

ANNUAL

REPORT

2023/24



BOTSWANA PUBLIC SERVICE COLLEGE



REPUBLIC OF BOTSWANA

**BOTSWANA PUBLIC SERVICE
COLLEGE**

2023/24 Annual Report

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1. MESSAGE FROM THE EXECUTIVE DIRECTOR



Dear Stakeholders,

The Botswana Public Service College (BPSC) is an institution that operates within the government mainstream under the Directorate of Public Service Management (DPSM). Our mandate is to capacitate the Public Service in accordance with the Public Service Act No. 30 of 2008, Section 11, sub section 2 (h) and (i), which states that “the Director shall, subject to the Constitution and this Act, be responsible for human resource policy formulation, and Public Service training policy and staff training. The BPSC, therefore, is duty bound to provide the necessary capacity building interventions to public servants to enhance productivity within the Public Service.

The College was founded in 2010 as a result of the transformation of the then Botswana Institute of Administration and Commerce (BIAC) through Presidential Directive CAB 13/2008. The College continues to provide cutting-edge training programmes and research to support Public Service reforms and capacity building. It is empowered to liaise or partner with other national or international public or private institutions to further its objectives. The College is a fully registered Education and Training Provider (ETP), and fully complies with national and international educational standards.

As we reflect on the year 2023/24, a year characterised by challenges and trials and tribulations, I can only be gratified at our unwavering resilience and growth that make all of us at the College proud of the remarkable accomplishments we have made and continue to make in partnership with all our stakeholders. This annual report serves as a testament of our collective commitment to excellence, innovation and the pursuit of knowledge. We remain committed to our mission of enhancing Public Service productivity through quality training and leadership development, anchored on solid partnerships with all our stakeholders.

The College continues to embrace technology, with most of the programmes being delivered virtually. We continue our journey towards the development of e-Learning material, with eight (8) courses developed and ready for delivery in the next financial year. This programme should enable public officers to train at their own pace and in their own spaces.

Our commitment to excellence in training and development for Public Service professionals remains unwavering. Throughout the year, we diligently pursued our strategic goals with a focus on enhancing the skills, knowledge and leadership qualities of our valued public servants. Collaboration has been key to our achievements this year. I extend heartfelt appreciation to our partners, stakeholders and supporters who have joined hands with us in advancing our mission. Together, we have forged meaningful connections and created a network of shared success.

While reflecting on our accomplishments, we also acknowledge the challenges we faced. The dynamic nature of the Public Service presents ongoing challenges, but we see these as opportunities for growth and learning. By tackling these challenges head-on, we strengthen our commitment to providing unparalleled training experiences.

Thank you for your continued support and dedication.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Kemoeng', written in a cursive style.

Mr. Kagiso K. Kemoeng
Executive Director, Botswana Public Service College

2. EXECUTIVE SUMMARY

This annual report presents the College's activities, achievements, and financial performance over the 2023/24 performance period. The College has been implementing a five-year strategic agenda from 2017 to 2022 whose main core was to establish a college of excellence. The agenda was underpinned by five key result areas (KRAs): Quality and Relevant Services, Engaged Human Capital, eBPSC, Culture of Innovation and Excellence and Strategic Collaborations. While a number of business-defining initiatives were identified and started, the lack of progress in completing such resulted in very slow capacity growth overall. The college recorded its highest figure of 5360 in 2019/2020 and the levels have since dropped prompting the College to revise its annual throughput to, 2000 – 3000 participants.

During the 2023/24 financial year, just like in the 2022/23 year, the College had to first find ways to recover from the COVID-era performance losses and also progress to the completion of the several key initiatives launched during the 2017-22 strategic era. Generally, the College has experienced a slight decrease in the number of participants trained against the previous 2022/23 financial year as evidenced in the 2023/24 performance results. Enrolment in courses has seen a slight downturn by 10.3% or 255 decrease in the number of participants, with participants hailing from diverse government Ministries and Departments. In the 2023/24 performance period the College advertised 39 courses, 23 of which were mounted. An additional course was mounted on special request, bringing the number of courses held to 24 out of 40 which represents a 60% achievement on course delivery. The College registered a total of 2,216 participants during the performance year 2023/24 which reflects a 10.3% decrease compared to the previous year 2022/23. It is also of significance to note that the College lost some of its trainers due to retirement. These were never replaced. In the previous year, the College had engaged Associate Trainers, but this financial year the procurement process for Associate Trainers took a lot longer than expected. The lack of trainers for some courses has contributed to the decrease in numbers of participants trained.

The financial overview for the year 2023/24 saw an overall 87% expenditure level, a 10% increase from 77% realised in 2022/23. This was mainly due to expanded training programmes, new partnerships and infrastructure and resources upgrades. Expenses were managed efficiently, resulting in a positive growth. The College's embrace of e-Learning initiatives will not only provide flexibility in learning but will also significantly expand its reach. Curriculum enhancements reflect the College's dedication to staying at the forefront of human capital development trends, preparing its participants for the ever-evolving challenges in the Public Service and responsiveness to changes in policy direction. Strategic collaborations with MDAs and industry leaders have allowed the College to tailor its courses to meet the current needs of public officers. Its partnerships extend beyond the Public Service, fostering a holistic approach to training that integrates real-world insights.

The financial overview showcases a robust performance, demonstrating fiscal responsibility and prudence. Investments in faculty development, technology and infrastructure underscore the College's commitment to maintaining high standards of training. As the BPSC looks ahead, expansion strategies are in motion to broaden its course offerings and facilities. Its commitment to technology integration remains unwavering, with upcoming upgrades poised to elevate its technological infrastructure. The heartfelt endorsements from satisfied participants, government officials and industry leaders serve as a testament to the positive impact of the College's training programmes and reinforce its commitment to fostering impactful learning experiences.

In conclusion, the Botswana Public Service College's Annual Report for 2023/24 reflects a year of recovery from COVID. As the College continues with its journey, it remains dedicated to excellence, ensuring that its institution plays a pivotal role in shaping a skilled, adaptive and forward-thinking Public Service. The BPSC wishes to extend its gratitude to all stakeholders who have contributed to its success and looks forward to a future filled with continued achievements and positive impact.

3. ORGANISATIONAL OVERVIEW

3.1 Mission and Vision

Mission: We provide learning and development to nurture a culture of excellence through adaptive methodologies for a high performing Public Service.

Vision: Premier Public Service Learning Centre

3.2 Structure

The College is organised into five main components:

- Centre for Leadership Development,
- Centre for Public Administration and Management,
- Centre for Organisational Excellence,
- Programmes Coordination and Partnerships, and
- Corporate Services.

3.3 Services/Programs

The College is mandated to build capacity for the Public Service through provision of a variety of programmes and services:

- Leadership Training: Leadership Development Programmes aimed at building capacities of Public Service officers at all levels of leadership;
- Public Administration and Management Training: Programmes aimed at capacitating Public Service to enhance service delivery;
- Research and Advisory Services: Provision of practical research and advisory services to direct implementation of government policies as well as enhance programme delivery;
- Public Policy Workshops: Facilitation of Workshops and Seminars to enhance Public Service Learning capacities; and
- E-Learning Modules: Online training resources for remote learning.

4. ORGANISATIONAL CENTRE MANDATE

4.1 Centre for Leadership Development (CLD)

The key offerings of CLD are as follows:

4.1.1 Career Milestone Programmes

These are mandatory programmes designed for different levels of senior officers which they will attend at key stages of their career. These programmes are designed to equip them with relevant knowledge and skills at different levels, help them gain a better understanding of issues in the government and encourage them to network with their peers.

4.1.2 Leadership Enrichment Programmes

These are mostly short-term, ad-hoc programmes which meet specific needs or competency gaps of leaders.

4.2 Centre for Public Administration and Management (CPAM)

This Centre offers the following suites of training programmes:

4.2.1 Corporate and Financial Support Development

This Unit designs, develops and delivers courses which are inclined to all corporate supporting functions. It is therefore the largest and far-reaching Unit. It caters for subjects such as IT, Public Procurement, Public Relations, Public Finance, Project Management, Records Management, Contract Management, Communication and others. Currently this Unit carries 15 courses. The courses range from ½ day to a full five (5) days. The courses are delivered by a collaborative combination of internal Trainers, Public Officers from custodian Ministries, Departments and Agencies (MDAs) as well as Associate Trainers.

4.2.2 Productivity Development

This Unit focuses on courses that are aligned to productivity and matters of reforms of the Public Service. It is here that training such as Monitoring and Evaluation, Balanced Scorecard (BSC), Work Improvement Teams (WITS), Coaching for Performance, Measuring Performance, Customer Service, Business Process Management, etc. are designed and delivered.

4.2.3 Human Resource Development Unit

As the name suggests the Unit deals with Human Resource Development skills. In that regard, this Unit houses the Public Service Induction as well as the Executive Induction. It also houses Supervisory Skills training as well as Competency Based Interviews, Safety Health and Environment (SHE) training, Managing the Training Function, Boetelediye as well as Employee Relations.

4.3 Centre for Organisational Excellence (COE)

This Centre performs the following key functions to help public sector organisations in Botswana to achieve excellence:

4.3.1 Research

This function focuses on conducting practical research on new approaches and best practices in management and organisational excellence. Research can also be conducted to support the government reforms agenda.

4.3.2 Learning Resource Centre (Knowledge Repository)

The repository serves to facilitate knowledge sharing and dissemination of good practices and norms in the public sector. It will help agencies learn quickly from one another without reinventing the wheel. The repository, once fully developed, will be a very useful source of knowledge for the Public Service.

4.3.3 Advisory Services

This involves the provision of professional advisory services to MDAs by BPSC researchers/consultants to assist them to carry out their reforms agenda and help them work towards better service delivery.

4.3.4 Projects Undertaken by COE

- Public Service Research Strategy (on-going)
- Study on Virtual Training
- Training Needs Assessment for Marobela and Marapong Brigades
- Skills Audit for the Ministry of Minerals and Energy
- Digital Literacy Assessment for Accounting Officers (on-going)
- Training Needs Assessment for Botswana Association of Local Authorities (BALA) - on-going.

4.4 Programmes Coordination and Partnerships (PCP)

PCP provides core functional support services through the coordination of programme delivery, as well as collaborative partnerships for continuous improvement of participants' learning experience. The unit thus has two major functions:

4.4.1 Coordination of Learning Programmes

This entails overall coordination of all of BPSC trainings, workshops and forums; from planning to ensuring effective delivery through provision of training support services and client/stakeholder management.

4.4.2 Management of Collaborative Partnerships

Collaboration with strategic sister institutions; locally and internationally, so as to leverage on each other's strengths for enhanced delivery of programmes and to remain relevant.

4.5 Corporate Services (CS)

Houses units handling corporate functions such as Administration, Finance, Human Resources, IT, Procurement, Public Relations and Marketing.

5. ACHIEVEMENTS AND HIGHLIGHTS

BPSC trained a total of 2,216 public servants out of a total target of 5000 officers which represents 44.3% achievement. These participants were from a total of 26 Ministries, Departments and independent Agencies (17 Ministries and 9 Independent Agencies).

5.1 Key Accomplishments

- **New Training Programmes:** Four (4) new courses focusing on governance and customer overall work ethics were introduced. These were; Communicating the Transformation, Defensive Driving Techniques, Corruption Prevention Committees and Telephone Etiquette.
- **Training Needs Analysis:** Training Needs Assessments were carried out for the Ministry of Minerals and Energy and for Marobela and Marapong Brigades.
- **Virtual Training:** A study on the acceptance and impact of virtual training for BPSC programmes was successfully conducted.
- **Training Coordinators' Forum:** A meeting to update key stakeholders on training and jointly agree on ways that will better improve coordination of training was conducted successfully.

5.2 Awards and Recognition

BPSC held its annual Performance Excellence and Staff Recognition Awards Ceremony on 19th January 2024. The awards had been on hold following the outbreak of the COVID-19 pandemic in 2020. Hence this year's awards seemed like they were the first. The event was graced by the Director of the Directorate of Public Service Management (DPSM). The aim of the awards was to recognise and reward those who had excelled in the delivery of the College mandate during the performance year 2022/23. The following categories were recognised:

- Best Customer Service Award;
- Best Team Player Award;
- Best Values Champion Award;
- Executive Director's special Award;
- Best Intern; and
- Long Service Award.

5.3 Executive Director's Farewell

Botswana Public Service College welcomed Mr. David G.M. Moseitse just before the first lock down in March 2020 as the 7th Executive Director, taking over from Mr. Thatayaone Dedede. It was during his reign that the College introduced virtual classes in an effort to abide by the COVID 19 Protocols. Mr. Moseitse did not only lead the College, he also trained the Public Service as was often seen during the Dikgosi trainings. Mr. Moseitse also fostered strategic partnerships with other institutions and those partners suitable for improving BPSC. This was notably evidenced by the collaboration with the World Bank to assist the College with e-Learning to embrace digitalisation by offering programmes online. His time with the College came to an end in December 2023.

6. CHALLENGES AND LESSONS LEARNT

6.1 Challenges Faced

For the training year 2023/24 the College's greatest challenge was a high rate of cancellations and/or postponements. A total of 84 runs out of 113 planned (74.3%) were affected for various reasons; some emanating from the College, others from Ministries as well as from participants as follows:

- Funding Constraints: Limited budget for expanding digital resources, hiring venues, engaging trainers, production of certificates, etc;
- Limited Training Rooms: Training rooms used as offices and meeting rooms for the better part of the year due to renovations to the Administration Block;
- Termination of Catering Contract – Causing difficulty in hosting physical training programmes;
- Network Problems – Causing postponement and/or cancellation of classes;
- Limited Resources – Trainers and laptops;
- Trainers' Cancellation - due to several reasons (other official duties, sick leave, etc.).
- Ministries Changed Priorities - to other official duties; and
- Pandemic Impact: Continued disruptions to in-person training sessions as well as reprioritisation of funds.

6.2 Lessons Learnt

The College achieved 44.3% of its target for training for the year 2023/2024. Most of the courses were either cancelled or postponed due to a variety of factors. There is a pressing need for Management to put measures in place to minimise cancellation of programmes as well as improving training efforts in the College; particularly in terms of resourcing training – training rooms facilities, catering services and trainers in courses that do not have trainers. Such interventions require the support of principals, particularly with regards to funding. Some of the lessons learnt throughout the performance period can be summarised as follows:

- Adaptability: Transitioning to hybrid training models can increase flexibility and outreach;
- Strategic Partnerships: Strengthening relationships with donors and partners can secure additional funding and improve College network.
- Fast Track the Associate Trainer Programme: Appointment of more trainers and allocation of more trainers per module to improve delivery.

7. STRATEGIC GOALS AND OUTLOOK

7.1 Future Plans

- Digital Transformation: Expand e-Learning platforms and digital resources.
- Global Expansion: Increase international training programmes and partnerships.
- Quality Movement: Planned partnership with local, regional and international institutions to enhance global training trends and standards: BOBS, BIDPA, Universities, etc.
- Generation of Revenue: Rate Card to attach monetary benefit to resources and services likely to generate significant amount of revenue for the College.
- Public Policy Workshops: Workshops and Seminars on policy programmes, development and implementation for both functional and generic functions for different level of personnel in the public.
- Accreditation: Need to register and accredit the College's learning programmes and trainers as well as acquire BOS 9001:2015 QMS certification.
- Learning Resource Centre: Develop a state-of-the-art Learning Resource Centre to act as a knowledge hub in the business of Government.
- Improved College Visibility: Development of a Website, College Branding and Communications.

Strategic Initiatives

- 2024 Initiative: Launch a new series of global governance webinars.
- Infrastructure Investment: Upgrade technological infrastructure for enhanced learning experiences.
- Digital Competency Framework: Enhancing digital literacy across the Public Service.

8. PARTNERSHIPS AND AFFILIATIONS



9. DATA AND METRICS

The following provides a spreadsheet of overall training data, courses trained indicating the numbers trained, training data per quarter and uptake of programmes by different Ministries per quarter.

9.1 Training Data per Quarter

2023/24 NUMBERS TRAINED PER QUARTER

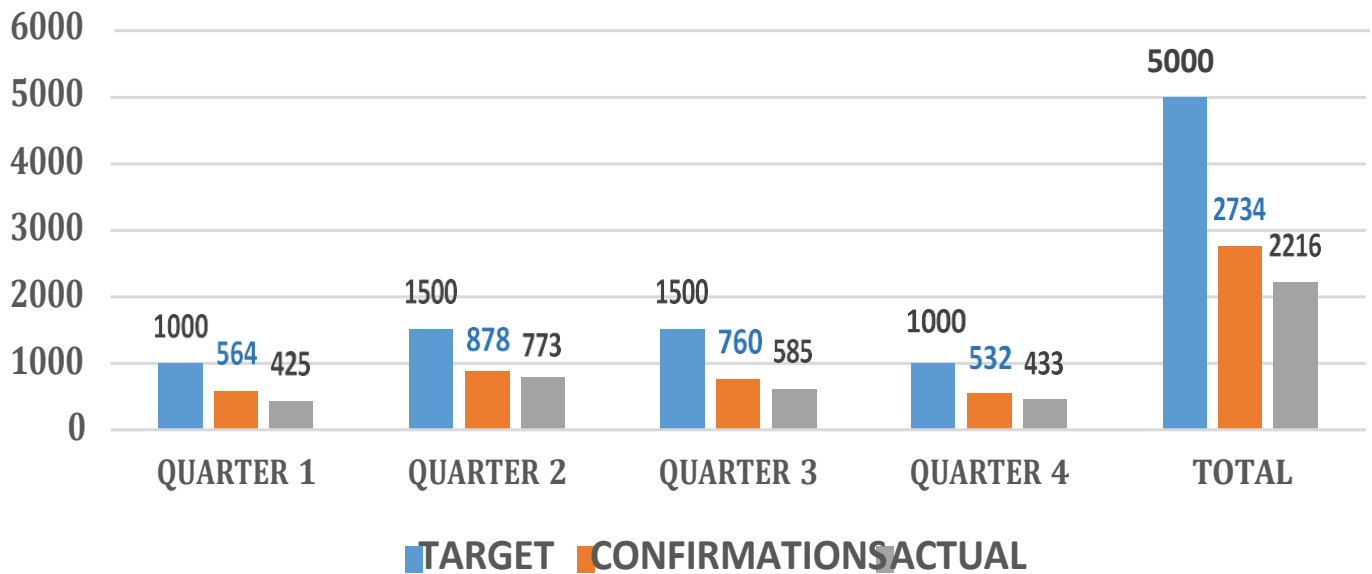


Figure 1a: 2023/24 Training data per Quarter

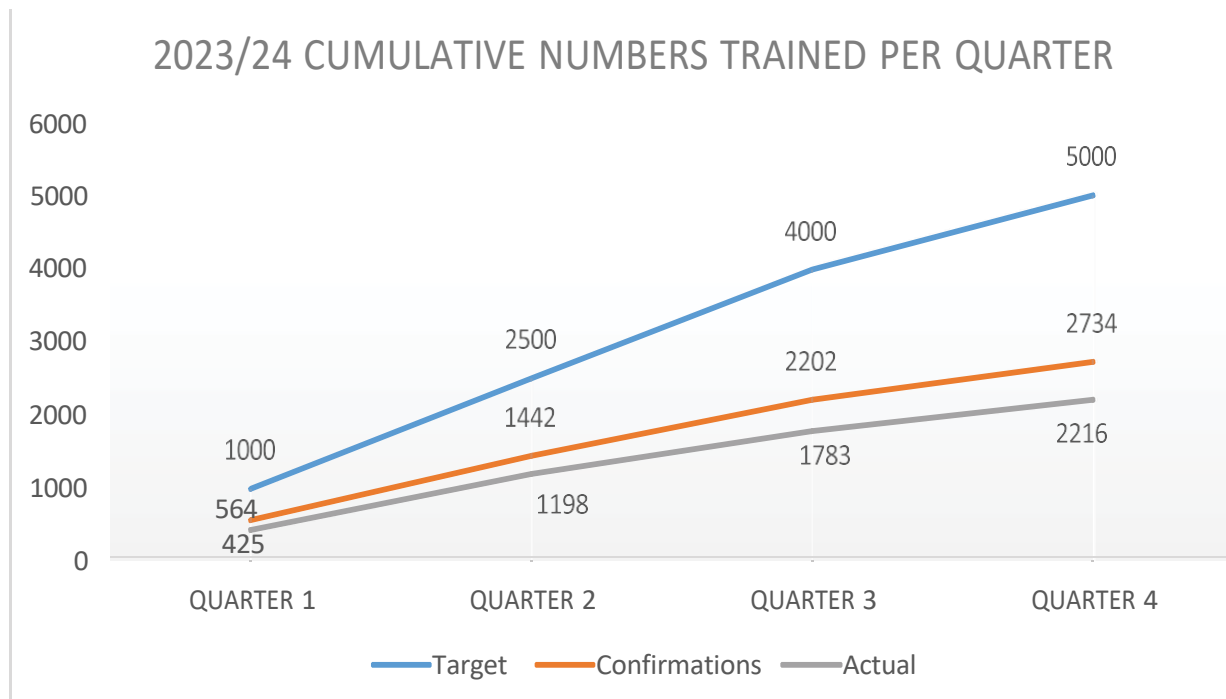


Figure 1b: 2023/24 Cumulative Training Data Per Quarter

9.2 Courses delivered

Courses Offered – The College offers a variety of courses to its clientele. In the 2023/24 period the College advertised 39 courses, 23 of which were mounted. On top of these, a course on Emotional Intelligence was mounted on special request, to bring the number of courses held to 24.

The top five (5) most attended courses were: Managing Discipline which trained 251 participants from 10 runs, Protocol & Etiquette which had 185 participants from 9 runs, Supervisory Skills which trained 177 participants from 9 runs, Project Management which trained 167 participants from 10 runs and Team Building which trained 164 participants from 3 runs runs (see figure 2 below).

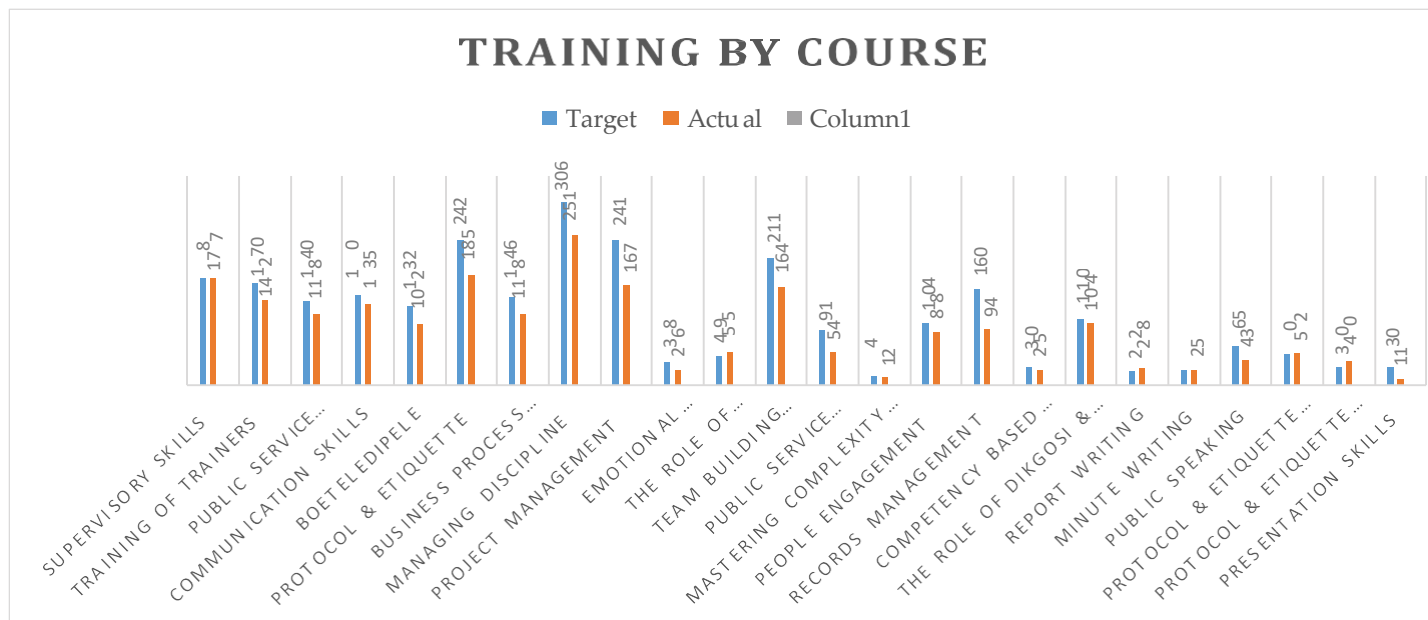


Figure 2: 2023/24 Training data by Course

Courses requested but could not run – The following Courses were requested, but could not be offered due to capacity constraints: Customer Service, Finance for Non-finance Managers, Budgeting in the Public Service, Basic Accounting, Revenue Management, Contract Management, Culture and Mindset Change, Monitoring and Evaluation (M&E), Work Improvement Teams Strategies (WITS), Safety Health and Environment (SHE), Corporate Governance for State Owned Enterprises and Microsoft Office programme for Secretaries.

New Courses – Some of the courses in the calendar were relatively new, but could not take off mainly due to capacity constraints: Botswana Extension Workers Programme, Communicating the Transformation, Defensive Driving Techniques, Corruption Prevention Committees, Telephone Etiquette and Procurement Suite of Programmes.

9.3 Training per Month

The months of August 2023, September 2023, October 2023 and February 2024 had the most numbers trained with 322, 267, 328 and 241 participants trained respectively. The lowest training numbers were in April 2023, December 2023 and March 2024: 87, 44 and 40 participants respectively trained. These numbers are largely affected by holiday breaks and phases in the financial year. See Figure 3 below:

TRAINING BY MONTH

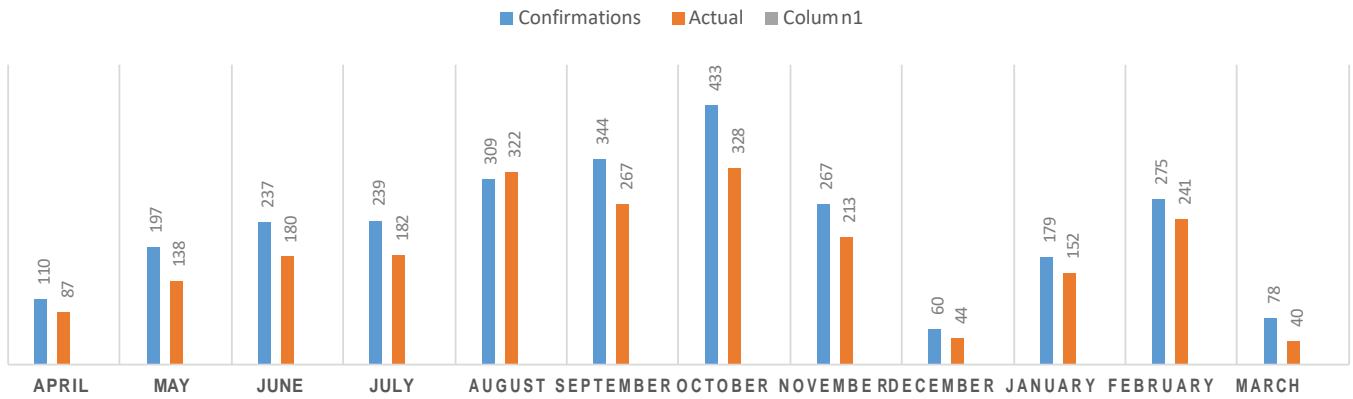


Figure 3: BPS training numbers per month against confirmations (target)

9.4 Training per Ministry

BPSC trained 2,216 public officers from 26 Ministries and independent Agencies. Ministries with the greatest number of officers trained are Ministry of Local Government and Rural Development with 846 (38.1%) participants, Ministry of Education and Skills Development with 282 (12.7%), Ministry of Health with 232 (10.4%), Ministry of Defence and Security with 201 (9%) as well as Ministry of Lands and Water Affairs with 173 (7.8%) of total participants trained. Figure 4 below shows the numbers trained per different Ministries.

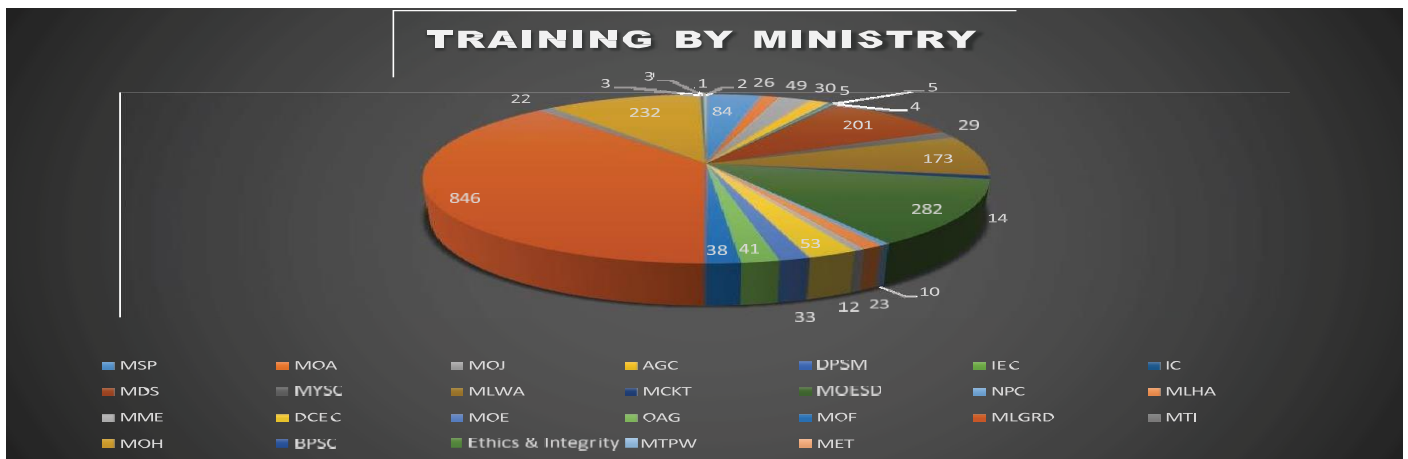


Figure 4: Training per Ministry

10. PERFORMANCE METRICS

Programme Enrolment Rate: 44%

BPSC trained a total of **2,216** public officers out of a total target of **5,000** officers which represents **44.3%** achievement. The numbers were largely affected by holiday breaks and phases in the financial year. Some of the most prevalent reasons for non-attendance by Ministries is; i) other priorities, ii) official engagements, and iii) delayed approval by management.

Participant Satisfaction Level: 88%

Classroom feedback evaluation report results for trainings conducted both virtually and physically show that network connectivity remains a challenge in some part of the country. Participants still find the duration of the courses offered by the College to be short. The participants nonetheless seem satisfied with the quality of trainers, training materials, course content and delivery methods employed by the College.



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