Technologies into a unified digital ecosystem for managing inclusive education services. A mixed-methods research approach, including systems and comparative analysis, econometric forecasting, regression analysis, expert assessment, and international benchmarking, was employed. Drawing on international experience and the context of Uzbekistan, the study presents a five-stage digital ecosystem together with an organizational and economic implementation mechanism. The proposed model supports the creation of digital learner profiles, the early identification of academic risks, personalized learning pathways, and data-driven decision-making through the application of Learning Analytics and artificial intelligence.

Keywords: inclusive education, Smart Inclusive University, digital ecosystem, artificial intelligence, Learning Analytics, Big Data, HEMIS, Learning Management System, Assistive Technologies, higher education, digital transformation, data-driven management.

Аннотация. Стремительное развитие цифровых технологий, искусственного интеллекта (ИИ) и Индустрии 5.0 создало новые возможности для совершенствования инклюзивного образования в высших учебных заведениях. В данном исследовании предлагается модель «Умный инклюзивный университет», основанная на интеграции информационных систем управления высшим образованием (HEMIS), систем управления обучением (LMS), больших данных, аналитики обучения, искусственного интеллекта и ассистивных технологий в единую цифровую экосистему управления услугами инклюзивного образования. В исследовании применён смешанный методологический подход, включающий системный и сравнительный анализ, эконометрическое прогнозирование, регрессионный анализ, экспертную оценку и международный бенчмаркинг. С учётом международного опыта и условий Узбекистана представлена пятиэтапная цифровая экосистема, а также организационно-экономический механизм её внедрения. Предлагаемая модель способствует формированию цифровых профилей обучающихся, раннему выявлению академических рисков, разработке персонализированных образовательных траекторий и принятию решений на основе данных посредством применения аналитики обучения и искусственного интеллекта.

Ключевые слова: инклюзивное образование, «Умный инклюзивный университет», цифровая экосистема, искусственный интеллект, аналитика обучения, большие данные, HEMIS, система управления обучением, ассистивные технологии, высшее образование, цифровая трансформация, управление на основе данных.

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INTRODUCTION

The rapid advancement of digital technologies, artificial intelligence (AI), Big Data analytics, cloud computing, and Industry 5.0 has fundamentally transformed the management and delivery of higher education services worldwide. Universities are increasingly evolving into intelligent digital ecosystems that integrate advanced information technologies, data-driven decision-making, and personalized learning environments. Inclusive education has become a strategic priority of global higher education policies, as reflected in the United Nations Sustainable Development Goal 4 (SDG 4) and the initiatives of UNESCO, the OECD, and the World Bank, which emphasize equal access to quality education for all learners. Despite significant progress in digital transformation, many higher education institutions still face challenges in integrating Higher Education Management Information Systems (HEMIS), Learning Management Systems (LMS), digital libraries, assistive technologies, and psychological support services into a unified management framework. Greater integration of educational data could facilitate the more effective application of Learning Analytics, artificial intelligence, and data-driven decision-making to support students with special educational needs.

Recent studies by Siemens, Gašević, Ferguson, Buckingham Shum, Holmes, Bates, Picciano, Booth, Ainscow, Florian, and Mitchell have substantially contributed to the development of Learning Analytics, artificial intelligence, digital transformation, and inclusive education. However, existing research mainly examines these technologies separately, while limited attention has been given to their integration within a comprehensive digital ecosystem for managing inclusive education in higher education institutions, particularly in developing countries. To address this research gap, the present study proposes a Smart Inclusive University model that integrates HEMIS, LMS, Big Data, Learning Analytics, artificial intelligence, and Assistive Technologies into a unified digital ecosystem. The study also develops an organizational-economic implementation mechanism and applies econometric forecasting to evaluate the potential impact of digital transformation on inclusive education in Uzbekistan through 2030. The proposed model contributes to the theoretical advancement of digital ecosystem management and provides practical recommendations for establishing intelligent, data-driven, and personalized inclusive education services in higher education institutions.

LITERATURE REVIEW

The concept of inclusive education has evolved significantly over the past three decades, shifting from a disability-oriented approach toward a human rights and social inclusion perspective. According to UNESCO (2020), inclusive education is defined as a continuous process of strengthening the capacity of education systems to reach all learners regardless of their physical, sensory, intellectual, or social characteristics. The United Nations Sustainable Development Goal 4 (SDG 4) further emphasizes that inclusive and equitable quality education is a fundamental prerequisite for sustainable development.

The theoretical foundations of inclusive education have been developed primarily by Booth and Ainscow (2011) through the Index for Inclusion, which introduced institutional mechanisms for creating inclusive educational environments. Florian (2014) argued that effective inclusion requires transforming teaching practices rather than adapting learners to existing educational systems. Similarly, Mitchell (2015) proposed evidence-based strategies for supporting students with special educational needs by integrating educational policies, institutional management, and technological innovations. While these studies provide comprehensive pedagogical frameworks, they pay limited attention to digital transformation and intelligent educational management.

The rapid digitalization of higher education has generated new research directions focusing on Learning Analytics, Big Data, and artificial intelligence. Siemens (2013) introduced Learning Analytics as a process of measuring, collecting, analyzing, and reporting educational data to improve learning outcomes and institutional decision-making. Subsequently, Buckingham Shum and Ferguson (2012) expanded this concept by emphasizing that Learning Analytics should support personalized learning, academic risk prediction, and evidence-based educational management.

Further developments were presented by Gašević, Dawson, and Siemens (2015), who demonstrated that Learning Analytics enables universities to monitor student engagement, identify learning difficulties, and optimize institutional performance. However, their research mainly focused on learning processes rather than comprehensive institutional management systems.

Artificial intelligence has recently become one of the most influential technologies in higher education. Holmes, Bialik, and Fadel (2019) argued that AI can support personalized learning, intelligent tutoring systems, automated assessment, and adaptive educational environments. Likewise, Bates (2022) highlighted the

transformative role of AI in improving teaching quality and expanding educational accessibility. Picciano (2012) emphasized that artificial intelligence should be integrated with institutional information systems to establish intelligent universities capable of supporting data-driven decision-making.

Parallel to AI development, researchers have increasingly investigated the role of Big Data in educational management. Big Data technologies enable universities to process large volumes of educational information originating from student information systems, learning management systems, digital libraries, and online learning platforms. Combined with Learning Analytics, these technologies provide universities with opportunities to predict academic risks, optimize resource allocation, and improve institutional effectiveness.

Another important research direction concerns Assistive Technologies, which represent essential components of digital inclusion. According to the World Health Organization and UNICEF (WHO & UNICEF, 2022), assistive technologies—including screen readers, speech recognition systems, Braille displays, automatic captioning, and voice-controlled interfaces—significantly improve educational accessibility for students with disabilities. Nevertheless, international studies indicate that assistive technologies are frequently implemented separately from university management systems, thereby limiting their institutional effectiveness.

Recent international research increasingly employs the concepts of Smart University, Smart Campus, and Intelligent Education Ecosystem. These concepts emphasize integrating digital infrastructure, cloud computing, artificial intelligence, the Internet of Things (IoT), and educational analytics into comprehensive university management systems. However, most existing Smart University models primarily focus on technological infrastructure and smart campus services, while insufficient attention is devoted to inclusive education management and organizational-economic implementation mechanisms.

Although the international literature has extensively examined inclusive education, digital transformation, Learning Analytics, and artificial intelligence, several important research gaps remain. First, previous studies generally investigate HEMIS, Learning Management Systems (LMS), Learning Analytics, artificial intelligence, Big Data, and Assistive Technologies as independent technological solutions rather than components of an integrated digital ecosystem. Second, limited research addresses the organizational and economic mechanisms necessary for implementing Smart Inclusive University models in higher education institutions. Third, econometric forecasting of digital transformation indicators and inclusive education efficiency remains underdeveloped, particularly in emerging economies.

In Uzbekistan, the digital transformation of higher education has become one of the priorities of national education policy, particularly within the framework of the Strategy “Digital Uzbekistan—2030,” approved by Decree No. PF-6079 of the President of the Republic of Uzbekistan dated October 5, 2020, “On Approval of the Strategy ‘Digital Uzbekistan—2030’ and Measures for Its Effective Implementation” [1]. National research and policy discussions in Uzbekistan increasingly address digitalization, innovation management, and inclusive education, while further opportunities remain for integrating these areas within a unified institutional framework. Accordingly, there is scope for developing comprehensive models that combine HEMIS, Learning Analytics, artificial intelligence, Big Data, Assistive Technologies, and decision support systems for managing inclusive education services.

Therefore, this study seeks to fill the identified research gap by proposing an integrated Smart Inclusive University model that combines digital infrastructure, intelligent educational analytics, assistive technologies, organizational-economic mechanisms, and econometric forecasting within a unified digital ecosystem. Unlike previous studies, the proposed framework integrates the technological, managerial, analytical, and institutional dimensions of inclusive higher education, providing a comprehensive model for digital transformation in the context of Uzbekistan.

RESEARCH METHODOLOGY

This study employs a mixed-method research approach combining qualitative and quantitative methods to develop a Smart Inclusive University model for managing inclusive education services. Systems analysis and comparative analysis, expert evaluation, statistical analysis, econometric forecasting, and regression analysis were used to examine the integration of HEMIS, Learning Management Systems (LMS), Big Data, Learning Analytics, artificial intelligence (AI), and Assistive Technologies. Based on national and international data, the study proposes a digital ecosystem model and an organizational-economic implementation mechanism to support data-driven management and personalized inclusive education in higher education institutions.

ANALYSIS AND RESULTS

Table 1
Assessment of Digital Infrastructure in Higher Education Institutions[1]

Indicator	Maximum score	Average score	Performance (%)
Internet connectivity	20	16	80.0
LMS implementation	20	17	85.0
Digital library	15	13	86.7
Distance learning system	15	12	80.0
Assistive Technologies	15	8	53.3
Learning Analytics	15	7	46.7
Overall Digital Infrastructure Index	**100**	**73**	**73.0**

The results indicate that the overall digital infrastructure index reached 73 points, demonstrating a relatively well-developed technological environment. However, the comparatively lower scores for Learning Analytics (46.7%) and Assistive Technologies (53.3%) indicate that these areas have considerable potential for further development.

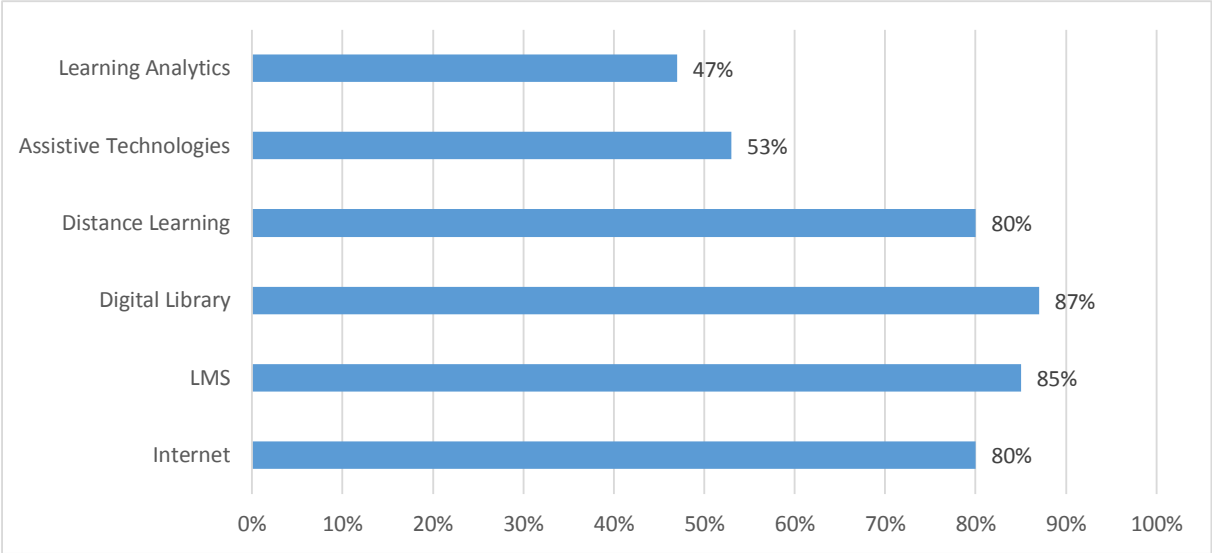

Figure 1. Digital Infrastructure Assessment[2]

Figure 1 presents the assessment results of the digital infrastructure supporting inclusive education services in higher education institutions. The overall digital infrastructure index reached 73 out of 100, indicating a relatively well-developed technological foundation. The highest scores were recorded for Digital Library (86.7%), Learning Management Systems (85.0%), and Internet Connectivity (80.0%), demonstrating the effective implementation of core digital education resources.

The comparatively lower scores for Assistive Technologies (53.3%) and Learning Analytics (46.7%) highlight important opportunities for further development in the use of intelligent technologies to support inclusive education. Strengthening these areas could contribute to improving educational accessibility, predictive analysis, academic risk identification, and personalized learning. The findings also suggest that existing digital transformation efforts have established a solid infrastructural foundation, creating favorable conditions for the further development of intelligent management systems. Accordingly, the integration of Learning Analytics, artificial intelligence, Big Data, and Decision Support Systems into the existing digital infrastructure could support the implementation of the Smart Inclusive University model and contribute to enhancing data-driven governance, educational accessibility, and institutional effectiveness.

1 Source: Author's calculations based on expert assessment results.
2 Source: Compiled by the author based on Table 1.

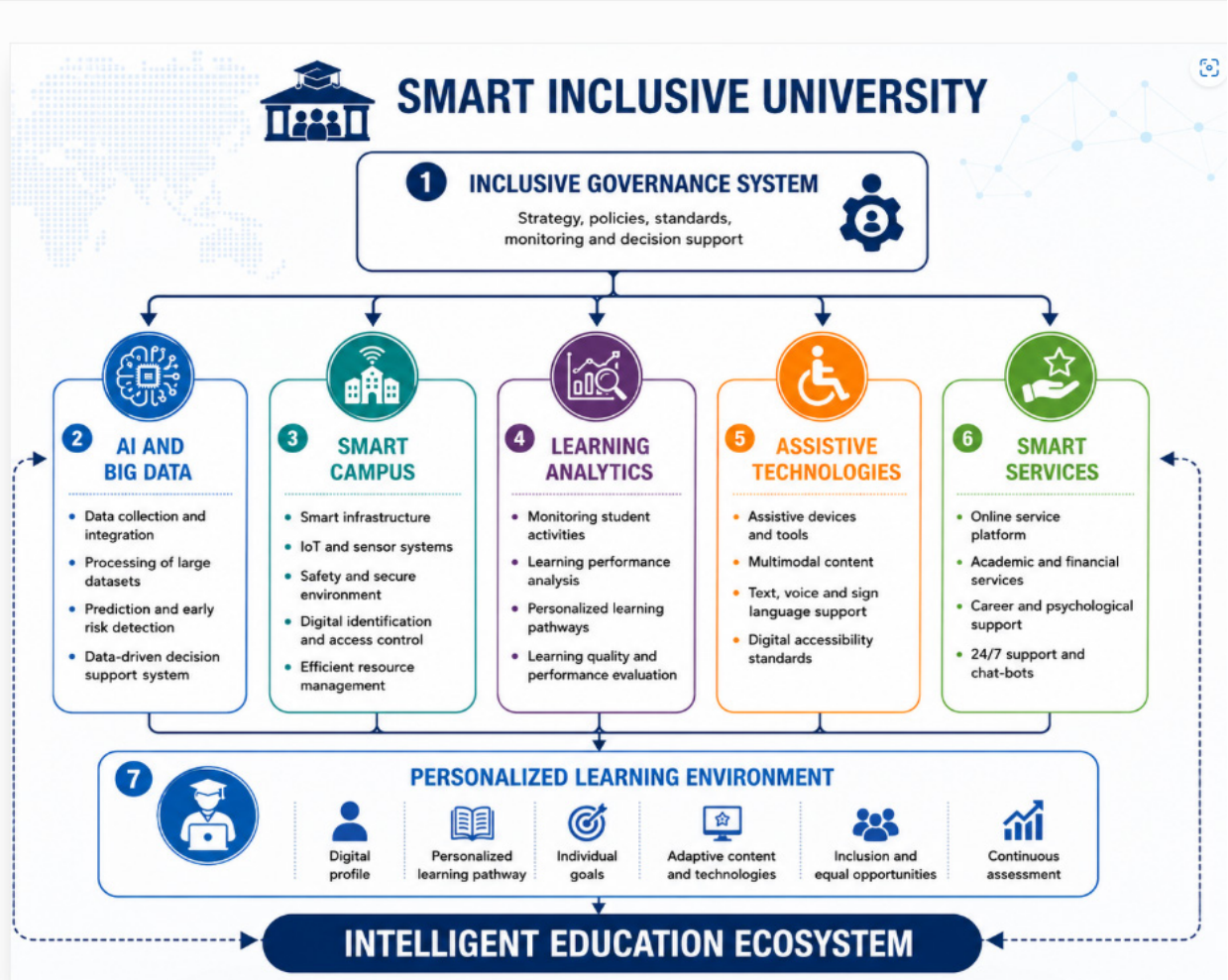

Figure 2. Smart Inclusive University Model[3]

In response to the rapid development of the digital economy and artificial intelligence technologies, this study proposes the Smart Inclusive University model together with the Intelligent Education Ecosystem concept. The proposed model is based on the integration of Higher Education Management Information Systems (HEMIS), Learning Management Systems (LMS), Big Data, Learning Analytics, artificial intelligence (AI), and Assistive Technologies into a unified digital governance environment. Its organizational and economic mechanism encompasses institutional, economic, technological, human resources and monitoring components, thereby establishing a comprehensive data-driven management system for inclusive education services. According to the author's forecast, the implementation of the proposed model is expected to increase the digitalization level of inclusive education services to 85% and improve the Inclusive Education Efficiency Index to 0.87 by 2030. Furthermore, the model provides a theoretical and practical framework for personalizing educational services, improving the effectiveness of managerial decision-making, and facilitating the implementation of the Smart Inclusive University concept in higher education institutions in Uzbekistan.

The scientific significance of the proposed mechanism lies in its interpretation of the Smart Inclusive University concept not merely as a technological solution but as a comprehensive management model integrating institutional, organizational, economic, and analytical components into a unified digital ecosystem. According to the author's forecast, implementation of this mechanism is expected to create the institutional and technological conditions necessary to increase the digitalization level of inclusive education services from 42% to 85%, improve the Inclusive Education Efficiency Index from 0.60 to 0.87, and expand the number of participants covered by digital inclusive education services from 11.5 thousand to 102.85 thousand by 2030.

Smart Inclusive University is defined as an intelligent digital university model that operates on the basis of Learning Analytics, Big Data, artificial intelligence, and Assistive Technologies, enabling data-driven

3 Source: Developed by the author.

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governance, providing a personalized learning environment tailored to the individual needs of each student, and integrating government institutions, higher education institutions, and IT infrastructure into a unified digital education ecosystem. This model serves as a strategic framework for improving the quality, accessibility, and sustainability of inclusive education in the context of digital transformation.

The proposed five-stage Smart Inclusive University mechanism includes data collection through HEMIS, LMS, and Assistive Technologies; data integration into a Data Warehouse using extract, transform, and load (ETL) processes; AI-based Learning Analytics for academic risk prediction and personalized learning pathways; adaptive inclusive education services; and the integration of Smart Campus, Smart Education, and Decision Support Systems into a unified digital ecosystem.

Based on the proposed model, forecast indicators for the development of inclusive education services for the period 2026–2030 were developed (Table 2).

Table 2.
Forecast Indicators for the Development of Inclusive Education Services under the Smart Inclusive University Model (2026–2030)[4]

Indicators	2026	2027	2028	2029	2030
Digitalization level of inclusive education services (%)	42	55	68	78	85
Inclusive Education Efficiency Index	0.60	0.68	0.76	0.82	0.87
Participants covered by digital inclusive education services (thousand persons)	42.3	55.0	69.0	85.2	102.9
Level of AI and Learning Analytics adoption (%)	25	38	52	67	80
Share of higher education institutions implementing Smart Inclusive University components (%)	15	28	45	62	80

According to the forecasting results, the increase in the digitalization level of inclusive education services from 42% in 2026 to 85% by 2030 is expected to have a positive impact on the Inclusive Education Efficiency Index, increasing it from 0.60 to 0.87. Furthermore, the widespread adoption of Learning Analytics and artificial intelligence technologies is expected to enhance the early identification of academically at-risk students, facilitate the development of personalized learning pathways, and expand opportunities for delivering individualized inclusive education services.

By 2030, the implementation of the Smart Inclusive University concept is expected to advance through the integration of Smart Campus, the Learning Analytics Center, AI Education Services, the Big Data Platform, and Decision Support System components. As a result, the Inclusive Education Efficiency Index is projected to increase by approximately 45%, while the necessary conditions for establishing an intelligent, data-driven management model based on digital technologies could be created. In addition, the integration of these technologies is expected to enhance the capacity to create a personalized digital learning environment tailored to the individual needs of each student. These findings support the theoretical, methodological, and practical relevance of the proposed mechanism and provide a basis for further implementation and empirical evaluation of the Smart Inclusive University and Intelligent Education Ecosystem concepts in higher education institutions.

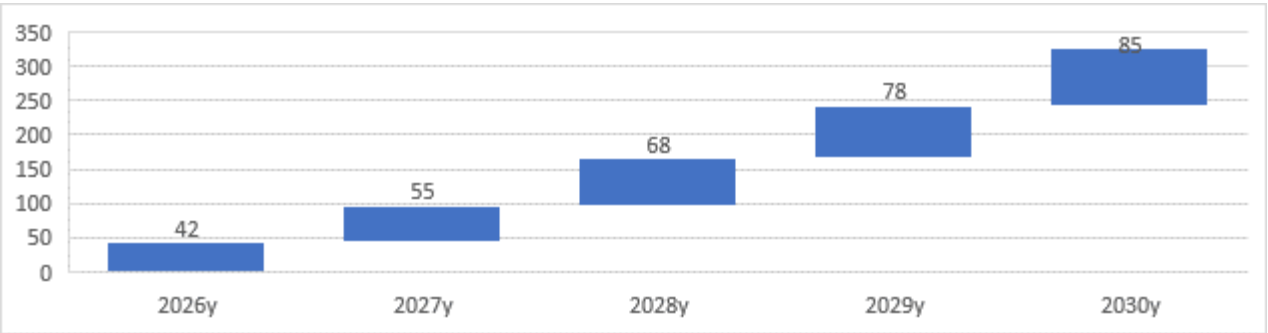

Figure 3. Projected Digitalization Level of Inclusive Education Services (2026–2030)[5]

4 Source: Author's calculations and forecasts.
5 Source: Compiled by the author based on forecast data.

According to Figure 3, the digitalization level of inclusive education services is projected to increase from 42% in 2026 to 85% by 2030. This growth is expected to result from the integration of HEMIS, Learning Management Systems (LMS), Big Data, Learning Analytics, artificial intelligence (AI), and Assistive Technologies, creating the digital ecosystem required for the Smart Inclusive University model. As a result, data-driven governance, personalized learning, and the quality and accessibility of inclusive education services are expected to improve.

The analysis also indicates the continued development of Uzbekistan's digital education infrastructure. The number of IT-oriented higher education institutions increased from 60 in 2023 to 145 in 2026, while student enrollment rose from 50,000 to 123,000. In addition, participants in the "One Million Uzbek Coders" initiative are projected to increase from 230,000 in 2023 to 1.21 million by 2030, whereas the number of learners covered by digital inclusive education services is expected to grow from 11.5 thousand to 102.85 thousand. These trends highlight the increasing importance of integrating Learning Analytics and AI into inclusive education management.

Table 3.
Composition of Participants in Inclusive Education Services[6]

Year	Persons with Disabilities	Socially Vulnerable Youth	Participants with Special Educational Needs	Total
2023	3,450	4,600	3,450	11,500
2024	4,406	5,873	4,406	14,685
2025	9,486	12,648	9,486	31,620
2026*	12,695	16,925	12,695	42,315
2027*	16,485	21,980	16,485	54,950
2028*	20,700	27,600	20,700	69,000
2029*	25,560	34,080	25,560	85,200
2030*	30,855	41,140	30,855	102,850

The analysis presented in Table 3 shows a steady projected increase in the number of participants covered by digital inclusive education services. The projected growth from 11.5 thousand in 2023 to 102.85 thousand by 2030 reflects the anticipated expansion of access to digital inclusive education services rather than an increase in the number of persons with disabilities. This trend highlights the potential contribution of digital technologies to improving the accessibility of inclusive education.

To address the challenges of digital transformation, this study proposes the Smart Inclusive University model and the Intelligent Education Ecosystem concept. The proposed organizational-economic mechanism integrates HEMIS, LMS, Big Data Platform, Learning Analytics, artificial intelligence, Decision Support System, and cloud technologies into a unified data-driven management framework. It also emphasizes the development of educators' digital competencies, enhancement of inclusive learning environments, and continuous performance evaluation using Key Performance Indicators (KPIs).

According to the author's forecast, the digitalization level of inclusive education services is expected to increase from 42% in 2026 to 85% by 2030, while the Inclusive Education Efficiency Index is projected to improve from 0.60 to 0.87. These results suggest that the proposed Smart Inclusive University model could provide an effective framework for personalized education, evidence-based decision-making, and the development of an intelligent digital ecosystem in higher education institutions.

Conclusion and Suggestions

This study developed a comprehensive Smart Inclusive University model by integrating Higher Education Management Information Systems (HEMIS), Learning Management Systems (LMS), Big Data, Learning Analytics, artificial intelligence, and Assistive Technologies into a unified digital ecosystem for managing inclusive education services in higher education institutions. Unlike traditional approaches that consider these technologies separately, the proposed framework establishes an integrated organizational-economic mechanism that supports data-driven decision-making, personalized learning, and digital accessibility for students with special educational needs.

The assessment of digital infrastructure revealed that higher education institutions in Uzbekistan possess a relatively well-developed technological foundation, with an overall Digital Infrastructure Index of 73 points. However, the implementation of Learning Analytics and Assistive Technologies remains limited, indicating that intelligent educational management systems require further development. These findings highlight the

6 Source: Author's calculations and forecasts.

importance of further integrating advanced analytical technologies into existing educational information systems.

The proposed Smart Inclusive University model introduces a five-stage digital ecosystem that coordinates educational data collection, integration, intelligent analysis, adaptive educational services, and strategic decision support. Through Learning Analytics and artificial intelligence, the model enables universities to develop digital learner profiles, predict academic risks, identify students at risk of dropping out, and design personalized learning pathways.

The forecasting results suggest that implementing the proposed model could contribute to improving inclusive education performance by 2030. Specifically, the digitalization level of inclusive education services is projected to increase from 42% to 85%, while the Inclusive Education Efficiency Index is expected to rise from 0.60 to 0.87. These projections suggest that intelligent digital technologies could contribute to improving institutional management efficiency and educational accessibility.

The theoretical contribution of this study lies in extending the concept of Smart University toward Smart Inclusive University, where technological, organizational, economic, and analytical components operate within a unified digital ecosystem. From a practical perspective, the proposed model provides policymakers, university administrators, and digital education developers with an evidence-based framework for planning digital transformation strategies and improving inclusive education management in higher education institutions.

Future research may focus on the empirical validation of the proposed model using longitudinal institutional data, comparative international studies, and advanced artificial intelligence algorithms to further improve predictive accuracy and personalized educational services.

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