



REPUBLIC OF BOTSWANA

**BOTSWANA PUBLIC SERVICE
COLLEGE**

BOTSWANA PUBLIC SERVICE COLLEGE ANNUAL REPORT 2024/25



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Message from the Executive Director



Dear Stakeholders,

It is with immense pride and heartfelt appreciation that I share with you the Botswana Public Service College (BPSC) Annual Report for the 2024/25 financial year. This past year has been one of meaningful progress, purposeful learning and deep reflection on our journey and future direction.

At BPSC, we are guided by a clear and unwavering mission: to strengthen the capacity of the Public Service through transformative learning and development. In a world that continues to evolve rapidly, our role as a learning institution becomes ever more vital. We are not only training individuals; we are shaping a more capable, ethical and high-performing Public Service for Botswana. As a registered Education and Training Provider, we take pride in aligning our programmes with both national imperatives and international standards.

The 2024/25 financial year challenged us in many ways from limited resources to infrastructure constraints, but it also revealed the strength, creativity and commitment of our people. Thanks to this resilience, we were able to train over 3,200 public officers across various Ministries, Departments and Agencies (MDAs), strengthen our virtual learning platforms and roll out impactful research initiatives that continue to inform public sector reforms. One of our proudest achievements this year has been the growing integration of digital tools in our delivery model. Virtual courses, digital literacy assessments and an expanding e-learning portfolio reflect our commitment to providing flexible, accessible and modern training experiences.

We also deepened our work in research and advisory services; notably through collaborations that explored the learning needs of our local government sector and senior public officials. These efforts affirm our role, not just as a training provider, but as a thought partner in national development. As we look to the future, our focus is clear: to strengthen strategic partnerships, pursue global standards through accreditation, expand our digital reach and build a strong, recognisable identity for the College. Above all, we aim to continue delivering high-quality, responsive training that meets the real and evolving needs of the Public Service.

I wish to express my sincere gratitude to all our stakeholders; from our partners in government and academia, to our dedicated trainers, staff and participants. Your trust and collaboration fuel our mission and remind us why this work matters. Let us continue to work together toward a future-ready Public Service that upholds excellence, accountability and service to our nation.

Sincerely

A handwritten signature in black ink, appearing to read 'K. Kemoeng', written over a light blue horizontal line.

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

Executive Summary

During the 2024/25 financial year, the Botswana Public Service College (BPSC) made significant strides in enhancing public service capacity through targeted learning and development initiatives. The College trained 3, 262 public officers across 26 Ministries, Departments and Independent Agencies, achieving 65.2% of its annual training target; a marked improvement from the previous year's 44.3% performance. Despite persistent resource and logistical challenges, this growth reflects the College's resilience and adaptive response.

Key accomplishments included the rollout of new training programmes in governance, ethics and workplace effectiveness, alongside landmark research initiatives such as the Digital Literacy Assessments for both Permanent Secretaries and BPSC staff. A Training Needs Assessment for the Botswana Association of Local Authorities (BALA) further illustrated the College's role in informing evidence-based capacity building.

Despite gains, the College faced challenges such as budget constraints, network connectivity, trainer shortages and participant scheduling conflicts or availability issues; which led to postponed or cancelled sessions. These experiences underscored the importance of investing in infrastructure, timely procurement and expanding the Associate Trainer programme to meet growing demand.

Participant satisfaction reached 90%, with high ratings for trainer expertise, content relevance and interactivity. However, concerns over short course durations and connectivity issues in virtual sessions signalled areas for improvement.

Looking forward, BPSC aims to deepen digital transformation, expand global partnerships and pursue quality certification to elevate training standards. Strategic initiatives for the next cycle include launching global governance webinars, enhancing digital infrastructure, data and knowledge management, as well as increasing revenue through monetised service offerings. The College remains committed to fostering a high-performing public service through continuous innovation, collaboration and operational excellence.

1. ORGANISATIONAL OVERVIEW

1.1 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

1.2 Structure

The College is organised into five main components:

- i. Centre for Leadership Development,
- ii. Centre for Public Administration and Management,
- iii. Centre for Organisational Excellence,
- iv. Programmes Coordination and Partnerships, and
- v. Corporate Services.

1.3 Services/Programmes

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

- i. **Leadership Training:** Leadership Development Programmes aimed at building the capacities of Public Service officers at all levels of leadership;
- ii. **Public Administration and Management Training:** Programmes aimed at capacitating the Public Service to enhance service delivery;
- iii. **Research and Advisory Services:** Provision of practical research and advisory services to direct implementation of government policies as well as enhance programme delivery;
- iv. **Public Policy Workshops:** Facilitation of workshops and seminars to enhance Public Service-learning capacities;
- v. **Knowledge Management:** Facilitation of knowledge sharing and dissemination of good practices and norms in the public sector; and
- vi. **E-Learning Modules:** Online training resources for remote learning.

2. ORGANISATIONAL CENTRE MANDATE

2.1 Centre for Leadership Development (CLD)

The key offerings of CLD are as follows:

2.1.1 Career Milestone Programmes

These are 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. Career Milestone Programmes include: Managing Complexity, People Engagement, Public Service Induction for Executives, Contract Management for Executives and Project Management for Executives.

2.1.2 Leadership Enrichment Programmes

These are mostly short-term, ad-hoc programmes which meet specific needs or competency gaps of leaders, e.g. the Role of Dikgosi leadership and Councillors.

2.2 Centre for Public Administration and Management (CPAM)

This centre offers the following suites of training programmes:

2.2.1 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.

2.2.2 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.

2.2.3 Human Resource Development

The unit deals with Human Resource development skills. In that regard, this unit houses Supervisory Skills training as well as Competency Based Interviews, Safety Health and Environment (SHE) training, Managing the Training Function, *Boeteledipele*, as well as Employee Relations.

2.3 Centre for Organisational Excellence (COE)

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

2.3.1 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's reform agenda.

2.3.2 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.

2.3.3 Advisory Services

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

2.4 Programmes Coordination and Partnerships (PCP)

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

2.4.1 Coordination of Learning Programmes

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

2.4.2 Management of Collaborative Partnerships

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

2.5 Corporate Services (CS)

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

3. ACHIEVEMENTS AND HIGHLIGHTS



During the 2024/25 financial year, the Botswana Public Service College (BPSC) trained a total of 3,262 public officers against an annual target of 5,000, achieving a 65.2% performance rate. This represents a significant improvement from the previous year's 44.3% achievement. The trained participants were drawn from 26 Ministries, Departments and independent Agencies, comprising of 17 Ministries and 9 independent Agencies. This demonstrates broad stakeholder engagement across the public sector.

Key Accomplishments

- i. **New Training Programmes:** In the 2024/25 period, the College introduced six new training programmes aimed at addressing evolving needs within the public sector. These included: *Botswana Extension Workers Programme, Introduction to Public and Institutional Framework in Botswana, Impact of Public Procurement in National Development, Ethics and Sustainability in Public Procurement, Procurement Planning and Terms of Reference in Public Procurement.*
- ii. **Training Needs Assessment:** A comprehensive Training Needs Assessment was successfully conducted for the Botswana Association of Local Authorities (BALA) to guide targeted capacity development for local government structures.
- iii. **Digital Literacy Survey for Permanent Secretaries:** A public service wide survey was conducted to assess the digital literacy levels of Accounting Officers across all Ministries, providing critical insight into leadership readiness for digital transformation.
- iv. **Digital Literacy Survey for BPSC Staff:** The College also carried out an internal digital literacy survey among its staff members to identify skills gaps and inform future internal capacity building initiatives.
- v. **e-Learning (Learning Management System (LMS)):** During the 2024/25 financial year, BPSC introduced e-learning as a new mode of training delivery, marking a major milestone in its digital transformation journey. The introduction of the College's Learning Management System (LMS) enabled the delivery of online courses, virtual workshops and digital assessments for the first time. This advancement allowed BPSC to begin offering flexible, accessible learning options for public officers regardless of location, while also laying the foundation for future scalability and innovation in training delivery.
- vi. **Strategic Partnerships and Collaborative Agreements:** In the 2024/25 reporting period, BPSC deepened its collaboration with key strategic partners to

enhance programme quality, expand training reach and align with national and international standards. Notable among these was the signing of Memoranda of Understanding (MoUs) with institutions such as the Institute for Labour and Employment Studies (ILES) and the Public Procurement Regulatory Authority (PPRA).



4. CHALLENGES AND LESSONS LEARNT

4.1 Challenges Faced in the 2024/25 Financial Year



During the 2024/25 financial year, the College encountered several operational challenges that impacted the smooth implementation of scheduled programmes. A significant number of planned training sessions were either cancelled or postponed due to both internal and external factors. The key challenges included:

- i. Funding Constraints: Limited budget affected key training logistics, including procurement of digital tools, engagement of trainers, hiring of venues and production of certificates.
- ii. Network Connectivity Issues: Poor internet access, particularly in remote areas, resulted in the postponement or cancellation of virtual training sessions.
- iii. Limited Resources: The College experienced shortages of essential resources such as laptops and available trainers; especially for high-demand courses.
- iv. Trainer Cancellations: Some trainers were unavailable due to conflicting official duties, sick leave or other unforeseen circumstances.
- v. Ministries Reprioritising: Some Ministries redirected focus to other urgent official commitments, affecting their ability to release officers for training.
- vi. Participant Unavailability: A number of training sessions were impacted by the unavailability of officers due to competing work commitments and operational demands within their respective institutions.
- vii. Residual Impact of the Pandemic: Although the immediate health crisis had eased, its lingering effects continued to disrupt in-person sessions and re-allocation of budgets.


4.2 Lessons Learnt



The College achieved **65.2% of its annual training target** for the 2024/2025 financial year, marking a significant improvement from the previous year's 44.3% performance. This upward shift reflects progress in resuming and expanding training activities, though several challenges still impacted programme delivery.

Despite the gains, some courses were still cancelled or postponed; largely due to capacity constraints and resource limitations. To further enhance delivery and reduce disruptions, there is a pressing need for the leadership to prioritise investment in training infrastructure (e.g., dedicated training venues and upgraded IT resources), timely procurement of services (such as catering and logistics) and recruitment or deployment of qualified trainers; particularly for high-demand modules.

The key lessons drawn from this performance period include:

- 
- i. **Adaptability:** The continued rollout of virtual and hybrid learning models has proven essential in expanding reach; especially during months with scheduling or logistical constraints. Flexible delivery remains critical for resilience and growth.
 - ii. **Strategic Partnerships:** Deepening engagement with donor agencies and institutional partners can help unlock additional resources, strengthen programme relevance and increase BPSC's capacity to deliver more specialised offerings.
 - iii. **Fast-tracking the Associate Trainer Programme:** The shortage of trainers in some modules slowed programme rollout. Prioritising the onboarding and allocation of Associate Trainers - particularly for high-demand and technical courses - will ensure smoother implementation and higher throughput in the coming year.

These lessons will guide operational adjustments for the upcoming training calendar to increase BPSC's impact and ensure a more efficient, accessible and robust public service training system.

5. STRATEGIC GOALS AND FUTURE PLANS

5.1 Future Plans



5.1.1 Short-Term Plans (0 - 1 year)

These initiatives require minimal structural changes and can be implemented immediately using existing capacity.

- i. **Enhanced Visibility:** Strengthen BPSC's visibility through a fully functional website, active communication platforms and targeted stakeholder engagement.
- ii. **Revenue Generation:** Implement the Rate Card strategy to attach monetary value to training products and services with high revenue potential.
- iii. **Policy Dialogue Platforms:** Organise high-impact public policy dialogues, seminars and research dissemination events on emerging national and regional issues.

5.1.2 Medium-Term Plans (1–3 years)

These require more planning, coordination or systems development.

- i. **Digital Transformation:** Invest in technology-driven learning through enhanced e-learning platforms and digital content delivery.
- ii. **Knowledge Management:** Develop and implement knowledge repository systems to support institutional learning, policy development and continuity across the public service.

- iii. **Strategic Partnerships:** Expand partnerships with government, academia and development partners to ensure relevance, credibility and resource mobilisation.
- iv. **Accreditation and Quality Assurance:** Accelerate efforts towards accrediting College programmes and trainers, and pursue ISO 9001:2015 Quality Management System certification.

5.1.3 Long-Term Plans

These involve major investment, infrastructure development, and phased implementation.

- i. **Infrastructure Development-**Begin the phased development of a state-of-the-art Learning Resource Centre as a knowledge hub for public sector excellence.

5.2 Strategic Initiatives for 2025/2026



- i. **Learning Management System (LMS):** Upgrade and integrate LMS with real-time learner tracking, evaluation tools and digital resource access.
- ii. **Digital Competency Enhancement:** Implement the Public Service Digital Literacy Framework to build competencies across ministries and departments.
- iii. **Operational Efficiency:** Improve data management, procurement processes and reporting systems to support performance-based planning and accountability.
- iv. **Curriculum Reform:** Align curriculum content with Vision 2036, NDP priorities and SDG-aligned competencies, focusing on outcome-based learning.
- v. **Digital Transformation:** carry out a study on digital transformation and its impact on public service delivery.
- vi. **Public Service Research Strategy:** Finalisation and roll-out of the Public Service Research Strategy.

6. PARTNERSHIPS AND AFFILIATIONS



Strategic partnerships continued to play a pivotal role in advancing the College's mission to deliver quality and responsive public service training. During the 2024/25 reporting period, BPSC collaborated with various local, regional and international partnerships. These affiliations supported curriculum development, research initiatives, digital transformation and capacity-building efforts. These partnerships have enhanced the College's ability to deliver relevant, modern and results-oriented training, while also expanding BPSC's footprint and visibility across the public sector. The College remains committed to strengthening these relationships and exploring new ones in pursuit of excellence.



IDM



BITC



BOU



PPRA



ILES



BALA

This quarterly progression illustrates a consistent improvement in delivery, with Q4 performance compensating for earlier shortfalls and reinforcing the value of adaptive strategies such as hybrid learning and expanded partnerships.

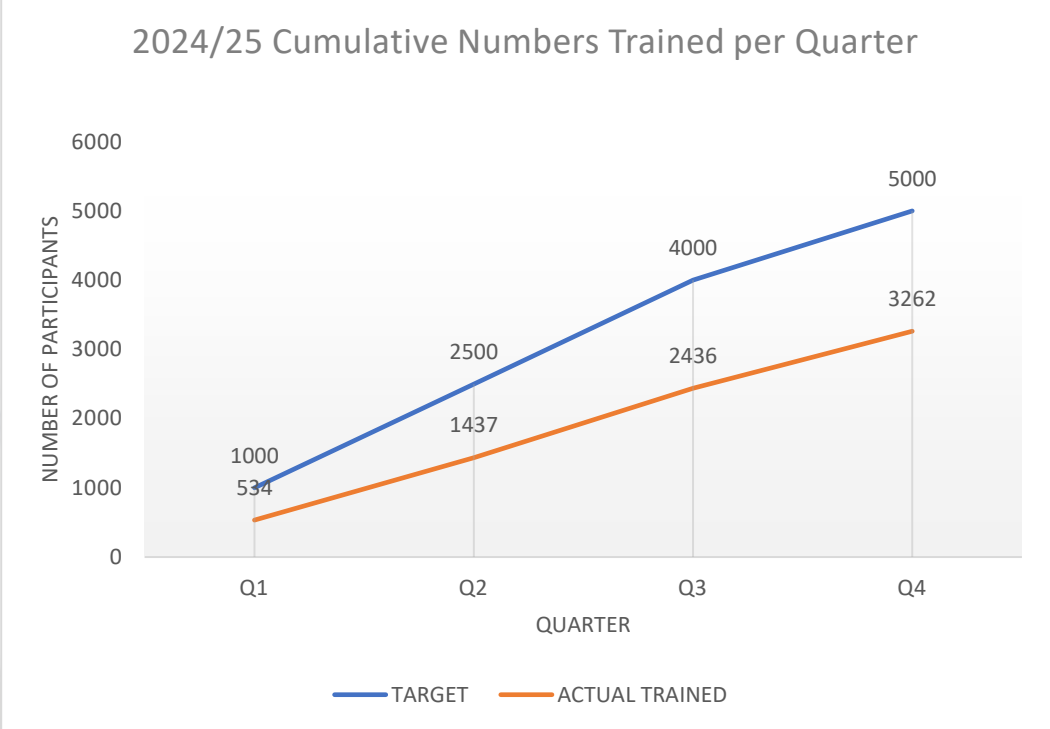


Figure 2: Cumulative numbers trained per quarter

The cumulative number of participants trained over the 2024/25 financial year reflects a steady and progressive build-up in programme implementation. This pattern demonstrates both momentum in training delivery and successful recovery from early-year setbacks. The cumulative trend highlights the importance of sustained effort and strategic adjustments throughout the year. While the annual target was not fully achieved, the strong finish and consistent quarterly growth position the College well for further improvement in the coming cycle.

7.2 Courses Delivered

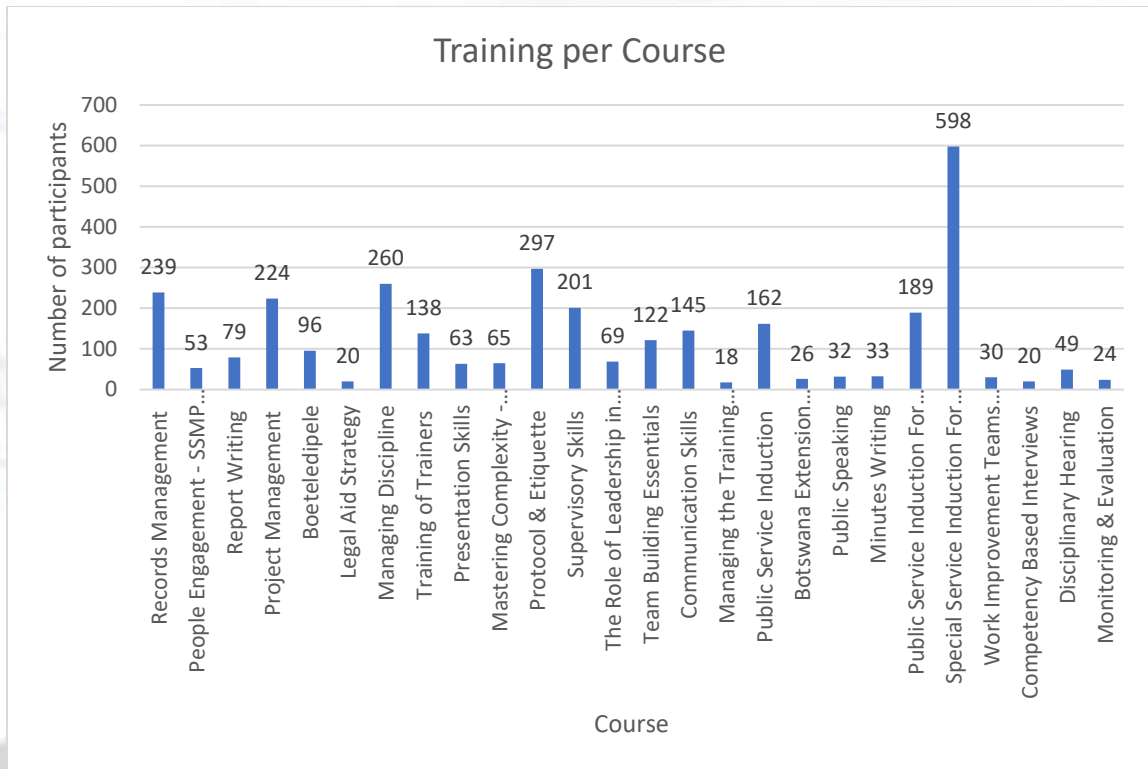


Figure 3: Training per course

The College offers a variety of courses to its clientele in line with national priorities and training needs. In the 2024/25 period, the College advertised 37 courses, of which 23 were mounted. As part of efforts to diversify its offerings and respond to emerging capacity development needs, the College introduced several new courses, including: *Botswana Extension Workers Programme, Introduction to Public and Institutional Framework in Botswana, Impact of Public Procurement in National Development, Ethics and Sustainability in Public Procurement, Procurement Planning and Terms of Reference in Public Procurement*. However, out of these new courses, only one was successfully mounted during the reporting period. This indicates the need for further engagement and promotion to ensure uptake of new offerings in future cycles.

7.3 Uptake of Training by Ministries

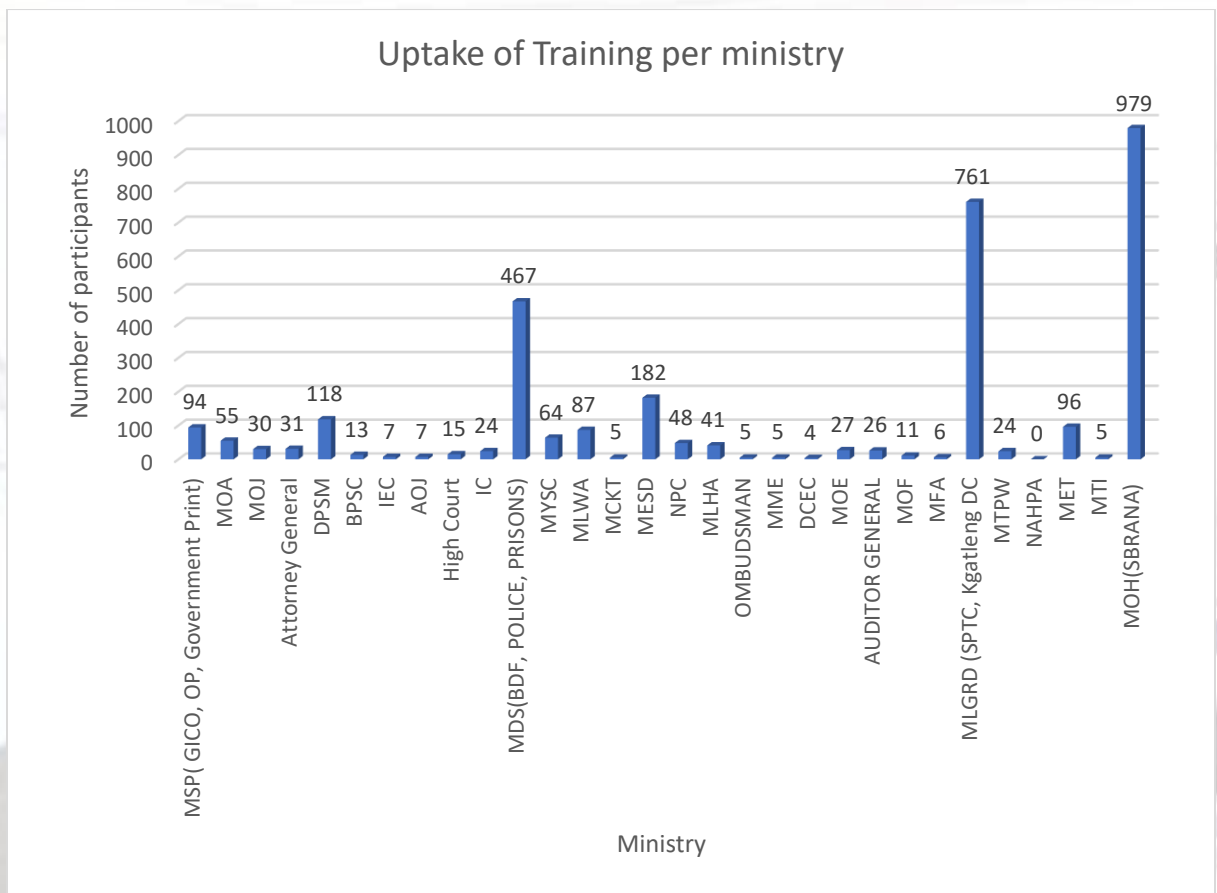


Figure 4: Course uptake per ministry

During the 2024/25 financial year, a total of **3,262 officers** from **26 Ministries, Departments and Independent Agencies** participated in BPSC programmes. This demonstrates wide stakeholder engagement across government entities, although uptake levels varied. Ministries with the greatest numbers of officers trained include the Ministry of Health with 979, the Ministry of Local Government and Rural Development with 761 and, lastly, the Ministry of Defence and Security with 467.

7.4 Course training per month

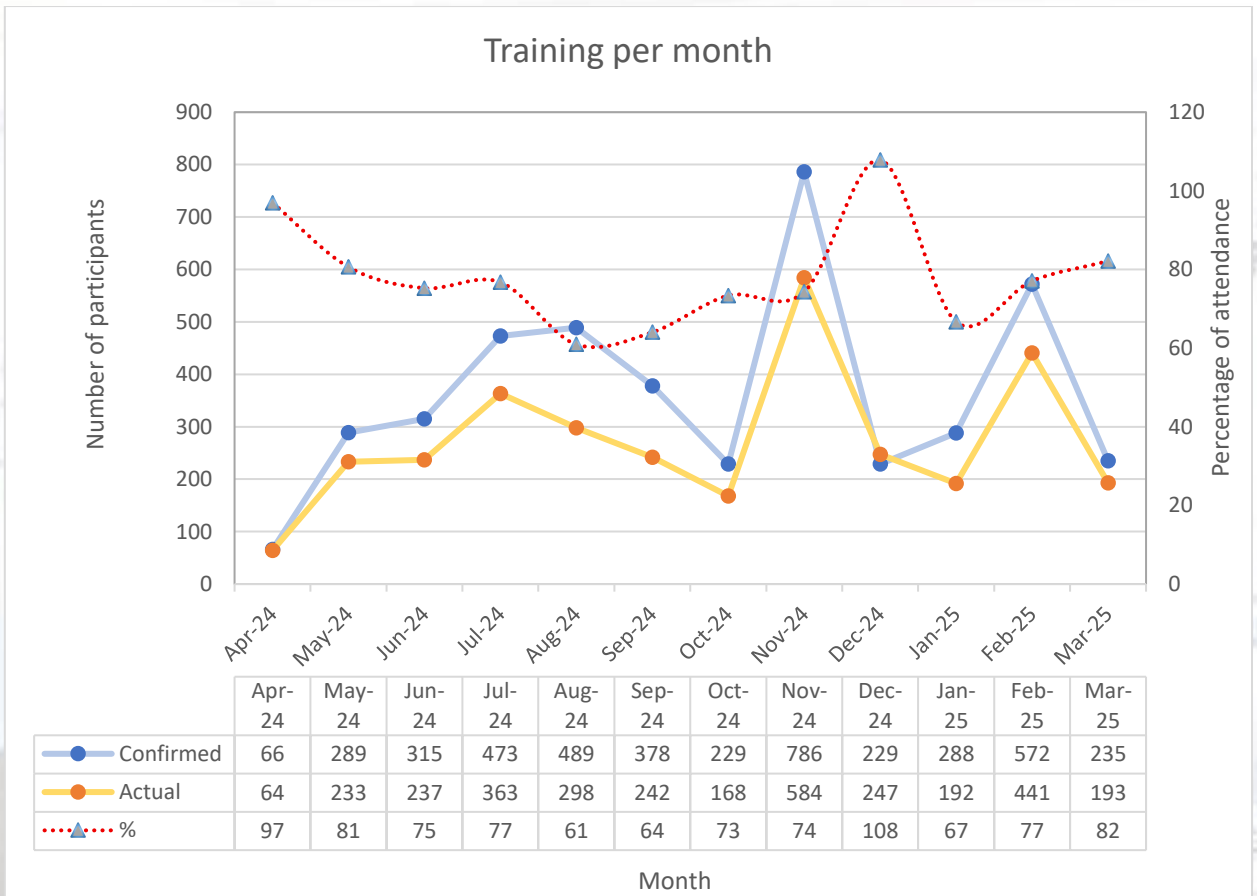


Figure 5: Training per month

An analysis of attendance performance from April 2024 to March 2025 reveals notable variations between participant numbers and attendance outcomes. April 2024 recorded the lowest number of actual participants (64) yet achieved high attendance (97%), a trend of high attendance is similarly observed in March 2025, indicating strong participant commitment. November 2024 registered the highest number of participants (584); however, attendance performance remained average (74%). This suggests that increased participation did not necessarily correspond with improved attendance rates. A pattern of the attendance performance (average) is also evident in May, June, July, October, and February. Low attendance performance, classified within the 61%–68% range, was observed in August, September, and January, highlighting periods of underperformance. December 2024 emerged as an exceptional month, with attendance exceeding 100%, indicating overachievement relative to the number of actual participants and the number of confirmations. Overall, the results show that attendance levels varied independently of participant numbers, highlighting the importance of strengthening attendance monitoring and engagement strategies across all training periods.

7.5 Performance Metrics

7.5.1 Training¹



Programme Enrolment Rate: 65.2% (up from 44.3% in 2023/24)

- ✚ **Participant Satisfaction Level: 90%**, based on classroom feedback surveys conducted throughout the year.
- ✚ **Participants praised:**
 - ✓ Trainer expertise
 - ✓ Relevance and clarity of content
 - ✓ Interactive delivery methods

“Trainer highly competent and was engaging & learned on subject matter”

“Absolutely amazing”

- ✚ Areas for improvement included:
 - ✓ **Course duration** (seen as too short by many participants)
 - ✓ **Network issues** are affecting some virtual sessions, especially in remote areas.

¹ A snapshot of various training sessions conducted by BPSC to enhance service delivery in the public sector.

“The course/ training period could be a week or more. To take to another level”

“Network poor”

7.5.2 Research and Innovation²



During the 2024–2025 financial year, the Botswana Public Service College (BPSC) strengthened its role as a thought leader by undertaking a series of strategic research initiatives designed to inform training delivery, guide policy development, and support public sector transformation. These efforts aligned with national priorities, including Vision 2036 and the Fourth Industrial Revolution (4IR), and demonstrated the College’s continued commitment to evidence-based capacity building.

Three major research projects were successfully completed and one implemented:

- i. **Training Needs Assessment for Local Government Councillors (BALA)** – Conducted in partnership with the Botswana Association of Local Authorities, this nationwide assessment highlighted competency gaps among 177 councillors. The research informed the development of a competency framework and a customised training plan to enhance governance, leadership, and community engagement at the local government level.

² BPSC research team in action capturing voices from the field to drive transformation in the public sector.

- ii. **Digital Literacy Survey for Permanent Secretaries** -This groundbreaking study assessed the digital competencies of executive leadership across all ministries. It identified key gaps in digital proficiency, cybersecurity, and remote work readiness. The findings are now shaping targeted training programmes to equip leaders with the skills necessary for driving Botswana’s digital transformation agenda.
- iii. **Digital Literacy Survey for BPSC Staff** – This internal initiative evaluated digital skills across departments within the College. It uncovered varying levels of proficiency and informed the design of a structured digital upskilling programme for staff. The study has laid the groundwork for the integration of digital tools in teaching, administration, and performance management.

Despite challenges such as response delays, varying digital literacy levels, and logistical complexities, the research projects were completed successfully through adaptive approaches, strategic partnerships, and inclusive engagement.

The insights gained have translated into tangible outputs, such as digital competency profiles, training curricula, and strategic recommendations, that continue to guide BPSC’s programmes. Key cross-cutting recommendations include institutionalising role-specific digital training, enhancing digital infrastructure, developing modular training for councillors, adopting blended learning models, and conducting regular skills audits.



8. CORPORATE SERVICES

8.1 Expenditure Report



	PROVISION (P)	EXPENDITURE (P)	% SPENT
Recurrent	42,304,070.00	32,423,217.00	77%
Development	10,750,000.00	8,557,811.00	80%
TOTAL	53,054,070.00	40,981,028.00	77%

During the 2024/25 financial year, the Botswana Public Service College was allocated a total budget of P53,054,070.00, comprising both recurrent and development funding streams. By year-end, P40,981,028.00 had been expended, representing an overall budget utilisation rate of 77%.

8.2 BPSC Staff

As at the end of the 2024/25 reporting period, Botswana Public Service College had a total staff complement of **99 employees**. The workforce was made up of:

- 76 Permanent and Pensionable officers
- 6 Officers on Secondment
- 17 Temporary Staff

Of the total, **19 employees** were directly engaged in core business functions; including **trainers, programme administrators and researchers** while **80 staff members** provided administrative and support services essential for day-to-day operations. The core staff were augmented by Associate Trainers.

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