



THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE



PUBLIC SERVICE MANAGEMENT AND GOOD GOVERNANCE

TANZANIA PUBLIC SERVICE COLLEGE (TPSC)

**ANNUAL PERFORMANCE
REPORT FOR THE FINANCIAL
YEAR 2023/24**

DECEMBER 2024



TPSC ANNUAL PERFORMANCE REPORT

FOR THE FINANCIAL YEAR 2023/24

**Annual Performance Report for
the Financial Year 2023/24**

Prepared by Tanzania Public Service College (TPSC)

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LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	Full Meaning
CAG	Controller and Auditor General
CBET	Competency-Based Education and Training
CBE	College of Business Education
CWT	Tanzania Teachers' Union
FYDP III	Third Five-Year Development Plan III
GLS	Global Learning Section
HR	Human Resources
ICT	Information and Communication Technology
IFM	Institute of Finance Management
IJA	Institute of Judicial Administration
IPA	Institute of Public Administration (Zanzibar)
IPSAS	International Public Sector Accounting Standards
ISSAIs	International Standards of Supreme Audit Institutions
LGTI	Local Government Training Institute
LMA	Leadership, Management & Administration Programmes
MAB	Ministerial Advisory Board
MDAs	Ministries, Departments, and Agencies
MNH	Muhimbili National Hospital
MOF	Ministry of Finance
NACTVET	National Council for Technical and Vocational Education and Training
NSG	National School of Government (South Africa)
NCD	Non-Communicable Diseases
OUT	Open University of Tanzania
PO-PSM&GG	President's Office – Public Service Management and Good Governance
PPRA	Public Procurement Regulatory Authority
PSRP	Public Service Reform Programme
PSE	Public Service Examinations
RUWASA	Rural Water Supply and Sanitation Agency
SDG	Sustainable Development Goals
TaGLA	Tanzania Global Learning Agency
TAMISEMI	President's Office – Regional Administration and Local Government
TANESCO	Tanzania Electric Supply Company Limited
TANROADS	Tanzania National Roads Agency
TBS	Tanzania Bureau of Standards
TCU	Tanzania Commission for Universities
TPSC	Tanzania Public Service College
TRA	Tanzania Revenue Authority
VC	Video Conference

EXECUTIVE SUMMARY

Tanzania Public Service College (TPSC) presents the Annual Performance Report for the Financial Year 2023/24, outlining key achievements, institutional performance, and strategic contributions toward the development of a competent, ethical, innovative, and citizen-centred public service. Guided by the Executive Agencies Act, Cap. 245, and aligned with national development frameworks, the College continued to advance public service capacity through long-term academic training, short-term professional development, digital learning expansion, applied research, consultancy services, and strengthened institutional partnerships. The College executes its mandate through a nationally distributed institutional structure comprising campuses located in Dar es Salaam, Tabora, Mtwara, Singida, Mbeya, and Tanga, complemented by the Global Learning Section (GLS), which facilitates technology-enabled learning, knowledge exchange, and nationwide access to professional development, thereby enhancing regional outreach, equitable training access, and Government human capital development.

In the area of long-term academic training, the College enrolled 11,255 students across Certificate, Diploma, and Bachelor's degree programmes, with 7,654 graduates successfully completing their studies during the reporting period. Female participation constituted 65 per cent of total enrolment, reflecting sustained progress in promoting gender equity and inclusive access to public service professional pathways. These outcomes reaffirm the College's central role in preparing a skilled, ethical, and service-oriented workforce capable of supporting effective governance, institutional efficiency, and national development priorities.

With regard to short-term training and capacity development, TPSC trained 12,387 public servants, representing 96.6 per cent achievement of the annual target across priority thematic areas including leadership, governance, human resource management, records and information management, finance, procurement, digital literacy, and public service ethics. Leadership and Management programmes recorded the highest participation levels, underscoring continued Government emphasis on accountability, professionalism, and improved service delivery. Through the Global Learning Section, 2,657 officers accessed training via video-conferencing, blended learning, and online platforms, expanding national coverage while improving cost-efficiency and accessibility of training delivery.

Beyond training provision, the College strengthened its research, publications, and consultancy portfolio by generating academic outputs, conducting applied studies relevant to public sector reform, and delivering consultancy assignments that enhanced institutional performance across Government entities. Strategic partnerships with national and regional institutions were revitalized, further positioning TPSC as a centre of excellence in public service capacity development. Financial governance remained robust throughout the reporting period, as evidenced by the receipt of an Unqualified (Clean) Audit Opinion issued by the Controller and Auditor General, confirming compliance with public finance management standards and prudent stewardship of public resources.

INSIDE THE 2023/24 ANNUAL REPORT

KEY HIGHLIGHTS & PRIORITIES



TRAINING

Trained 12,387 Public servants (96.6% target). Enrolled 11,255 Students (Cert, Dip, Deg), 7,654 Graduates



RESEARCH & PUBLICATIONS

14 Publications, 2 applied Research, 7 consultancy assignments.



DIGITAL TRANSFORMATION

2,657 Officers accessed training via VC, blended learning, Online Platforms.



SOUND FINANCIAL GOVERNANCE

Received an Unqualified (clean) Audit Opinion



PARTNERSHIP WITH KEY INSTITUTIONS

Local: IPA-Zanzibar, IJA, LGTI.
International: Kenya, South Africa, Singapore.



PRIORITIES IN 2024/25

Implement National Roadmap for Mandatory Training. Expand digital/blended/consultancy. Deepen visibility/ partnerships

LEADERSHIP MESSAGES

Message From The Minister of State, President's Office – Public Service Management and Good Governance



Tanzania Public Service College continues to play a central role in nurturing the professional capacity, ethical conduct, and performance excellence required to build a modern and citizen-responsive public service. The achievements of the 2023/2024 financial year demonstrate the College's commitment to aligning learning and development interventions with national priorities, particularly those that support effective governance, digital transformation, and improved service delivery across all levels of government.

As our nation advances toward the goals of the Tanzania Development Vision 2050, the public service must be equipped with the right

knowledge, skills, and values to drive socio-economic development. Capacity-building is not an option; it is a strategic necessity. I commend the College for expanding access to training across regions, strengthening digital learning platforms, and deepening partnerships with national and international institutions.

I call upon all public institutions to continue working closely with TPSC to ensure that professional development becomes an integral part of organizational performance. Together, we will continue to build a public sector that is competent, ethical, accountable, and committed to delivering quality services to the people of Tanzania.

A handwritten signature in blue ink, appearing to read 'Ridhiwani Kikwete', written over a light blue circular watermark.

Hon. Ridhiwani Jakaya Kikwete
Minister - President's Office, Public Service Management and Good Governance



Message from The Chairperson, Ministerial Advisory Board (MAB)

On behalf of the Ministerial Advisory Board, I am pleased to acknowledge the notable progress made by the Tanzania Public Service College during the 2023/2024 financial year. The Board has continued to guide and support the College in fulfilling its mandate, focusing on strategic oversight, accountability, performance improvement, and institutional sustainability.

This year, the College expanded its training reach, strengthened research and consultancy functions, and enhanced the use of technology-enabled learning platforms. These achievements demonstrate significant progress toward the implementation of the College's Five-Year

Strategic Plan (2021/2022–2025/2026) and the Government's broader public service transformation agenda.

Looking forward, the Board remains committed to ensuring that the College continues to respond to emerging national priorities, particularly in areas such as leadership development, digital governance, records and information management, and ethical public sector conduct. We will continue to provide strategic direction that enhances the College's effectiveness and reinforces its position as a national Centre of excellence in public service development.

A handwritten signature in blue ink, appearing to read 'F. Turuka', positioned above the printed name.

Dr. Florens M. Turuka
Chairperson, Ministerial Advisory Board



Message from The Rector and Chief Executive Officer

The 2023/2024 financial year marked a period of growth, resilience, and innovation for the Tanzania Public Service College. We strengthened our national footprint, expanded blended and digital learning programmes, and continued to graduate public servants who are ready to serve with competence, integrity, and professionalism.

More than 12,000 public servants benefited from short-term training programmes, while over 7,600 graduates completed long-term academic programmes across our six campuses. We expanded our research and consultancy engagements and restored strategic partnerships with key national and regional institutions. These achievements reinforce our mission to drive human capital development and support public service efficiency and accountability.

As we move forward, we are committed to:

- Advancing digital learning and e-government capacity
- Implementing the national roadmap for mandatory career-stage training
- Modernizing learning environments across campuses
- Scaling applied research and institutional advisory services

We remain dedicated to supporting the Government's vision of building a public service that is competent, ethical, innovative, and able to deliver quality services to all citizens.

A handwritten signature in blue ink, which appears to read 'Mabonesho'.

Dr. Ernest Francis Mabonesho
Rector and Chief Executive Officer

PART 1

INSTITUTIONAL PROFILE AND GOVERNANCE

1.1 Historical Background

The Tanzania Public Service College (TPSC) is a national institution mandated to enhance the capacity, professionalism, and performance of the public service in Tanzania. Its origins trace back to two foundational institutions: the Civil Service Training Centre, established in 1963 to support post-independence public administration training, and the Tabora Secretarial College, established in 1972 to develop office support, records management, and administrative competencies. These institutions laid the groundwork for structured public service training and professional development in the country.

TPSC was formally established on 17 August 2000 under the Executive Agencies Act, Cap. 245, through Government Notice No. 473 of 15 December 2000. In 2019, as part of public service reforms led by the President's Office – Public Service Management and Good Governance, the former College was merged

with the Tanzania Global Learning Agency (TaGLA) to expand digital learning access and modern knowledge-sharing platforms. The merger took effect on 31 January 2020 through Government Gazette Notice No. 64, marking a significant transition toward integrated training, research, consultancy, and e-learning for the public sector.

To operationalize its national mandate, TPSC delivers training and capacity-building services through a network of campuses strategically located across the country, namely Dar es Salaam, Tabora, Mtwara, Singida, Mbeya, and Tanga, complemented by the Global Learning Section (GLS), which enables technology-supported learning nationwide. This distributed institutional presence enhances regional accessibility, strengthens service delivery to Ministries, Departments, Agencies, and Local Government Authorities, and supports equitable human capital development across Tanzania.

1.2 Roles and Responsibilities of the College

Area	Key Roles and Responsibilities
Training and Development	<ul style="list-style-type: none">✓ Provide statutory and voluntary training.✓ Expand access through technology-enabled programmes.✓ Facilitate knowledge-sharing aligned with public service needs.
Examinations and Proficiency	<ul style="list-style-type: none">✓ Conduct and coordinate public service examinations and proficiency programmes.
Skills and Leadership Development	<ul style="list-style-type: none">✓ Build management, leadership, administration, and office support skills.
Consultancy Services	<ul style="list-style-type: none">✓ Provide advisory and consultancy services to public institutions.
Research and Knowledge Dissemination	<ul style="list-style-type: none">✓ Conduct applied research and disseminate best practices through publications.
Partnerships and Collaboration	<ul style="list-style-type: none">✓ Strengthen national and international institutional linkages and networks.
Learning Environment	<ul style="list-style-type: none">✓ Provide a conducive, cost-effective learning environment with minimal disruptions.
Policy Promotion and Technology Use	<ul style="list-style-type: none">✓ Promote government policies, continuous learning, and technology adoption.
Accreditation	<ul style="list-style-type: none">✓ Award degrees, diplomas, and certificates to qualified graduates.

1.3 Vision, Mission and Core Values

VISION

To be centre of excellence in facilitating knowledge sharing for quality public service delivery



MISSION

To build the public and private sector capacity and competencies through comprehensive training, applied research consultancy and technology based sharing platforms for delivery of quality services



Figure 1: TPSC Vision and Mission

CORE VALUES

TPSC upholds professional values anchored in:



Figure 2: TPSC Core Values

1.5 Organizational Structure and Governance

TPSC operates under a five-tier governance system that ensures clear oversight and strong operational efficiency. The Minister and the Ministerial Advisory Board (MAB) provide policy direction

and strategic guidance, while the Rector offers overall executive leadership. Senior Management including Deputy Rectors, Directors, Managers, and Campus Directors.

Organizational Structure and Governance (Cont.)

Tier	Composition	Key Responsibility
Tier 1	Minister, PO-PSM&GG	<ul style="list-style-type: none"> Policy oversight and strategic alignment
Tier 2	Ministerial Advisory Board (MAB)	<ul style="list-style-type: none"> Strategic guidance, monitoring and performance oversight
Tier 3	Rector/Chief Executive Officer	<ul style="list-style-type: none"> Executive leadership and operational management
Tier 4	Senior Management Team (Deputy Rectors, Directors, Managers)	<ul style="list-style-type: none"> Academic, research, administrative and training operations
Tier 5	Campus Directors and Heads of Functional Units	<ul style="list-style-type: none"> Service delivery and day-to-day campus operations

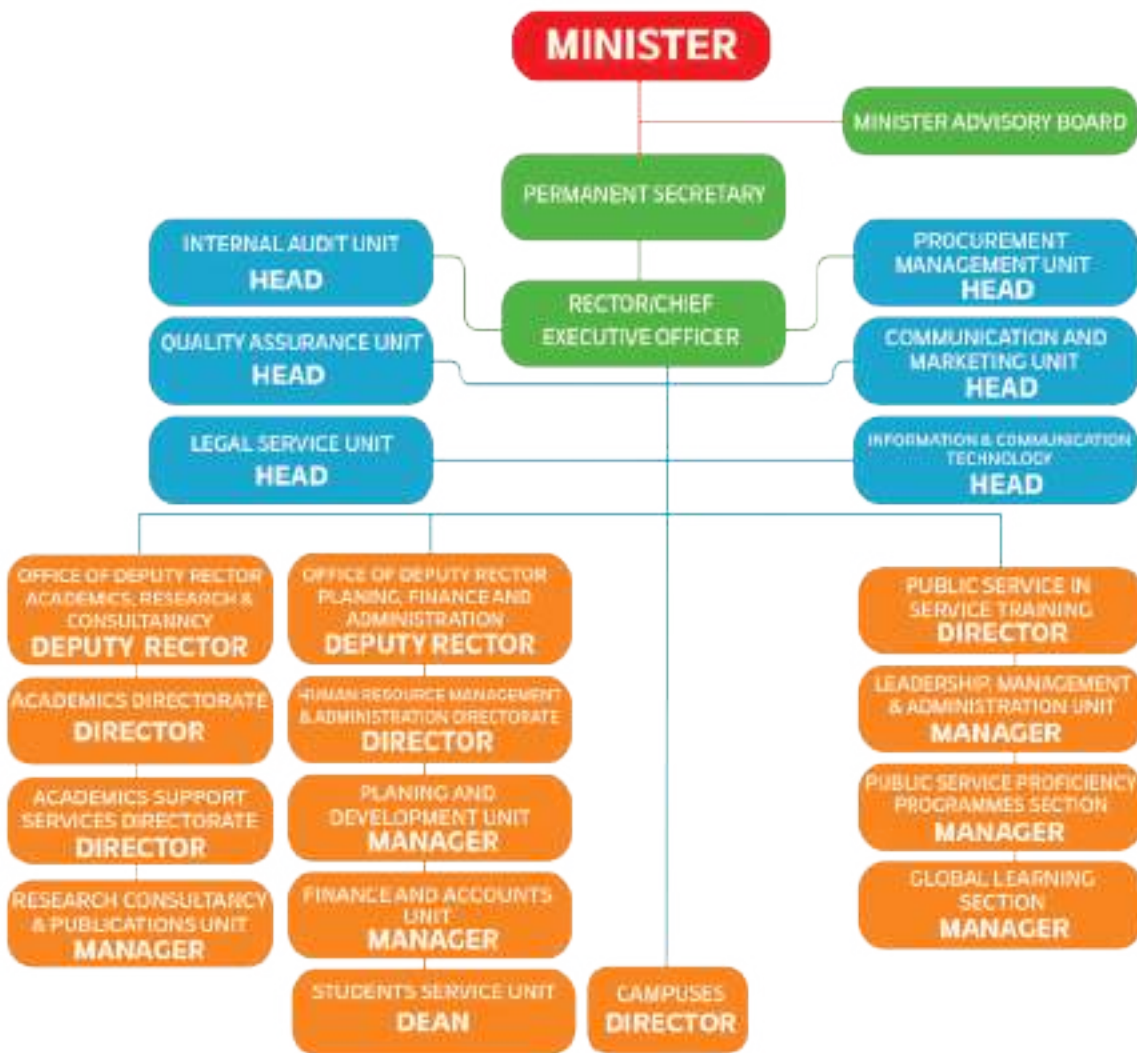


Figure 3: TPSC Organizational Structure

Specialized units reporting to the Rector, such as Internal Audit, Quality Assurance, Legal Services, Procurement, ICT, and Communication, safeguard compliance, quality, and operational effectiveness. Overall, this structure strengthens accountability, enhances coordination, and promotes innovation across TPSC.

MINISTERIAL ADVISORY BOARD



Dr. Ernest F. Mabonesho
Board Secretary



Dr. Florens M. Turuka
Board Chairman



Prof Masoud Muruke
Board Members



Hon. Judge (rtd) Awadh Bawaziri
Board Member



Ms Leila Mavika
Board Member



Ambassador John Ulanga
Board Member



Dr. Faraja Teddy Igira
Board Member

TPSC MANAGEMENT



Dr. Hamisi Amani
Deputy Rector - Academic, Research and Consultancy



Dr. Ernest F. Mabonesho
Rector / Chief Executive Officer



Dr. Charles T. Rwekaza
Acting Deputy Rector - Planning, Finance and Administration



Mr. Elibarick Mushi
Director of Academic Support Services



Mr. Baraka Mwangenga
Director of Human Resource and Administration



Mr. Sijali Korojelo
Director of Public Service in Service Training



Mr. Mussa Lugembe
Campus Director - Dar es Salaam



Mr. Saidy Nzagamba
Campus Director - Mbeya



Dr. Joseph S. Mbwilllo
Campus Director - Tabora



Dr. Emmanuel Tandika
Campus Director - Singida



Ms. Zawadi Rashid
Campus Director-Tanga



Ms. Juslina Tuzza
*Campus Director-Mtwara
Campus*



Mr. Fadhili Mtinda
*Acting Manager of
Leadership, Management
and Administration*



Ms. Zena Hussein
*Manager - Global Learning
Section*



Ms. Mwanaidi Mdee
*Planning and Development
Manager*



CPA. Steven Sibuti
*Finance and Accounts
Manager*



Ms. Mariam M. Kuhenga
*Manager of Research,
Publication and Consultancy*



Mr. Jovinus Christopher
*Head, Procurement
Management Unit*



Mr. Hermes A. Assenga
Head of ICT Unit



CPA Freddy G. Chuwa
Head of Internal Audit



Dr. Gerald J. Kondowe
*Head of Quality Assurance
Unit*



Ms. Felister Akonaay
*Acting Head of Legal
Services Unit*



Mr. Shakiru Abdulkarim
*Head of Communication and
Marketing Unit*

PART 2

TPSC FIVE-YEAR STRATEGIC FRAMEWORK (2021/22–2025/26)

Tanzania Public Service College is guided by the Five-Year Strategic Plan (2021/22 – 2025/26), which provides the institutional roadmap for developing a capable, ethical, innovative, and citizen-centered

public service. The Plan aligns TPSC’s core functions with national development priorities and the evolving needs of the public sector workforce.



Figure 4: TPSC Strategic Alignment Framework

2.1 Strategic Objectives and Performance Progress (2023/24)

The implementation of the Strategic Plan (2021/22–2025/26) is guided by six strategic objectives. The table below links each objective to the corresponding progress and results achieved in the 2023/24 financial year.

Strategic Objective	Focus Area (Shortened)	2023/24 Key Progress and Achievements (Shortened)
A. Health and Wellbeing of Staff Strengthened	HIV/AIDS awareness, NCD prevention, wellness support	i. Wellness activities implemented. ii. HIV/AIDS and NCD sensitization are integrated into staff programmes to promote a healthy workforce.
B. National Anti-Corruption Strategy Strengthened	Governance, ethics, and integrity promotion	i. Ethics and integrity content mainstreamed in leadership and HR training ii. improved awareness of accountability and anti-corruption practices.
C. Capacity Building for Public Servants Enhanced	Short/long-term training, certification, curriculum review	i. 12,387 officers trained in Leadership Management & Administration programmes ii. 7,654 graduates produced. iii. 10 short courses updated iv. 4 new leadership programmes introduced
D. Institutional Capacity to Deliver Services Improved	HR development, facilities & ICT systems	i. ICT systems upgraded ii. staff trained in CBET iii. progressive improvements in administrative and teaching facilities
E. Strategic Partnerships Expanded	National, regional & international collaboration	i. Partnerships strengthened with IPA, IJA, LGTI ii. New Partnerships initiatives with Kenya School of Government and South African National School of Government in progress
F. Financial Sustainability Enhanced	Revenue diversification, efficiency, new delivery models	i. Increased revenue from short courses and consultancy ii. GLS digital learning reached 2,657 officers, reducing costs and widening access.

2.2 Strategic Priorities (2021/22–2025/26)



Figure 5: TPSC Strategic Priorities (2024–2025 and beyond)

PART 3

DELIVERY OF CORE FUNCTIONS AND INSTITUTIONAL PERFORMANCE

In 2023/24, the Tanzania Public Service College stood at the heart of shaping a modern, ethical, and service-driven public sector. Through its training programmes, advisory services, research, and

digital learning platforms, the College empowered thousands of public servants and future leaders with the knowledge, skills, and values required to deliver better services to citizens.

3.1 Long-Term Training

The Tanzania Public Service College continued to strengthen the capacity of current and future public servants through long-term academic programmes offered across its six campuses.

3.1.1 Student Enrolment Trends

In 2023/24, TPSC enrolled 11,255 students in Certificate, Diploma, and Bachelor programmes, reflecting sustained national demand and renewed trust in its academic pathways. The growth also marks a positive recovery from the previous year, reaffirming the College's relevance in Tanzania's human capital development.

The figure 6 shows the distribution of students across the three academic levels.

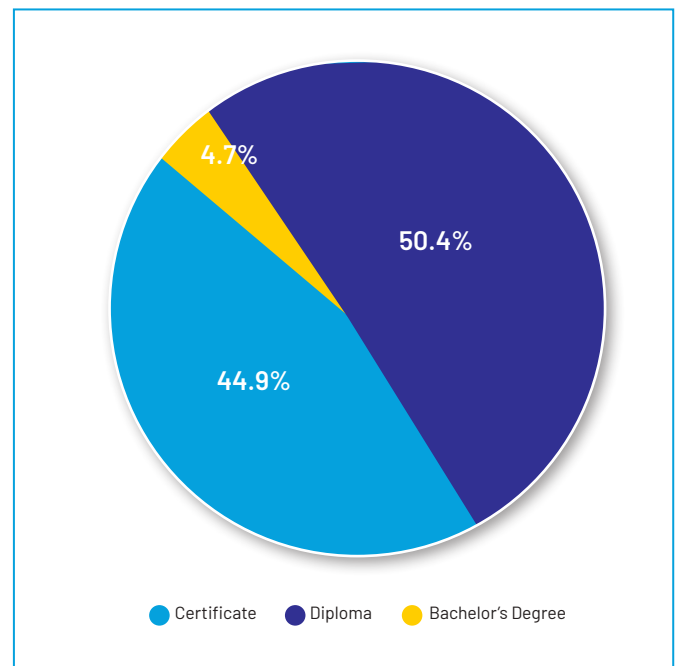


Figure 6: Student Enrollment by Academic Level

The bar chart (below) shows student enrolment by gender across Certificate, Diploma, and Bachelor levels. Certificate programmes enrolled 1,795 males and 3,258 females (5,053 total); Diploma programmes enrolled 2,015 males and 3,653 females (5,668 total); and Bachelor programmes enrolled 139 males and 395 females (534 total).

Overall, there were 3,949 males and 7,306 females, totaling 11,255 students.

Female enrolment is higher at all levels, with the highest numbers in Diploma and Certificate programmes and the lowest at the Bachelor level.

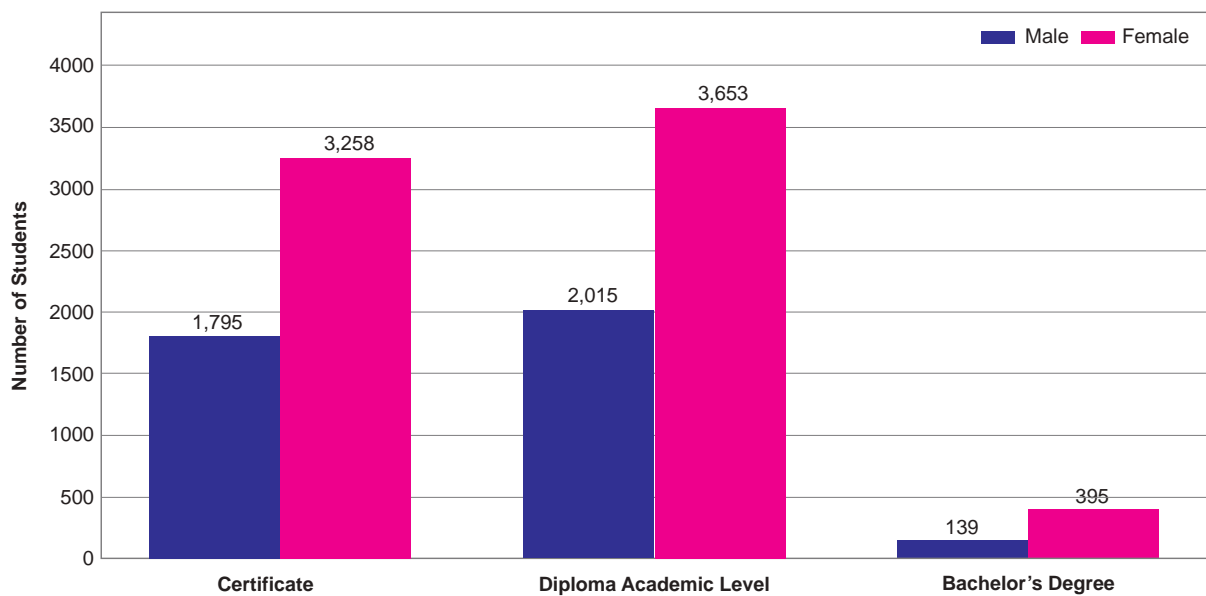


Figure 7: Student Enrollment by Gender

3.1.2 Programme Distribution and Reach

The College leads in training for Records, Archives and Information Management and Secretarial Studies, key areas that enhance transparency and institutional memory in Government. Strong

enrolment in Public Administration, HRM, and Procurement & Supplies further equips graduates to serve effectively across public institutions.

3.1.3 Gender Participation and Inclusivity

Women continue to play a defining role in shaping the future of Tanzania's Public Service. In 2023/24, women made up 65% of total enrolment, highlighting progress in promoting their participation in leadership and administrative fields. Women

dominated Records and Secretarial programmes, while men remained strong in Public Administration and HRM, with more men now entering traditionally female-dominated areas, showing shifting gender norms.

3.1.5 Graduation and Workforce Contribution

A total of 7,654 students graduated during the 38th and 39th ceremonies, now serving in key roles across various government and public sectors, thereby

enhancing service delivery, administrative efficiency, and ethical leadership in public institutions.

3.1.6 National Impact

Through long-term training, TPSC continues to build a competent and ethical public workforce, strengthen Government service delivery systems, support modernization and digital governance efforts, and promote gender equity and youth participation in

national development. The strong enrolment and completion trends recorded this year reaffirm the College's position as the nation's leading institution for public service professionalization and capability development.

3.2 Public Service Skills Development & Capacity Building

In 2023/24, the Tanzania Public Service College strengthened public servants' skills, ethics, and performance through short-term training offered across its campuses and the Global Learning Section (GLS). These short courses remain central to advancing continuous professional development and fostering a culture of lifelong learning aligned with national priorities.

3.2.1 Performance Overview

2023/24 training performance is summarized as follows:

- **Total participants:** 12,387 trained against a target of 12,828 (**96.6%** performance).
- **Leadership & Management (LMA):** Target 7,249; trained 8,204 (**113.2%** – exceeded target).
- **Induction Training:** Target 3,400; trained 2,212 (**65.1%**).
- **PSE Review Classes:** Target 1,529; trained 1,389 (**90.8%**).
- **Video Conference Trainings:** Target 250; trained 295 (**118.0%** – exceeded target).
- **Global Dialogues:** Target 400; trained 287 (**71.8%**).

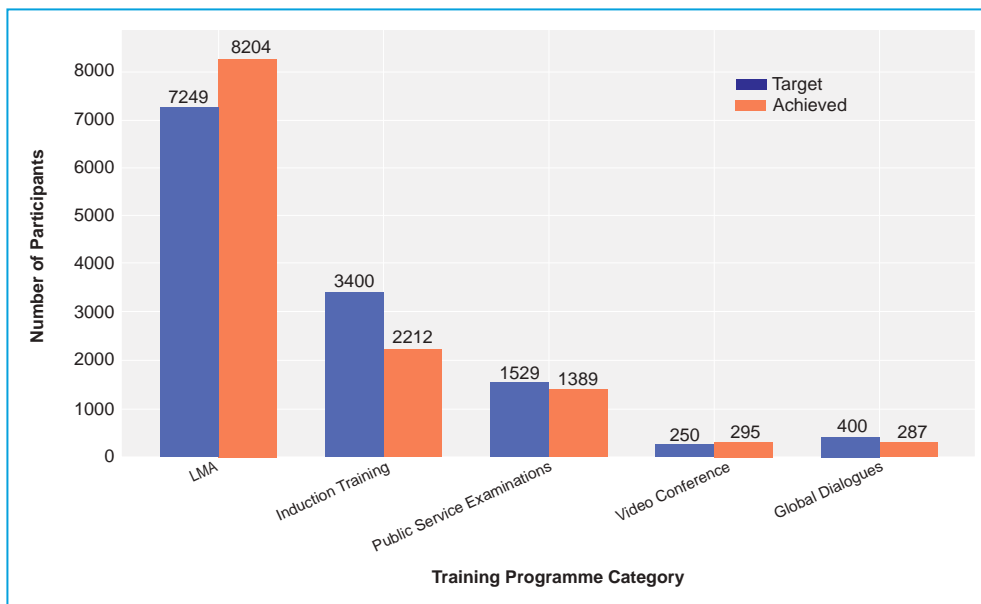


Figure 8: Overall Training Programme Performance

Leadership and Management programmes recorded the highest demand, reflecting the Government's sustained commitment to promoting ethical leadership, accountability, and improved service delivery. Induction Training also remained vital in instilling core public service values and work culture among newly recruited officers; however, the participation levels suggest a need for stronger institutional enforcement to ensure broader compliance in the future.

3.2.2 Campus-Based Performance

The distribution of trained participants across TPSC campuses and the Global Learning Section (GLS) during the reporting period is as follows:

Dar es Salaam Campus:	5,126 participants	(41.4%)	Singida Campus:	1,510 participants	(12.2%)
Global Learning Section (GLS):	2,657 participants	(21.4%)	Tanga Campus:	1,329 participants	(10.7%)
			Tabora Campus:	819 participants	(6.6%)
			Mtwara Campus:	620 participants	(5.0%)
			Mbeya Campus:	326 participants	(2.6%)

The distribution by campuses is indicated in the diagram below:

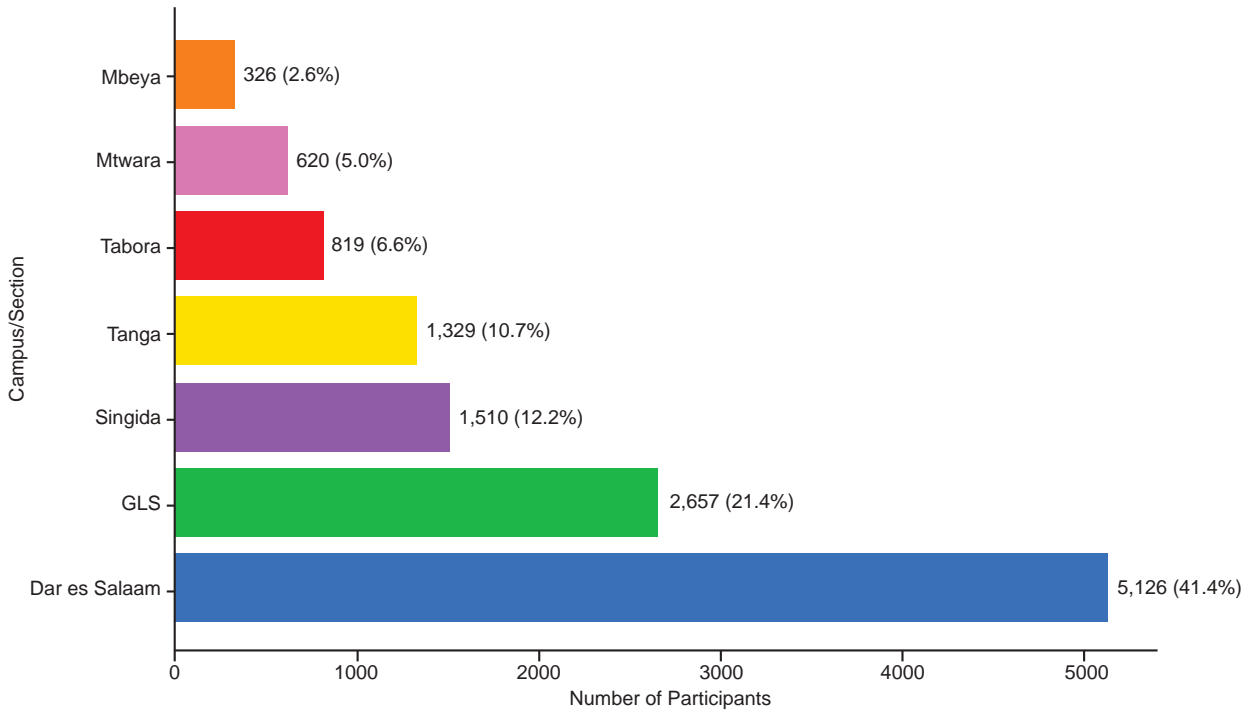


Figure 9: Training Performance by Campus

3.2.3 Major Capacity Building Focus Areas

Induction courses strengthened foundational public service values, while pre-retirement programmes aligned with Government's commitment to dignified career transition.



Figure 10: TPSC Major Capacity Building Areas

3.2.4 Key Institutional Clients Served

During the reporting period, over 120 public institutions benefited from TPSC short courses. Notable high-volume participants include Rural Water Supply and Sanitation Agency (RUWASA) with 191 trainees, followed by the Tanzania Teachers’ Union (CWT) with 187 and the Tanzania Revenue Authority (TRA) with 126 participants. The Regional Administrative Secretary-Kagera had 115 participants, while the Tanzania National Roads Agency (TANROADS) had 111. Other notable participants included Benjamin Mkapa Hospital with 76 trainees, the Occupational Safety and Health Authority (OSHA) with 68, the Institute of Finance Management (IFM) with 63, and the Tanzania Bureau of Standards (TBS) with 57 participants. The figure below indicates this distribution clearly:

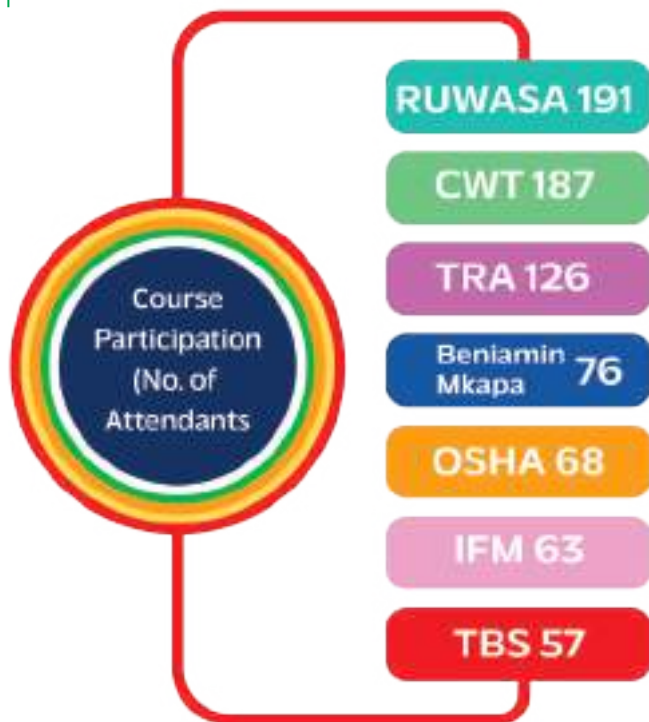


Figure 11: Key Clients Served in 2023/24

This wide institutional engagement reflects TPSC’s role as a national capacity-building partner supporting improved governance and service delivery at all levels.

3.2.5 National Impact

Short-term training programmes contributed significantly to:

- a) Strengthening leadership accountability and ethical conduct
- b) Enhancing organizational performance and service delivery
- c) Supporting decentralization and frontline service management
- d) Expanding digital learning access through GLS
- e) Preparing officers for Public Service Examinations and promotions

These achievements reinforce TPSC’s strategic purpose in advancing the Tanzania Public Service Reform and improving public administration capacity across the sector.

3.3 Research, Publications and Consultancy Performance

In 2023/24, Tanzania Public Service College enhanced its role as a national knowledge Centre by expanding applied research, publications, and consultancy services. These efforts supported evidence-based decision-making, public sector reforms, and modernization, strengthening the College’s position as a strategic partner in advancing professional standards and administrative innovation.

3.3.1 Applied Research for Public Sector Improvement

TPSC’s research agenda prioritizes practical studies that address emerging governance and public management challenges. During the year, research supported policy dialogue, informed curriculum review, and provided insights on workplace behavior and institutional performance.

Key research conducted included:

RESEARCH TITLE

Conflicts Among Presidential Appointees at Local Government Level

LEAD UNIT/CAMPUS

TPSC HQ

PURPOSE AND IMPACT

Examined causes of administrative conflicts and recommended coordination frameworks to enhance unity, accountability, and effective service delivery at district and council levels.

RESEARCH TITLE

Implementation of Staff Induction Training in Public Service: Challenges and Solutions

LEAD UNIT/CAMPUS

TPSC HQ

PURPOSE AND IMPACT

Assessed legal and institutional frameworks for induction, identified compliance gaps, and proposed a strengthened mandatory training approach to improve professionalism and ethical conduct in government.



Figure 12: TPSC Key Research Areas

3.3.2 Academic Publications and Knowledge Dissemination

During the reporting period, TPSC staff contributed 14 publications in local and international peer-reviewed journals, conference proceedings, and institutional working papers. Key thematic areas covered included performance management and motivation in the public service, digital transformation with a focus on e-records and information governance, public administration systems reform, workplace ethics, customer service and accountability, as well as financial and economic development analysis.

These publications enhance TPSC’s academic visibility, advance national professional knowledge, and reinforce the College’s thought leadership role in public service management. The College also continued publication of the Journal of Public Sector Management, providing a platform for researchers and practitioners across government and academia.

3.3.3 Consultancy Services to Government Institutions

TPSC delivered **seven consultancy assignments** supporting institutional restructuring, service delivery improvement, and digital readiness across public institutions.

These projects strengthened organizational systems, documentation culture, and workforce capability.

Client Institution	Consultancy Focus	Outcome/Impact
Tobacco Research Institute (TORITA)	Customer Satisfaction Survey	Improved client service feedback systems and service standards.
College of Business Education (CBE)	Keyword Filing System Introduction	Modernized document classification and strengthened e-office readiness.
TANESCO – Kibaha & Tabora Offices	Records Management System Improvement	Enhanced registry organization, retrieval efficiency, and accountability.
Mbeya Water Supply & Sanitation Authority	Records System Review	Streamlined records handling and strengthened institutional memory.
Muhimbili National Hospital (MNH)	Training Needs Assessment	Informed targeted capacity-building priorities aligned with institutional goals.
Open University of Tanzania (OUT)	Training Needs Assessment	Developed structured skill development framework for performance improvement.

These consultancy engagements contributed to modernizing administrative systems, strengthening institutional governance, and supporting national digital transformation agendas.

3.3.4 National Value and Strategic Impact

Through its research, publications, and consultancy services, TPSC continues to serve as a trusted advisor to Government institutions, a source of professional knowledge that informs policy and practice, a champion of modernization and digital recordkeeping, and a catalyst for evidence-

based decision-making in the public sector. This work directly supports the Public Service Reform Programme (PSRP), the National Digital Government Strategy, and various performance and accountability frameworks across MDAs and LGAs.

3.4 Innovative Learning through GLS

To advance digital transformation in public service capacity building, Tanzania Public Service College continued to scale its Global Learning Section (GLS) as the national hub for technology-enabled training, knowledge exchange, and blended learning. GLS plays a strategic role in enabling public servants to learn **anywhere, anytime**, while reducing costs and minimizing work disruptions, supporting modern governance and efficient service delivery.

3.4.1 GLS Role and Strategic Positioning

GLS advances TPSC’s commitment to modern, digitally enabled learning by expanding professional development access, supporting knowledge exchange, offering cost-effective and blended training

models, and advising institutions on digital learning systems, strengthening TPSC’s role as Tanzania’s leader in public service e-learning.

3.4.2 Key Services Offered

GLS offers a suite of services designed to make public service training more accessible, flexible, and collaborative:



Figure 13: GLS Offered Services

These platforms continue to expand digital learning accessibility to regions that traditional training outreach does not easily reach.

3.4.4 Collaboration and Institutional Reach

The beneficiaries of these services include Ministries and Independent Departments, Local Government Authorities, the Judiciary and Law Enforcement sectors, institutions in Health, Transport, and Public Finance, as well as universities, training bodies, and regulatory authorities. GLS also continued **international technical exchanges** with peer institutions, reinforcing Tanzania’s position in the **global knowledge sharing network** for public service development.

3.4.5 National Impact

Through its digital learning platforms, GLS has expanded access to professional development for remote and underserved regions, reduced institutional costs by minimizing travel and accommodation needs, improved service continuity by enabling officers to learn without leaving their duty stations, and strengthened national readiness for e-Government transformation. As a result, GLS has become a key national driver of digital learning culture, supporting Tanzania’s transition toward a modern, technology-driven public service.

3.4.3 Performance Highlights (2023/24)

During the year under review, the Global Learning Section (GLS) significantly advanced national training by engaging public servants through video-conferencing, global dialogues, and online and blended platforms. This reflects the growing acceptance of digital learning, wider use of remote technologies, and greater efficiency in government training delivery. Overall, GLS continues to expand inclusive access, lower training

costs, and support the Government’s transition to a modern, digitally enabled public service learning environment.

ACTIVITY	NUMBER OF PARTICIPANTS	PERFORMANCE (%)
Video Conference Courses	295	118% of annual target
Global Dialogues	287	71.8%
Online & Blended Training Participation	2,657 Officers trained	21.5% of total College training

Figure 14: GLS Performance in 2023/24

PART 4

STUDENTS AND STAFF PROFILE

The strength of the Tanzania Public Service College lies in its people, the students who represent the future of the nation's public service and the dedicated staff who guide and support them.

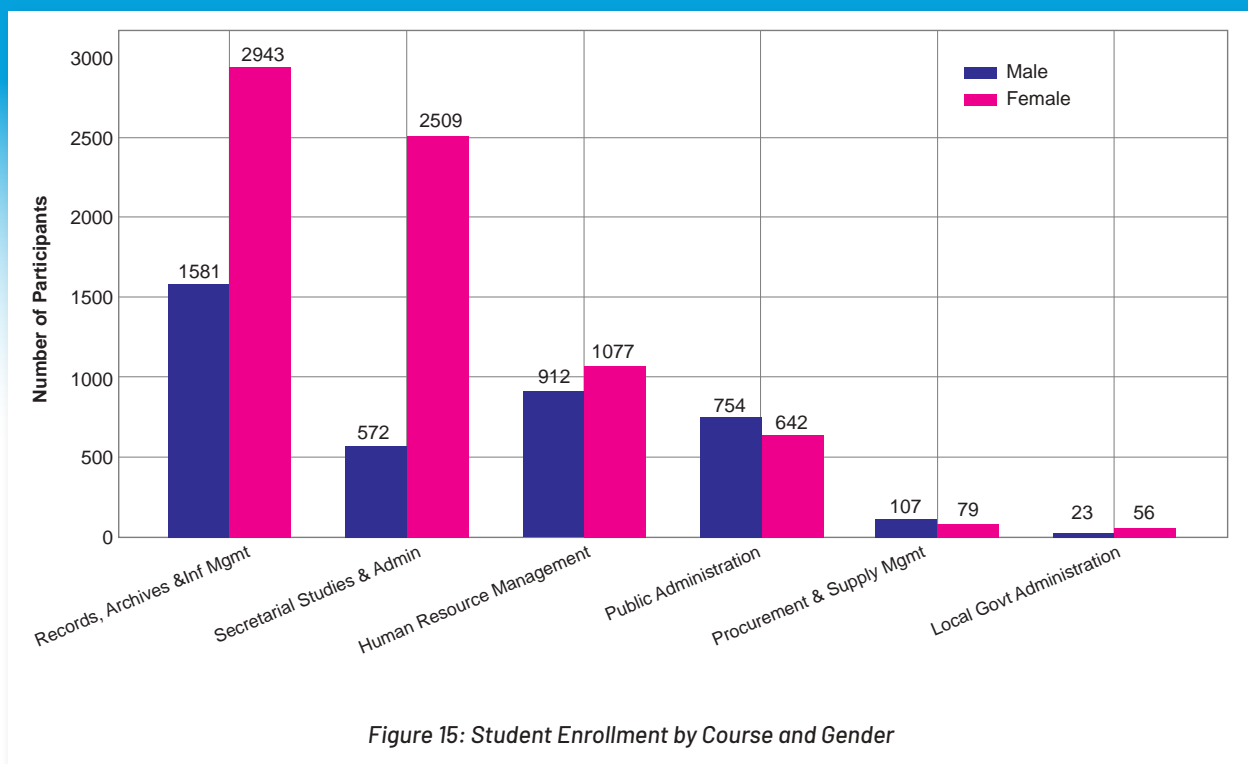
In 2023/24, the College fostered an inclusive, professional, and growth-oriented learning community across all campuses.

4.1 Student Enrolment and Gender Profile

In 2023/24, 11,255 students were enrolled across six programmes, with women making up 65% (7,306) of participants. The largest enrolments were in Records, Archives & Information Management (4,524) and Secretarial Studies & Administration (3,081). Men were more

represented in Public Administration (1,396), Human Resource Management (1,989), and Procurement (186).

As shown in the graph below, these trends highlight women's growing leadership in public service professions and progress toward national equity goals.



4.2 Staff Profile and Development

4.2.1 Staff Establishment and Workforce Composition

As of June 2024, the institution had a total of **339 staff members** **218 academic** and **121 administrative** with the majority being **permanent and pensionable (274)**, supported by **63 associate/part-time staff** and **2 on short-term contracts**; academic staff formed the largest share, reflecting a stable and predominantly permanent workforce, though the **Academic Staff-to-Student Ratio of approximately 1:49** highlights the need to expand faculty capacity to meet **NACTVET quality standards** and accommodate growing enrolment levels.

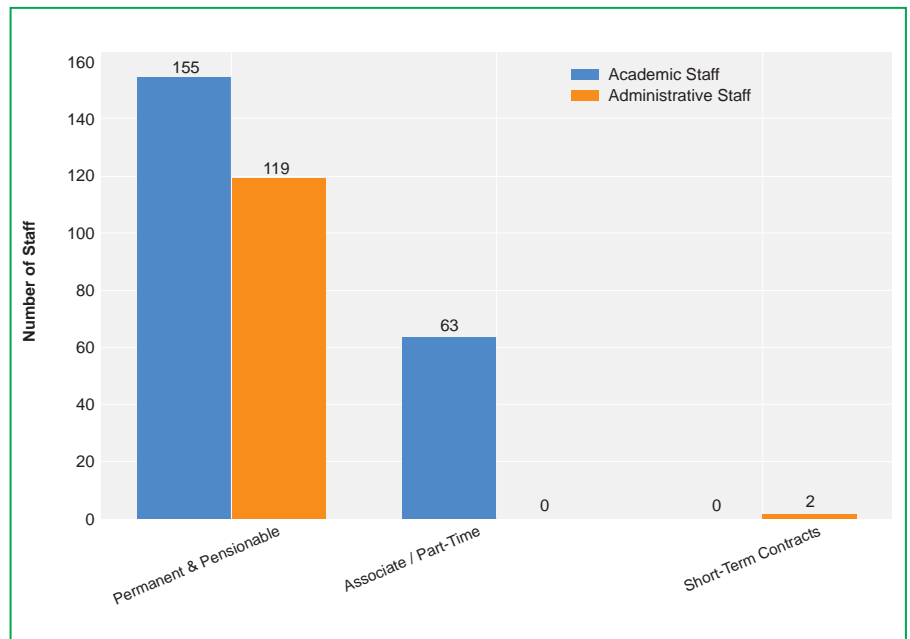


Figure 16: TPSC Staff Distribution

4.2.2 Staff Development and Capacity Enhancement

TPSC strengthened academic and professional capacity through targeted staff development. Twenty-nine staff members advanced their qualifications (5 PhDs, 19 masters', 5 bachelor's completions), and all academic staff undertook CBET pedagogical training

to enhance teaching quality. The College also delivered institution-wide training on health awareness, governance and ethics, and workplace wellness, reinforcing professional standards and improving the student support environment.

4.2.3 A Learning Community Built on Purpose and Service

The 2023/24 academic year reaffirmed TPSC as a national center for professional formation, a community rooted in ethical public service, and a platform for inclusive, lifelong learning. Students trained at TPSC will become key contributors to Tanzania's public administration system, serving






as records and information stewards, public administrators, HR professionals, local government leaders, strategic support officers, and policy advisors. Their roles will help shape the future of effective and ethical governance in the country.

PART 5

KEY ACHIEVEMENTS AND CROSS-CUTTING ISSUES

In 2023/24, TPSC renewed momentum through stronger training, partnerships, and digital innovation. The College advanced capacity-building initiatives and professional development. These efforts are aligned with national transformation goals, as shown in the achievements below: -

5.1 Key Achievements

Achievement Area	Key Highlights and Impact
 Training and Impact	TPSC trained 12,387 officers through short-term programmes and graduated 7,654 students into public service. Leadership and management courses surpassed targets, reinforcing professional values and ethics.
 Strategic Partnerships	Deepened collaboration with IPA Zanzibar and IJA , and forged new ties with the Kenya School of Government and South Africa's NSG . Joint efforts with TAMISEMI and LGTI trained Executive Officers across 18 regions .
 Digital Learning & Innovation	The Global Learning Section enabled 2,657 officers to access blended and online programmes, reducing costs and expanding reach, thereby supporting national goals for a digitally enabled government.
 Project Development	Prepared major proposals, including a National Financial Literacy Programme with the Bank of Tanzania, a digital training platforms initiative, and a capacity-building programme submitted for government funding.
 Public Visibility & Engagement	Enhanced visibility through TV, radio, social media, national exhibitions, and dissemination of the Short-Term Training Calendar to over 260 institutions .

12,387

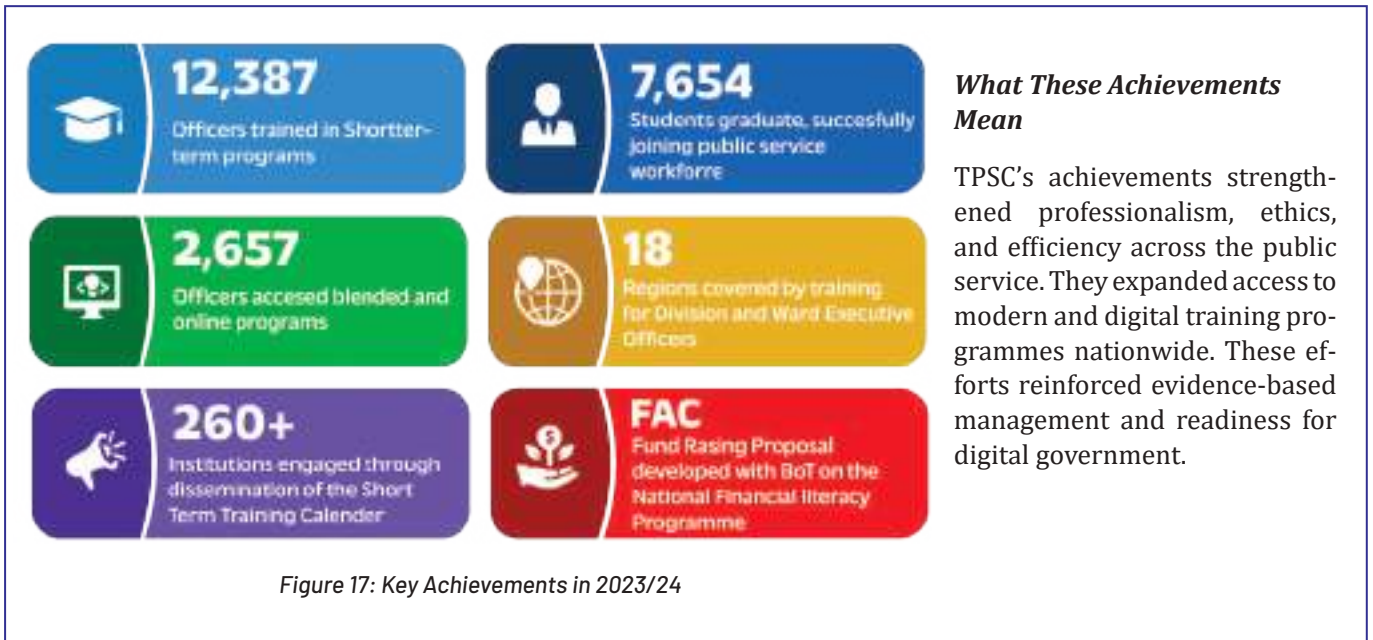
Officers trained through short-term programmes

1,654

Students graduated into public service

2,657

Officers accessed blended and online programmes through GLS



5.2 Cross-Cutting Issues

In 2023/24, TPSC strengthened its commitment to inclusive, ethical, and sustainable capacity development by integrating key cross-cutting priorities across training, operations, and strategic initiatives, as outlined below:

- A. **Gender Equality and Women’s Advancement:** Women made up 65% of long-term enrolments, particularly in Records and Governance, and training incorporated gender-responsive leadership, anti-harassment awareness, and inclusive decision-making in line with the National Gender Policy.
- B. **Digital Transformation and E-Learning Expansion:** Over 2,600 officers accessed online, blended, and video-conference training, supported by expanded ICT labs and virtual facilities, with institutions receiving technical assistance to strengthen e-learning adoption.
- C. **Workplace Well-being, Health and Safety:** TPSC promoted safe and healthy learning environments through HIV/AIDS and NCD sensitization, strengthened anti-corruption awareness, and reinforced safety, gender, and harassment prevention measures across campuses.
- D. **Alignment with National Development Priorities:** Programmes contributed to Vision 2025, supported FYDP III through efficiency and digital transformation, reinforced Public Service Reform on ethics and professionalism, and advanced SDG 4 and SDG 16.


PART 6

FINANCIAL PERFORMANCE AND COMPLIANCE

The Tanzania Public Service College continued to demonstrate strong financial stewardship and adherence to public finance regulations during the 2023/24 financial year. The College maintained

sound financial management practices, ensured transparent use of public resources, and achieved full compliance with statutory audit and reporting requirements.

THE UNITED REPUBLIC OF TANZANIA TANZANIA PUBLIC SERVICE COLLEGE (TPSC) FINANCIAL STATEMENT FOR THE YEAR ENDED 30 JUNE 2024			
STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2024			
	Note	2024 TZS	2023 TZS
ASSETS			
Current Assets			
Cash and Cash Equivalents	62	606,769,062	689,796,067
Inventories	70	212,996,075	129,493,008
Prepayments	69	207,883,999	200,000,000
Receivables	67	455,341,855	177,356,063
Total Current Assets		1,482,954,971	1,509,515,058
Non-Current Assets			
Intangible Assets	78	55,914,062	59,802,516
Property, Plant and Equipment	77	26,182,438,998	26,323,016,737
Work In Progress	82	1,318,263,767	1,330,819,750
Total Non-Current Assets		28,154,616,827	27,713,861,100
TOTAL ASSETS		29,637,571,798	29,223,376,158
LIABILITIES			
Current Liabilities			
Deferred Income	93	0	45,179,868
Deposits	94	48,149,656	14,538,653
Payables and Accruals	89	366,702,714	418,467,913
Total Current Liabilities		414,852,370	478,076,334
Non-Current Liabilities			
Payables and Accruals (Long Term)	109	3,051	0
Total Non-Current Liabilities		3,051	0
TOTAL LIABILITIES		414,855,421	478,076,334
Net Assets		29,222,716,381	28,745,299,825
EQUITY			
Capital Contributed by:			
Taxpayers/Share Capital		5,813,426,000	5,813,426,060
Accumulated Surpluses / Deficits		23,409,290,381	22,931,899,925
TOTAL NET ASSETS/EQUITY		29,222,716,381	28,745,299,825


DR. ERNEST FRANCIS MABONESHU
 ACCOUNTING OFFICER

31/08/2024
 Date

Figure 18: TPSC Financial Statement for 2023/24

6.1 CAG Audit Opinion

The Controller and Auditor General (CAG) independently audited TPSC's financial statements for the year ending 30 June 2024 and issued an Unqualified (Clean) Audit Opinion, confirming that the statements fairly and accurately reflect the College's financial position. This outcome demonstrates strong internal controls, full compliance with the Public Finance Act, proper management of public resources, and adherence to IPSAS standards.

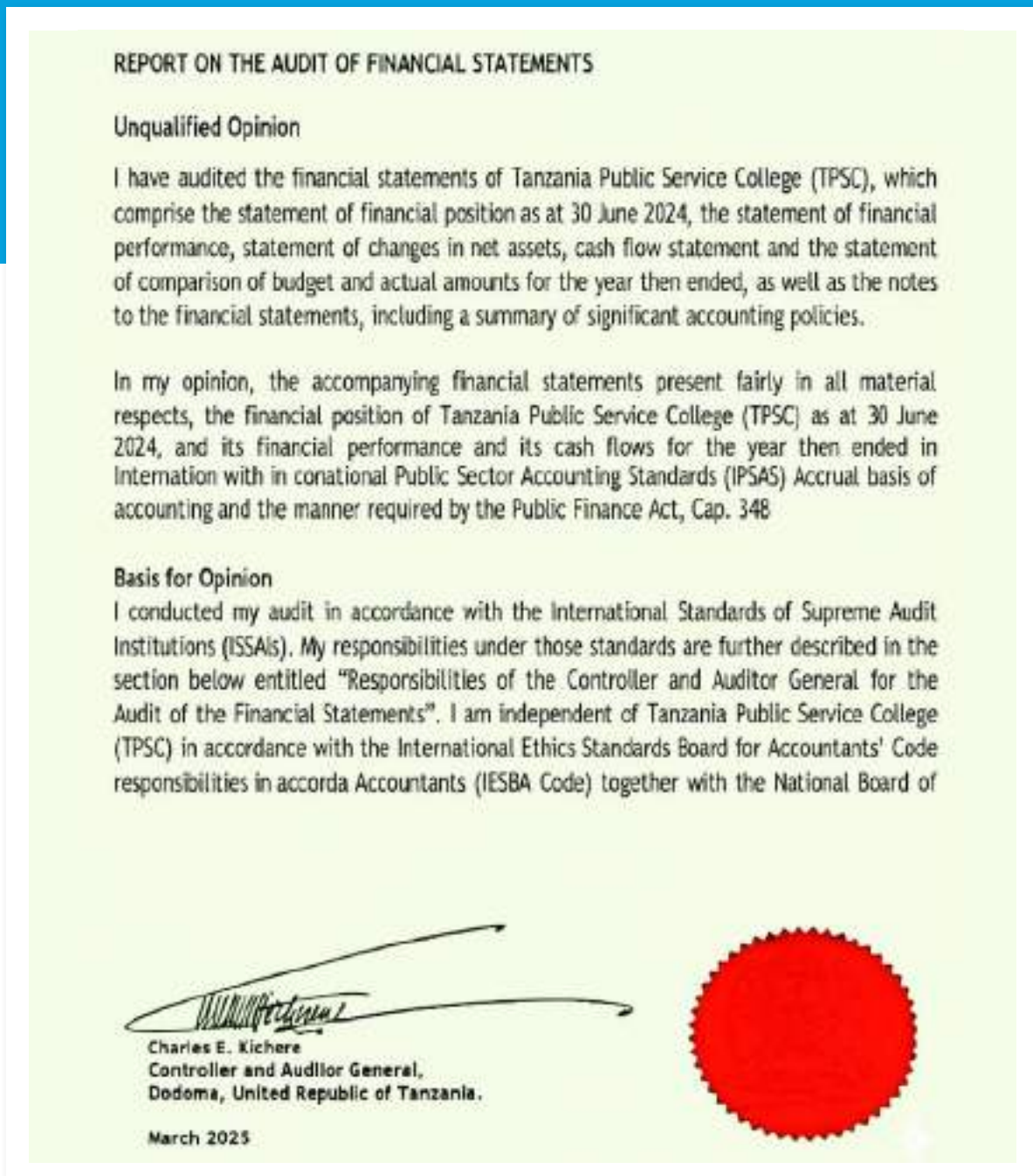


Figure 19: CAG Audit Opinion 2023/24

6.2 Financial Governance and Compliance

TPSC ensured compliance with:

Regulatory Requirement	Oversight Institution	Status
Public Finance Management Systems	Ministry of Finance	Fully Compliant
Government Auditing Standards	CAG / ISSAIs	Fully Compliant
Government Procurement Procedures	PPRA Act & Regulations	Fully Compliant
Budget Formulation & Execution Guidelines	MOF & PO-PSM&GG	Fully Compliant

Regular internal audit reviews and quarterly financial reporting strengthened transparency and institutional accountability.

6.3 Revenue Sources and Composition

TPSC is financed through **Government subventions and internally generated revenues** from long-term training, short courses, consultancy services, and facility or ICT service charges. This diversified structure supports financial sustainability and reduces dependence on Government funding.

Long-term training contributes **42.8%** of total revenue, followed by **Government subventions (31%)** and **short courses (20.3%)**, while **consultancy services (2.8%)** and **facility and ICT service charges (0.7%)** provide smaller shares.

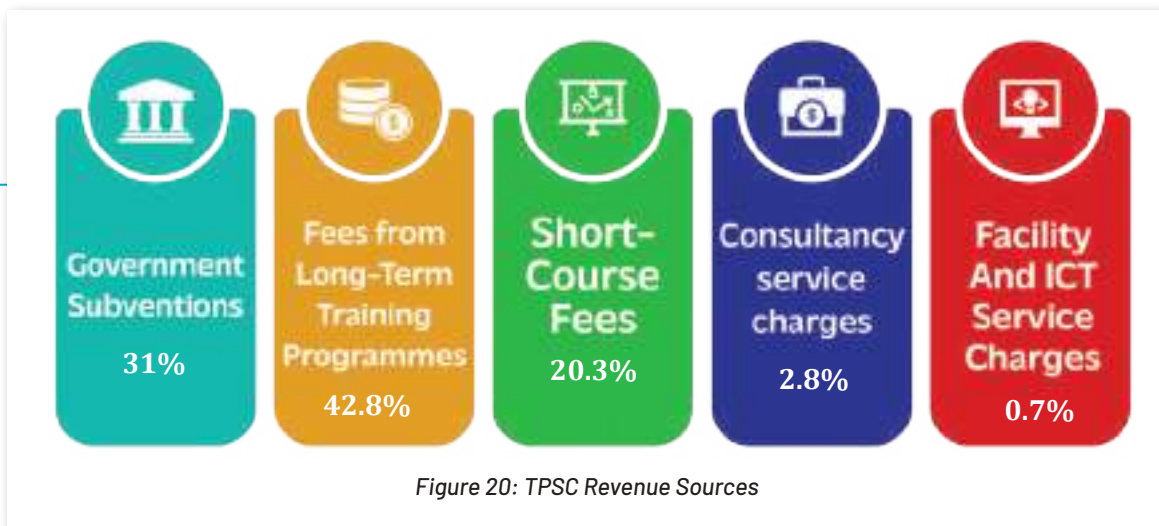


Figure 20: TPSC Revenue Sources

6.4 Expenditure Priorities

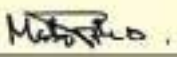
Funds were strategically directed toward training delivery, academic quality improvement, staff welfare and development, campus operations, and ICT infrastructure upgrades. The College also

implemented cost-control measures to ensure efficient and responsible use of resources across all campuses.

**THE UNITED REPUBLIC OF TANZANIA
TANZANIA PUBLIC SERVICE COLLEGE (TPSC)
FINANCIAL STATEMENT FOR THE YEAR ENDED 30 JUNE 2024**

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2024

<i>Classification of Expenses by Nature</i>		2024	2023
	Note	TZS	TZS
REVENUE			
Revenue			
Fair value Gains on Assets and Liabilities	24	1,495,083	0
Other Revenue	31	321,906,083	393,408,152
Revenue from Exchange Transactions	17	14,802,102,425	15,203,094,856
Revenue Grants	16	6,706,981,446	5,883,537,037
Total Revenue		21,832,485,037	21,483,040,045
TOTAL REVENUE			
EXPENSES AND TRANSFERS			
Expenses			
Depreciation of Property, Plant and Equipment	37	666,773,885	623,187,363
Expected Credit Loss	54	857,317	237,737,165
Maintenance Expenses	36	314,774,852	291,323,389
Other Expenses	52	468,689,826	448,016,606
Use of Goods and Service	35	6,032,157,457	6,972,584,888
Wages, Salaries and Employee Benefits	34	13,831,815,144	12,631,908,480
Total Expenses		21,315,068,481	21,210,657,891
Transfer			
Other Transfers	60	40,000,000	0
Total Transfer		40,000,000	0
TOTAL EXPENSES AND TRANSFERS			
		21,355,068,481	21,210,657,891
Surplus		477,416,556	272,382,154


DR. ERNEST FRANCIS MABONESHU

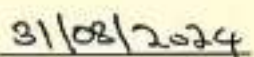

 Date

Figure 21: TPSC Expenditures in 2023/24

6.5 Financial Sustainability Outlook

TPSC's financial position remains stable, supported by steady enrolment in long-term programmes, increasing demand for short professional courses, growing uptake of e-learning through the Global Learning Section, and an expanded consultancy portfolio across public institutions. To strengthen long-term sustainability, the College will prioritize demand-driven training expansion, scale digital learning to lower delivery costs, increase consultancy engagements with MDAs and LGAs, modernize facilities to attract regional clients, and

deepen partnerships for donor and development financing.

The 2023/24 financial year showcased strong financial stewardship at TPSC, with full compliance and a clean audit rating. These results reinforce the College's credibility as a trusted public institution. All resources remain focused on strengthening public service capacity, improving learning environments, and advancing national development priorities.

6.6. Compliance, Risk, and Quality Assurance

Audit and Risk Management

Strong internal controls include audits, quarterly reporting, and annual submissions to the CAG. In 2023/24, TPSC earned a Clean Audit Opinion, supported by an Annual Risk Register and RiskBased Audit Plan.

Quality Assurance and Regulatory Compliance

Academic and training quality is safeguarded through monitoring and compliance with NACTVET, TCU, POPSM&GG, and internal committees. The Quality Assurance Unit and campus officers ensure standards, curriculum relevance, and strong student experience.

Legal and Ethical Governance

TPSC upholds ethical leadership, workplace integrity, and compliance with anticorruption and education regulations. Frameworks safeguard staff and students, ensure responsible resource use, and reinforce public confidence in the College's role.

PART 7

CHALLENGES, LESSONS LEARNED, AND FUTURE PRIORITIES

Despite notable progress during the 2023/24 financial year, the Tanzania Public Service College encountered several internal and external challenges that influenced programme implementation, institutional development, and training reach. These challenges have provided important lessons that will guide strategic action in the coming year.

7.1 Key Challenges

Challenge	Description	Impact
Limited Enforcement of Mandatory Training Programmes for Public Servants	Mandatory training is currently confined to Induction (for all newly employed public servants) and Proficiency/Public Service Examinations, which apply only to a limited number of approved cadres.	Reduced participation in key capacity-building programmes and limited continuous professional development.
Financial Constraints	Limited resources slowed implementation of development and modernization initiatives.	Delayed campus rehabilitation, limited digital infrastructure expansion, and slowed staffing improvements.
Aging Learning Infrastructure	Facilities in Tanga, Singida, and Mbeya require phased rehabilitation.	Training quality affected and institutional competitiveness reduced.
Low Uptake of Global Learning (VC & Dialogues)	Some institutions remain slow in adopting digital learning platforms.	Underutilization of cost-effective and scalable training opportunities.

7.2 Lessons Learned

Lesson	Strategic Insight Gained
Advocacy is critical for systematic training culture.	Sustained engagement with PO-PSM&GG and stakeholder institutions is essential to strengthen compliance with structured professional development pathways.
Diversified financing improves resilience.	Expanding consultancy services, digital programmes, and donor partnerships is necessary to complement Government subventions.
Modern learning environments shape institutional reputation.	Prioritized campus rehabilitation is essential to maintain competitiveness and learner satisfaction.
Digital adoption requires orientation, not just technology.	Change management and client sensitization must accompany investments in GLS platforms and remote training systems.



Figure 22: Challenges and Achievements in 2023/24

7.3 Strategic Outlook and Priority Interventions for 2024/25

In 2024/25, TPSC will focus on transformative growth through five priority interventions: implementing the National Roadmap for Mandatory Public Service Training; accelerating digital transformation in learning and institutional systems; rehabilitating key campuses and expanding modern facilities; strengthening research and consultancy services; and enhancing communication and institutional visibility.

Guided by national priorities and public service reform agendas, these actions position TPSC to modernize training delivery, build sustainable public service capacity, and advance a competent, ethical, and citizen-centered Government workforce.

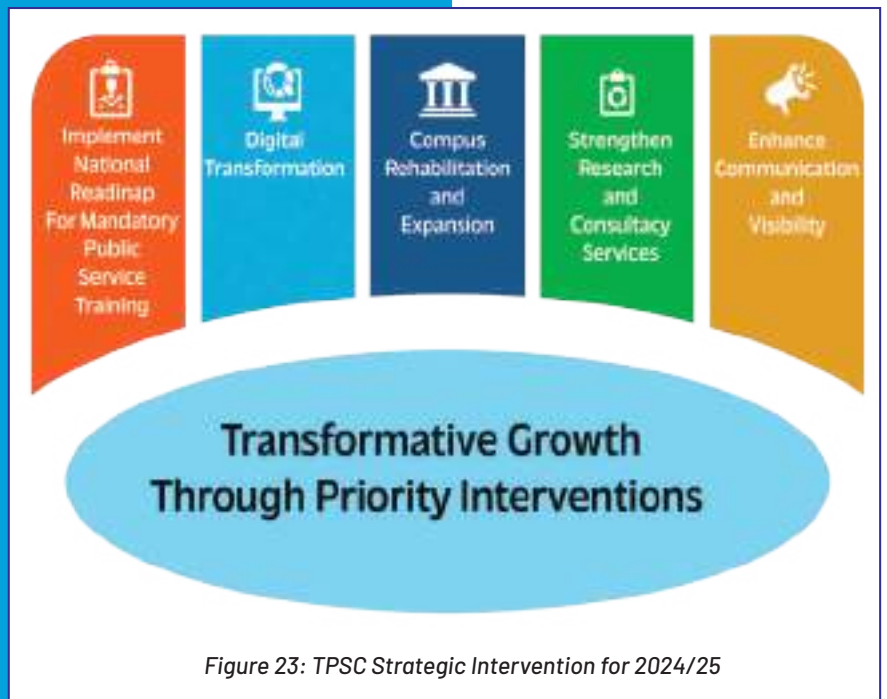


Figure 23: TPSC Strategic Intervention for 2024/25

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