

A COMPETENCY MODEL OF INCLUSIVE GOVERNANCE: A HUMAN-CENTERED APPROACH TO CIVIL SERVICE IN KAZAKHSTAN

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ABSTRACT. *In the context of the transformation of public administration systems, inclusive and human-centered approaches that focus on addressing the needs of citizens and increasing the participation of various social groups in decision-making are becoming increasingly important. The purpose of this article is to develop a conceptual model of civil service competencies that support the implementation of inclusive and human-centered governance within the framework of the “Listening State” concept. The methodology of the study includes an analysis of strategic and regulatory documents of the Republic of Kazakhstan, as well as a comparative review of international practices from the United Kingdom, Canada, and New Zealand. The practical implementation of the model involves the development of behavioral indicators that take into account regional and cultural specificities, the introduction of mandatory training programs on inclusive leadership, intercultural communication, and digital literacy, as well as the establishment of regular competency assessments using adapted 360-degree feedback methods. Additional important steps include strengthening interagency coordination and developing digital citizen feedback tools to enhance openness and engagement. At the same time, potential risks such as resistance to change, limited funding, and institutional inertia may arise, requiring strong leadership support and a phased implementation plan with continuous monitoring. The results can be used to revise approaches to the selection, training, and evaluation of civil servants and to guide the development of a new civil service model that is focused on citizens’ needs and the promotion of human-centered governance.*

KEYWORDS: *inclusive governance, civil service, competency model, human-centered, public administration.*

INTRODUCTION

In the context of increasing complexity in social processes and growing demands for the quality of public administration, approaches that are centered on people and

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their needs are becoming increasingly relevant (Rosenbloom, 2017; Nguyen, 2024). These approaches aim to enhance the openness, accessibility, and fairness of public governance, while also promoting citizen participation in decision-making processes, especially among vulnerable and underrepresented population groups.

The shift toward inclusive and human-centered governance entails not only institutional and regulatory reforms but also a transformation of the role of civil servants themselves. In particular, increasing attention is being paid to the competencies required to implement these approaches in practice, ranging from communication and empathy skills to ethical awareness and the ability to engage in cross-sectoral collaboration (Gupta et al., 2018; Martínez et al., 2014).

Despite ongoing civil service reforms in Kazakhstan, including the implementation of the “Listening State” concept, the focus on competencies that reflect the values of inclusion and human-centeredness remains fragmented. Existing competency models for civil servants continue to emphasize traditional administrative and regulatory dimensions, while behavioral, value-based, and social components are still underrepresented. This situation is closely linked to broader challenges in the development of human capital, an issue that affects both the public and private sectors in Kazakhstan (Shevyakova & Petrenko, 2018).

The purpose of this article is to develop a conceptual competency model for civil servants that aligns with the requirements of inclusive and human-centered public administration in Kazakhstan. This study is based on the analysis of secondary data, including international approaches from three foreign countries (the United Kingdom, New Zealand, and Canada) and strategic and regulatory documents of Kazakhstan. A comparative analysis method is applied, with particular emphasis on those elements of competency models that reflect the principles of inclusiveness, openness, ethics, and citizen orientation.

The relevance of the topic is defined by the need to adapt the civil service to contemporary challenges, such as expanding civic participation, strengthening public trust, and advancing sustainable development. The principles of inclusive and human-centered governance are directly linked to the implementation of Goal 16 of the UN Sustainable Development Agenda, which calls for the promotion of peaceful and inclusive societies, access to justice for all, and the establishment of effective, accountable, and inclusive institutions at all levels (United Nations, n.d). The practical significance of this research lies in the fact that the proposed competency model can be used to inform approaches to the recruitment, training, and development of civil servants.

LITERATURE REVIEW

Inclusive governance

A precise definition of inclusive governance is absent from existing theories and policies (Hickey, 2015). Broadly speaking, it refers to the ability of people to express their views and influence the processes that affect them (OECD, 2020). Inclusive governance requires the active participation of all citizens, especially marginalized groups such as women, ethnic minorities, and persons with disabilities. This ensures that governance is not only representative but also collective, enabling citizens to engage in decision-

making processes (Kashyap, 2018; Skae & Pearse, 2021; Annahar et al., 2023). Effective inclusive governance depends on collaboration among various stakeholders, including government institutions, civil society organizations, and the private sector. This collaborative approach helps align diverse interests and create more holistic and effective governance solutions (McAllister & Taylor, 2015). One of the main challenges of inclusive governance lies in balancing the competing interests of different stakeholder groups. In some cases, this may lead to tensions and conflicts, as seen in the Norwegian model of e-health governance, where differing perspectives on top-down authority and stakeholder autonomy created implementation challenges (Linstad et al., 2024).

Inclusive governance is a multidimensional concept that calls for the integration of various stakeholders into governance processes to ensure that decision-making is collaborative, transparent, and fair. Although balancing competing interests and building trust remains challenging, the principles of participation, accountability, equity, decentralization, and cooperation are central to achieving effective inclusive governance.

Human-centered governance

Human-centered governance is an approach that places the individual and their needs at the core of all administrative processes and decisions. This approach differs from traditional paradigms such as Traditional Public Administration, New Public Management, and New Public Administration, which tend to focus on bureaucratic procedures, market mechanisms, and state authority (Schnell & Gerard, 2023; Kim, 2021). Human-centered governance requires the active engagement of all stakeholders, including citizens, government bodies, businesses, and civil society organizations. Such engagement contributes to the development of more inclusive and equitable policies (Šlaus, 2017). Contemporary challenges demand that public institutions become more flexible and capable of innovation. Human-centered governance promotes the use of creative and adaptive approaches to meet the evolving needs of society (Robby & Hariyadi, 2024). One such approach is digital transformation. This includes the design and application of digital solutions that improve the interaction between citizens and public services (Chamberlain et al., 2022).

Another relevant approach is social innovation, which addresses issues such as poverty and social isolation through active community engagement and the utilization of local resources (Robby & Hariyadi, 2024). Human-centered governance contributes to improving the quality of life by promoting more effective and equitable distribution of public resources and services. It also helps reduce bureaucratic complexity and enhances the transparency of governmental processes (Langham et al., 2017; Ryan, 2024).

As a new paradigm of public governance, human-centeredness requires substantial changes in how public institutions operate. This includes active citizen participation, institutional flexibility, innovation, digital transformation, and the adoption of socially innovative practices. The application of a human-centered approach can lead to improved quality of life, greater citizen satisfaction, and a reduction in bureaucratic burdens.

The Competency-Based Approach in Civil Service

The competency-based approach in civil service is a strategic method aimed at enhancing the efficiency and effectiveness of public servants by focusing on the skills,

attitudes, and behaviors required for their roles. This approach is increasingly applied across various countries and sectors, including public administration, healthcare, and education. In Europe, competency management has transformed public sector careers by shifting the focus from qualifications and tenure to individual skills and behaviors, viewing employees as assets to be developed and motivated (Hondeghem et al., 2005). The digital transformation of public services necessitates the revision of civil servants' competency profiles to include digital skills, ensuring their preparedness to address emerging challenges and seize new opportunities (Çubuk, 2025). India's competency framework for e-governance is designed to bridge the gap between the human resource capacity of the civil service and global industry standards, thereby promoting more effective governance and improving the delivery of public services (Shubha, 2017).

Training, retraining, and professional development represent the cornerstone in the formation of civil service competencies. Competency-based training in Taiwan's public sector is designed to enhance employees' knowledge, capabilities, and organizational effectiveness by offering practitioner-oriented learning methods (Wu, 2013). A blended learning model, combining in-person and distance learning, is recommended for developing managerial competencies in public administration and for addressing emerging challenges such as diversity, ethics, and digitalization (Castaño Pérez & García Izquierdo, 2019). The digital transformation of public services calls for the revision of civil servant competency profiles to include digital skills, ensuring their readiness to respond to new demands and seize new opportunities (Çubuk, 2025). A pilot experiment applying a competency model in the Office of the Prime Minister of Lithuania highlighted both the strengths and weaknesses of the approach, emphasizing the need for ongoing development and implementation of competency frameworks across public sector institutions (Sudnickas & Kratavičiūtė-Ališauskienė, 2011).

The competency-based approach in civil service is a transformative strategy that aligns the skills of public servants with organizational objectives, thereby enhancing the effectiveness of public governance. Despite its advantages, challenges related to implementation and monitoring persist. These require continuous improvement and adaptation to evolving demands, especially in the context of the digital age.

Although existing literature does not yet offer studies that explicitly focus on the competencies of civil servants within the frameworks of inclusive and human-centered governance, it does examine competencies that are directly or indirectly aligned with these concepts. Inclusive leaders are characterized by their ability to prioritize diversity, equity, and inclusion in their decision-making processes. In this context, key qualities include self-awareness (understanding one's own behaviors and biases), empathy (the ability to understand and share the feelings of others), adaptability (flexibility in responding to unexpected challenges and changes) (Volpe et al., 2023), as well as soft skills such as communication, teamwork, emotional intelligence, and problem-solving (Tsirkas, 2025).

Human-centered governance focuses on the well-being of employees as a means to achieve optimal organizational effectiveness. Core competencies in this area include trust (building interpersonal trust to improve organizational performance) (Gaeta et al., 2011), ethics (Aránguiz-Bravo & Arteaga-Ortiz, 2024), and cultural competence

(Motschnig & Ryback, 2016). Additionally, an understanding of the business context and knowledge of sector-specific characteristics, along with the ability to define and manage the competencies required for different organizational roles (competency mapping), are essential for implementing these governance approaches in the public sector (Madhavi & Mehrotra, 2019).

Thus, the concepts of inclusive governance, the human-centered approach, and the competency-based civil service form an interconnected theoretical foundation that reflects the ongoing transformation of public administration. Inclusive governance emphasizes the participation and consideration of the interests of all population groups, including marginalized communities. The human-centered approach complements this by focusing on citizens' perceptions, experiences, and needs as key reference points in the design and implementation of public services and policies. The competency-based approach, in turn, provides a practical framework for the systematic training and development of civil servants who are capable of effectively putting these principles into practice. The integration of these approaches enables the development of a governance model that promotes both effectiveness and equity in the face of growing complexity and diversity in societal demands.

Despite the extensive literature on competencies in civil service, there is currently no comprehensive model that defines the specific competencies needed by civil servants to implement the principles of inclusive and human-centered governance. Existing studies tend to focus either on individual aspects of competencies, such as digital or behavioral skills, or on generalized frameworks that do not fully reflect the value-based transformations taking place in public service. As a result, there is a lack of comprehensive analysis that brings together inclusiveness, human-centered approaches, and the development of civil service competencies. This article seeks to address that gap by proposing a conceptual competency model tailored to the demands of contemporary public administration in the context of a shift toward an open, responsive, and citizen-centered government system.

METHODOLOGY

This study is theoretical and analytical in nature and is aimed at developing a competency model necessary for the implementation of inclusive and human-centered public administration in Kazakhstan. The methodological strategy consists of two sequential and interrelated stages of analysis.

The first stage involves a content analysis of the legal, strategic, and policy documents of Kazakhstan that define the goals, objectives, and priorities in the field of public administration. Particular attention is paid to provisions that articulate the principles of human-centeredness, inclusiveness, citizen participation, accountability, and the social orientation of the civil service. The analysis includes, in particular, the provisions of the "Listening State" Development Concept, the Civil Service Development Strategy, national programs for digitalization and sustainable development, as well as documents related to ethics and competencies of civil servants.

The second stage examines the experiences of three countries: the United Kingdom, New Zealand, and Canada. The selection is based on the following considerations: (1) the

United Kingdom represents a historically established civil service system characterized by a high degree of formalization and structure; (2) New Zealand is known for its strong emphasis on human-centered and intercultural approaches, effectively adapting public services to the needs of diverse communities; (3) Canada, as a federal, multilingual, and multicultural state, offers a balanced model that integrates digitalization, inclusiveness, and open leadership. These models provide a valuable foundation for adapting best international practices in human resource management within Kazakhstan's institutional, sociocultural, and administrative context.

At the third stage, based on the identified strategic orientations and value priorities of Kazakhstan's model of public administration, as well as the analysis of international experience, a draft competency model for civil servants is developed, grounded in the principles of human-centeredness and inclusiveness. The model includes key behavioral indicators structured across several domains: leadership, citizen engagement, ethics, creativity, digital skills, and the ability to work in diverse environments. Particular emphasis is placed on the integration of competencies that promote service-oriented thinking, empathy, and cross-sectoral collaboration, which are considered essential foundations for building an effective, open, and accountable civil service.

RESULTS AND DISCUSSION

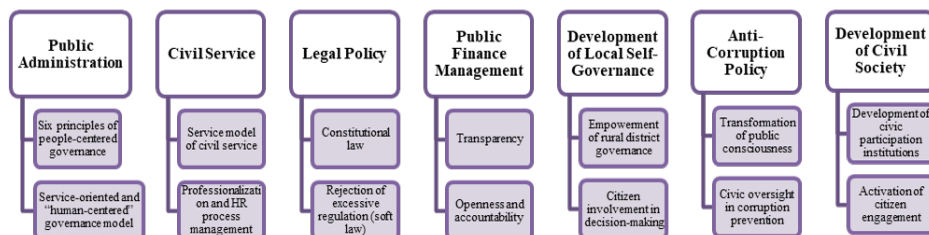
In recent years, Kazakhstan has demonstrated a steady trend toward the institutionalization of human-centered and inclusive principles in the field of public administration. The conceptual foundation for the implementation of this policy was established by the "Listening State" initiative, launched in 2019 by President Kassym-Jomart Tokayev:

"Our common task is to bring the concept of the 'Listening State' to life – one that responds promptly and effectively to all constructive requests from citizens. Only through constant dialogue between the authorities and society can we build a harmonious state that fits into the context of modern geopolitics" (President of the Republic of Kazakhstan, 2019).

This presidential initiative was later formalized and institutionalized through various legal acts and programmatic documents. The core principles of the "Listening State" concept served as the foundation for the Concept for the Development of Public Administration in the Republic of Kazakhstan until 2030 (President of the Republic of Kazakhstan, 2021a). At the heart of this concept is the construction of a human-centered model based on the principle of "People First." Moreover, the provisions of the Public Administration Development Concept (Section 2) are closely aligned with other national policy frameworks adopted in Kazakhstan. These include the Legal Policy Concept, strategies promoting the rule of law and public order, public finance management, local self-governance development, anti-corruption policy, and the development of civil

society. The structure and key areas of reform undertaken in the implementation of the “Listening State” concept are presented in Figure 1.

Figure 1. Key Areas of Implementation of the “Listening State” Principles in Kazakhstan’s Public Policy



Compiled by the authors based on sources: President of the Republic of Kazakhstan (2020, 2021a, 2021b, 2021c, 2022a, 2022b, 2024)

Thus, the development of the “Listening State” initiative has identified seven key areas, each supported by an approved national concept and incorporating elements of human-centeredness and inclusiveness.

The principle of the “Listening State” is central to the public administration system. It implies openness of the state apparatus, citizen participation in decision-making, and the obligation of public authorities to respond promptly and substantively to public requests. A key objective of this approach is to establish a sustainable dialogue between the state and society, including various social groups and civil sector institutions. This is essential for solving problems more effectively and for considering public opinion. The model of the “Listening State” emphasizes not one-way communication, but active collection of feedback and public engagement in policymaking through consultations, surveys, public discussions, and digital platforms (President of the Republic of Kazakhstan, 2021a).

Human-centeredness is reflected in the transition toward a service-oriented model, where the focus is placed on the quality of service delivery and the professional orientation of civil servants toward the needs of citizens. The adoption of human resource (HR) approaches enables personalized management of careers, performance evaluations, and training. Inclusiveness is expressed through ensuring equal access to public service and promoting principles of gender and social balance in recruitment processes (President of the Republic of Kazakhstan, 2024).

A human-centered approach is realized through the prioritization of constitutional human rights, the strengthening of the state's role in protecting these rights, and the introduction of legal norms aimed at safeguarding vulnerable population groups. Inclusiveness is promoted by developing mechanisms for public participation in lawmaking, conducting public consultations on draft legislation, and implementing soft regulation that accounts for the diversity of social contexts (President of the Republic of Kazakhstan, 2021b).

Human-centeredness in this domain is implemented by orienting budget policy toward meeting the needs of the population, including socially vulnerable groups. Enhancing transparency and accountability in the distribution of public resources helps build trust in public institutions. Inclusiveness is ensured through public involvement in budget planning, such as participatory budgeting initiatives (“people’s budget”) and digital platforms for monitoring budget execution (President of the Republic of Kazakhstan, 2022a).

A people-oriented approach is reflected in the push for decentralization and the empowerment of rural districts to address local issues that are closely aligned with citizens’ needs. Inclusiveness is promoted by engaging the population in local decision-making, supporting rural public councils, and creating conditions for representing the interests of diverse social groups within local administrations (akimats) (President of the Republic of Kazakhstan, 2021c).

The core theme of reform in this area is the shift from punitive to preventive anti-corruption measures and the cultivation of public intolerance toward corruption as a violation of citizens’ rights. Preventive strategies include the development of mechanisms for civic oversight, the involvement of civil society organizations and the media in monitoring government activities, and the promotion of anti-corruption education (President of the Republic of Kazakhstan, 2022b).

A human-centered approach recognizes citizens and civil society organizations as full participants in decision-making processes, rather than merely passive recipients of state policy. Inclusiveness is achieved through the institutional strengthening of civic participation mechanisms (such as public councils), support for NGOs, grassroots initiatives, and activists, including women, youth, and people with limited mobility (President of the Republic of Kazakhstan, 2020).

Thus, the implementation of the “Listening State” Concept encompasses eight key areas, each of which outlines specific mechanisms of human-centeredness and inclusiveness in the corresponding field of public policy. On this basis, it becomes possible to identify a set of functional, value-based, and behavioral components that may serve as the foundation for a competency model of the modern civil servant (see Table 1).

Table 1. Components of a Civil Servant Competency Model Based on the Principles of the “Listening State”

Area	Competencies
Public Administration	Communication skills, strategic planning, proactive service delivery, digital literacy, commitment to legality
Civil Service	Client orientation, HR management, ethics
Legal Policy	Legal literacy, human rights orientation, ability to conduct public hearings, language competencies
Public Finance	Financial literacy, legal literacy, digital competencies, forecasting skills, risk management
Local Self-Governance	Leadership, stakeholder engagement, knowledge of local context
Anti-Corruption	Commitment to anti-corruption, ethics, civil society engagement skills
Civil Society Development	Partnership collaboration skills, institutional thinking, adaptability in interaction

Compiled by the authors based on sources: President of the Republic of Kazakhstan (2020, 2021a, 2021b, 2021c, 2022a, 2022b, 2024)

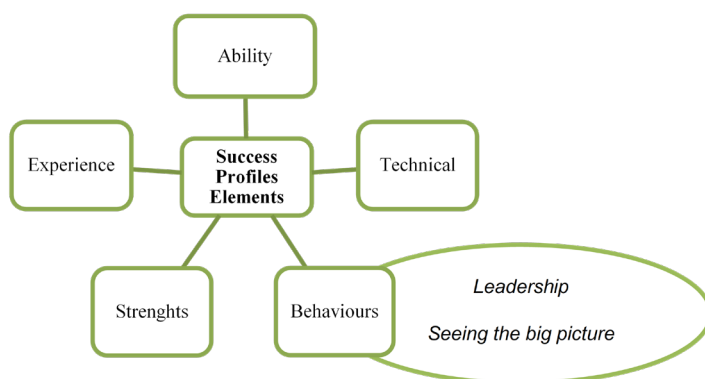
Taken together, these elements reflect the competencies of a civil servant as a mediator between the state and society – focused on service delivery, trust, and engagement.

Comparative Analytical Review of International Models

In modern civil service systems, human-centered and inclusive principles are gaining increasing importance and are reflected in the competencies of public servants. Competency models in a number of countries emphasize not only efficiency and effectiveness but also ethical public service, responsiveness to citizens' needs, fairness, respect for diversity, and the ability to operate in socially diverse environments.

In the United Kingdom, the civil service recruits staff using Success Profiles (UK Government, n.d.). These profiles, composed of five competency elements, are designed to increase the likelihood of hiring the most suitable candidate.

Figure 2. Success Profiles of the UK Civil Service



Compiled by the authors based on the UK Government (n.d.)

From the perspective of inclusiveness and human-centeredness, the “Behaviours” criterion in the UK Success Profiles framework identifies the following characteristics under Leadership:

- (1) ability of civil servants to engage others in pursuing a shared vision;
- (2) ability to value difference and diversity;
- (3) commitment to fairness and creating opportunities for all;
- (4) enthusiasm for public service.

In evaluating the Seeing the Big Picture behavior, key considerations include: (1) how well a civil servant understands their role and how it aligns with the organization’s objectives; (2) how they take into account broader public service priorities and national interests (see Figure 2).

New Zealand actively promotes a human-centered approach through the principles of Te Kawa Mataaho (Public Service Commission), which include inclusive leadership, cultural competence, and community orientation (New Zealand Public Service

Commission, n.d). The Public Service Act 2020 is aimed at fostering a unified culture grounded in the “spirit of service to the community” and at promoting collaboration among public sector leaders to build a cohesive public sector identity and shared values (Scott et al., 2020).

The integration of Kaupapa Māori principles into public engagement and service delivery processes is essential. These principles offer culturally meaningful alternatives to traditional mechanistic approaches, ensuring that public services meet the specific needs of Māori communities (Boulton et al., 2020). More broadly, New Zealand’s public service reforms emphasize the importance of community engagement. For example, the development of elder-friendly and culturally appropriate housing for Māori kaumātua (elders) involves co-design with local groups to meet their cultural, social, health, and economic needs (Simpson et al., 2022).

Summarizing the key competencies of civil servants under the New Zealand model, the following can be highlighted:

1. Inclusive leadership – the ability to lead processes that ensure equal participation of all population groups, especially cultural minorities and vulnerable categories.
2. Cultural competence – the knowledge, respect, and practical application of cultural norms, values, and traditions, especially those of Māori, in everyday administrative and managerial practice.
3. Community engagement – the ability to establish lasting relationships with local groups and engage them in co-design and service delivery.
4. Cross-sector collaboration – the ability to coordinate efforts with other agencies and organizations to achieve shared goals.
5. Flexibility and responsiveness to diverse needs – readiness to adapt policies and services to the cultural, age-related, health, and economic characteristics of different social groups.

Thus, the New Zealand civil service model demonstrates a shift away from bureaucratic administration toward a more human-centered, culturally grounded, and socially just form of governance.

The Public Service of Canada employs a Values and Ethics Code that defines the expected behavior of public servants committed to the traditional Canadian model of parliamentary democracy. In addition to demonstrating respect for democracy and its institutions, civil servants are expected to uphold the following behavioral standards:

- Respect for People – valuing workforce diversity, preventing discrimination and harassment, working collaboratively in a spirit of openness, honesty, and transparency, and fostering respectful communication and engagement.
- Integrity – acting diligently and in the public interest, and avoiding any manifestation of corruption.
- Excellence – continuously improving service delivery and showing respect for both official languages (Treasury Board of Canada Secretariat, 2011).

For public sector executives, Canada has developed a set of Key Leadership Competencies. They emphasize both classical leadership competencies – such as

strategic vision, integrity and respect, and results orientation – and the promotion of innovation, change leadership, and stakeholder engagement (Treasury Board of Canada Secretariat, 2016). The latter is particularly significant in the context of inclusiveness and human-centeredness. The leadership competency profile includes both effective and ineffective behavioral examples of public service executives. An effective leader is goal-oriented, actively seeks a wide range of perspectives, and remains open to improving outcomes.

Thus, the Canadian approach places a strong emphasis on behavioral and leadership orientations aimed at strengthening a culture of trust, encouraging inclusiveness and openness, and integrating ethical values into everyday management practices.

The comparative analysis of competency models in the United Kingdom, New Zealand, and Canada reveals a number of structural and value-based elements aligned with the principles of human-centeredness and inclusiveness. Despite institutional differences and variations in administrative systems, these countries exhibit a consistent trend toward strengthening the behavioral dimension of competencies, integrating cultural and ethical standards, and promoting leadership based on engagement, trust, and transparency.

The principles embedded in Kazakhstan's "Listening State" concept and the Concept for the Development of Public Administration until 2030 offer a window of opportunity to adapt and localize these international practices. However, successful implementation depends not on the direct replication of foreign models, but on their careful adaptation to Kazakhstan's specific sociocultural, legal, and administrative context (Nalau et al., 2019).

The UK civil service is characterized by political neutrality, a generalist staffing model, and career-long public service (Page, 2010). These elements are also present in Kazakhstan to some extent; however, the Kazakhstani system requires greater flexibility, as well as heightened sensitivity to territorial and ethnic diversity.

The experience of New Zealand is particularly valuable in addressing cultural diversity and working with vulnerable groups. As a multiethnic state, Kazakhstan can benefit from the transfer of principles related to cultural competence exemplified by the Te Kawa Mataaho framework, which promotes respect for diversity and improves the quality of engagement with local communities. These ideas are well aligned with the country's national strategy for civil society development and the goals of social inclusion for vulnerable populations.

Competencies such as inclusive leadership, cultural sensitivity, digital literacy, and proactive citizen engagement are particularly relevant in the context of decentralization and the expansion of powers at the local level. These characteristics align closely with the objectives outlined in Kazakhstan's strategic documents, including the development of local self-governance, the promotion of transparent budget planning, and the strengthening of civic oversight in anti-corruption efforts. The use of participatory budgeting tools, the expansion of public hearings, and the implementation of digital feedback platforms require civil servants to possess new, interdisciplinary skills such as communication, stakeholder management, and strategic thinking.

The Canadian model, in turn, places emphasis on change leadership, the institutionalization of ethical standards, and the promotion of inter-agency collaboration. These elements are highly relevant in the Kazakhstani context, where there remains a need to reform managerial culture, which continues to be dominated by hierarchical command structures. Canada's approach, featuring both positive and negative behavioral patterns as part of its competency framework, can be particularly useful in developing national competency profiles and in assessing civil servants through behavioral indicators.

Thus, the discussion highlights several key areas for adapting international best practices within a Kazakhstan-specific competency model (see Table 2).

Table 2. Adapted Competency Model for Kazakhstan: Based on the Analysis of the UK, New Zealand, and Canadian Models

Area/Component	International Experience	Adaptation Options in Kazakhstan
Behavioral Competencies	UK: emphasis on behavioral approach	Development of behavioral indicators for assessment and training
Cultural Sensitivity	NZ: working with cultural diversity, Te Kawa Mataaho	Strengthening competencies for engagement with ethnic groups and vulnerable populations
Ethical and Value Orientations	CA: implementation of ethical standards	Institutionalization of ethical norms and transparency practices
Interagency Cooperation	CA: promotion of collaboration	Fostering a culture of interagency cooperation
Fostering a culture of interagency cooperation	Universal: focus on digital skills and feedback mechanisms	Development of digital platforms, communication skills, and stakeholder management capabilities
Behavior-Based Assessment System	CA: evaluation through positive/negative behavioral patterns, 360-degree feedback	Implementation of behavior-based evaluation and 360-degree feedback system
Change Leadership	CA: orientation toward transformational change	Support for reforms, strengthening adaptability and strategic thinking
Consideration of Territorial Specificity	UK: generalist approach with contextual awareness	Enhancing sensitivity to regional and ethnocultural distinctions

Compiled by the authors based on sources: UK Government (n.d.), New Zealand Public Service Commission (n.d), Treasury Board of Canada Secretariat (2016)

CONCLUSION

The proposed competency model for Kazakhstan's civil service enables the integration of best international practices while maintaining a strong emphasis on national specificity. This adaptation reflects the need to balance the unification of competencies with differentiation that takes into account Kazakhstan's cultural and ethnic diversity. The development of behavioral competencies, ethical standards, and interagency cooperation is aimed at enhancing transparency, accountability, and public trust in government institutions. At the same time, it is important to identify and respect the boundary between public goods, individual interests, and state priorities.

The practical implementation of this model may involve the following steps:

- Development of detailed behavioral indicators adapted to various levels of public administration, with consideration of regional specificities and the cultural characteristics of ethnic groups;
- Creation of specialized educational programs and training in inclusive leadership, intercultural communication, and digital literacy, mandatory for all categories of civil servants;
- Introduction of a system for regular competency assessment of civil servants using behavioral indicators, including 360-degree feedback methods, adapted to Kazakhstan's legal and administrative context;
- Strengthening interagency coordination through the establishment of working groups and platforms that facilitate knowledge sharing, collaboration, and joint problem-solving;
- Development of digital infrastructure and citizen feedback tools that ensure continuous monitoring of public opinion and active citizen engagement in decision-making processes.
- Certain risks and limitations may arise in the implementation of the model, including resistance to change among civil servants, insufficient reform funding, institutional inertia, and uneven readiness of regions to adopt new competencies. To mitigate these risks, it is essential to ensure strong support from senior leadership and to develop a phased implementation plan with mechanisms for monitoring and rapid response to emerging challenges.

The proposed adapted model not only contributes to achieving the goals set forth in Kazakhstan's Public Administration Development Concept to 2030, but also provides a foundation for sustainable and inclusive national development, strengthening citizen trust and enhancing the effectiveness of government-society interaction.

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CONFLICTS OF INTEREST

The authors have no competing interests to disclose.

AUTHORS' CONTRIBUTIONS

ZD: conceptualization, methodology, qualitative analysis, investigation, resources, writing – original draft; UB: investigation, data curation, writing – original draft; AZ: methodology; investigation, writing – original draft; AK: conceptualization, formal analysis; writing – review and editing.

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