DESIGNATING TECHNIKONS UNIVERSITIES OF TECHNOLOGY IN SOUTH AFRICA: IMPLICATIONS FOR PUBLIC MANAGEMENT EDUCATION

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Technikons in South Africa, following the restructuring of the institutional landscape of higher education, were renamed universities of technology. This was ostensibly necessitated by a need to conform to the international trends and practices of designating institutions of higher learning offering career-focused education universities of technology. University of technology is, as compared to technikon, a universally recognisable concept. Designating technikons universities of technology is however much more than just mere name changes. It brings along a variety of implications, particularly in as far as the core responsibilities of the institutions of higher learning are concerned, that need to be seriously considered and not just to continue with the business of the technikon as usual under the new designation. This article examines the implications of designating technikons universities of technology in South Africa on public management education with specific reference to curriculum development and pedagogical methods, technology and research.

INTRODUCTION

With the restructuring of the institutional landscape of higher education through mergers and incorporations, that uniquely concept used in South Africa for the past 24 years as a designation to describe the type of institutions of learning in the tertiary sector whose instructional programmes are career-focussed and hands-on in their approaches to education, that is “technikon”, was changed to universities of technology. In comparison with other countries such as United States of America, Britain, Australia, New Zealand, Hungary and Germany, the designation “university of technology” in South Africa is a new concept in the higher education parlance. A fundamental question that therefore instantly comes to mind with regard to the foregoing is: what are the implications of designating technikons universities of technology on their educational programmes and teachings? This question is, with specific reference to public management education at the universities of technology in South Africa, examined in this article.

At the outset, a brief reflection on the antecedents and development of the universities of technology in South Africa is pro-
vided. Thereafter, the concept university of technology is unpacked to acquire more insight into what it really entails, thereby also demonstrating the extent it differs from the traditional university. This exercise is important as it provides a contextual framework for analysis to examine the implications of designating technikons universities of technology on public management education. The implications of designating technikons universities of technology on public management education are determined with specific reference to curriculum development and pedagogical methods, technology and research.

SUCINCT REFLECTION ON THE ANTECEDENTS AND DEVELOPMENT OF UNIVERSITIES OF TECHNOLOGY IN SOUTH AFRICA

The origin of universities of technology in South Africa, of which their direct pedigree are the technikons, could be traced to the latter part of the 19th century with the development of mines and railways that required the calibre of workforce equipped with technical skills. Consequently, training centres designated technical colleges were, in the early years of the 20th century, established to offer technical education to develop appropriate skills then required. As a result of the growing needs for highly skilled personnel in the commercial and industrial sectors, the educational programmes of the technical colleges assumed an advanced level and their designations were, following the adoption of the Advanced Technical Education Act, 1967 (Act 40 of 1967), changed to the colleges for advanced technical education (CATE’s).

For a variety of reasons, the designation “colleges for advanced technical education” did not, however, get that much public approval and was subsequently, following government adoption of the Advanced Technical Education Amendment Act, 1979 (Act 43 of 1979—hereafter referred to as only as the Amendment Act 43 of 1979), changed to technikon (Committee of Technikon Principals, 2003: online).

The concept “technikon” was coined by combining “techni” with “kon”. “Techni” originated from the Greek word “technē”, meaning ingenuity, dexterity or skill; whereas “kon” is an Afrikaans word, which its equivalent in English is “could”, an auxiliary verb implying the ability to do something. By joining these two words together a uniquely South African term was invented to define career-focused institutions of higher learning whose curriculum is of experiential and vocational nature with study programmes designed in a manner aimed at producing graduates with the ability to readily put in practice their skills in the real world of work. Following the Amendment Act 43 of 1979, colleges for advanced technical education existing then henceforth became known as technikons and other new ones were also subsequently established according to separate legislations. Eventually the number of technikons in South Africa became fifteen. The status of the technikons was greatly elevated with the promulgation of the Technikon Act, 1993 (Act 125 of 1993), which, in addition to their awarding of certificates and diplomas, made it possible for them to award

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1Afrikaans is one of the official languages spoken in South Africa
degrees as well (Committee of Technikon Principals, 2003: on-line).

As part of the broader higher education transformation agenda that the African National Congress (ANC) pursued after it assumed government power in 1994, the number of technikons was, following the Ministry of Education’s announcement in 2003, reduced from fifteen to five. The designation technikon was also changed to university of technology. This was appreciatively well received particularly by the Committee for Technikon Principals, which lobbied for such name change during the higher education transformation process (see Committee of Technikon Principals 2003: on-line; Department of Education, South Africa 2003: on-line).

As observed by the Committee of Technikon Principals (2003), the universities of technology in South Africa are the same as the universities of technology, technological universities, technical universities or institutes of technology in countries such as the United States of America, Britain, Australia, New Zealand and Hungary; the Hogescholen in Belgium and Netherlands; or the Fachhochschule in Germany. The mergers and incorporations of institutions of higher learning as approved by government to take place on 1 January 2004 resulted in the establishment of Tshwane University of Technology, Central University of Technology and Vaal University of Technology. The Durban Institute of Technology came into being earlier in April 2002, following the mergers of Mangosuthu and M L Sulton Technikons. The merger approved for 1 January 2005 is set to result in the establishment of Cape Peninsula University of Technology (Department of Education, South Africa 2003: on-line).

The fundamental reason for changing the designation technikon and replacing it with university of technology seem to have been, inferring from the contemporary higher education transformation discourses and debates, primarily necessitated by a need to conform with the international trends and also to use concepts that are universally recognisable. South Africa was the only country in the world that, since 1979, used the concept “technikon”. This rationalisation for the changing of the designation technikons to university of technology is however jettisoned as being meretricious and spurious. Its uncritical acceptance would amount to travesty of reason. Designating technikons universities of technology is much more than just mere name changes. It bring along a variety of implications and challenges, particularly in as far as the core responsibilities of institutions of higher learning are concerned, that need to be seriously considered and not just to continue with the business of the technikon as usual under the new designation. This brings the disquisition to the question: what is a university of technology?

UNIVERSITY OF TECHNOLOGY

In the book “Reflective Public Administration-Views from the South”, Pauw (1999: 14) writes that “if there is a word, there must be a thing, and that thing has a certain fixed character”. In South Africa the word university of technology has just permeated higher education transformation discourses and debates; and, indeed, institutions of higher learning have merged and
incorporated while some are set to do likewise in 2005 to create the things called universities of technology, which surely must have certain fixed character. The question regarding the foregoing therefore is: what are those fixed characters of the universities of technology, particularly in terms of their distinction from the traditional universities? In an attempt to acquire an insight into what a university of technology is, it is important that the words “university” and “technology” should first be looked at separately.

Oxford Advanced Learner’s Dictionary (1994) defines a university as an “institution that teaches and examines students in many branches of advanced learning, awarding of degrees and providing facilities for academic research”. A university is therefore, in a nutshell, a repository of advanced knowledge. The word “technology” is about the application of knowledge to carry out practical tasks in the real world of work. When the word “university” is used with the qualification “technology” it implies a particular distinct focus with regard to the educational programmes. The universities of technology are therefore, in the context of the foregoing exposition, distinct from the traditional universities in terms of their mission and focus of their educational programmes.

The fundamental objective of the universities of technology is to provide and promote, in closer co-operation with the business and government sectors, quality career-focussed and advanced technology education coupled with applied and development research to meet the developmental imperatives of a changing world. They are therefore mainly concerned with applied knowledge or sciences. This is in stark contrast with the traditional universities whose education focuses on academic disciplines and their research is mainly about expansion of knowledge through development of theories, what is called basic research (see Brynard & Hanekom 1997:5-7; Huysamen 1994:4; Ladriere et al 1974: 15-46; Mouton 1996:28; Smit 1995:03-04; Wessels 1999:365 for more information on the distinction between applied and basic research).

The university of technology education therefore, inferring from the above exposition, the mission and profiles of similar universities already established in other countries and the contemporary discourses and debates on the transformation of higher education sector, is characterised by a variety of fundamental aspects, which inter alia include the following:

- career orientated educational programmes comprised of outcome-based and demand-driven curricula with multi-disciplinary subject packages;
- development and generation of advanced knowledge and its integration with professional skills and technology;
- emphasis on application of knowledge and enhancement of professional expertise, competence and practice;
- emphasis on immediate and productive employability;
- focus on applied and development research;
- direct interaction with the labour market in designing the curricula; and
- experiential learning- which is about putting students in the real world of
business or work for vocational employment as an integral part of the course structure (see International Education Association of South Africa, South African Vice-Chancellors Association, Committee of Technikon Principals & Artwork Publishing 2003:online; Queensland University of Technology 2004:online; Swinburne University of Technology 2001:online; University of Technology Sydney 2004:online).

In the context of the understanding developed in the above exposition, it is now appropriate to examine the question about the implications of designating technikons universities of technology on the public management education in South Africa. This exercise is hereunder preceded by the consideration of some historical facts about the development and status of the instructional programme [public management] at the technikons for the purpose of contextual and comparative analysis to develop an adequate understanding of the implications of it being offered at the universities of technology.

DEVELOPMENT AND STATUS OF PUBLIC MANAGEMENT AS AN INSTRUCTIONAL PROGRAMME AT THE TECHNIKONS

Public management has been part of the instructional programmes of the technikons in South Africa and is, or would still, therefore, naturally continue to be offered at the universities of technology. When initially introduced as part of the instructional programmes of the technikons, the designation Public Administration, like at the traditional universities, was used. The teaching in the field [of Public Administration] was then, in South Africa, influenced by Cloete’s analytical framework introduced in 1967. Cloete propagated that Public Administration is comprised of six generic administrative processes or functions: policy-making, organising, financing, personnel provision and utilisation, determination of work procedures and control. These generic administrative processes or functions became the centrepiece of the subject-matter or the focus of Public Administration education.

The Public Administration curricula at both universities and technikons was therefore then the same and the approach in the teaching of the subject followed the traditional instructions paradigm which was largely discipline-based than practice-orientated, except that, in the case of technikons, students mostly at the third year level of study were encouraged to go through an experiential learning. Experiential learning is about placing students in the real world of work for a particular period of time to acquire practical understanding of what they learned in a classroom. Notwithstanding the foregoing, experiential learning in the field of Public Administration, as compared to other fields such as Engineering, was arguably not taken seriously as an integral part of the course structure in that students could still graduate without having gone through it.

Most learning materials and books in the field of Public Administration written and developed since 1967 gyrated around Cloete’s generic administrative processes or functions. This is so because, until recently, most professors/lecturers in Public
Administration at the universities and technikons were former students of Cloete and therefore his teaching had an “unbelievable long-lived influence” on them (Marais 1988:170). It was the critical Marais in 1979 and 1987 that, in the papers titled “Die Administratiewe Proses: ‘n Kritiese ontleiding” and “Public Administration: Paradigmatic Status”, seriously and fervently contested the Cloete approach to the study of Public Administration, which had then assumed ipse dixit proportions with regard to its influence on the teaching of the subject.

The debate Marais rigorously pursued in contestation of Cloete’s generic administrative approach was reiterated in 1991 in the resolution of the conference of the New Public Administrative Initiative (NPAI) dubbed the “Mount Grace Resolution”, hereunder quoted in its entirety as it is still an important source of reference in designing and developing Public Administration and Management curricula. The resolution referred to in the foregoing stated that:

The current theory, teaching and practice of Public Administration in South Africa is in crisis in that:

- It is too descriptive: lacking sufficient analytical, explanatory and predictive techniques;
- It is reductionist: restricting and reifying Public Administration to one view of the administrative process only;
- It ignores other dimensions of and approaches to government;
- It is fragmentary: largely arbitrary boundaries exist within Public Administration and between Public Administration and Development Administration; and
- It suffers from racial and gender imbalances historically associated with apartheid.

It is therefore outdated in a rapidly transforming society such as South Africa. New approaches to the study, teaching and practice of Public Administration are necessary. These should entail:

- An explicit normative focus on inter alia:
  - promoting more democratic, inclusive and participatory government and public service at all levels of government;
  - a just, equitable and non-racial society with equal access for all people to societal resources;
  - providing better public services to people to enable them to improve their quality of life and become more self-reliant;
  - maintaining values such as efficiency, effectiveness, productivity, accountability, responsibility and responsiveness
- More rigorous scientific analysis, explanation and prediction of governmental and administrative phenomenon supplementing their mere description are necessary.
- An open and critical debate on explanatory models for this purpose must be encouraged.
- An explicit developmental focus instead of a control and regulation orientated one must be established. This should include rationalisation between
Public Administration and Development Administration.

- Developing proactive and usual international networks.

Following the Mount Grace Resolution, coupled with the international trends towards managerial approach to public administration that permeated the whole Anglo-American world of public administration during 1980s and 1990s, various departments and schools of Public Administration at the institutions of higher learning amended their curricula to befit the new thinking in the field. While other universities retained the designation Public Administration to describe their instructional programmes, others changed to, or uses the designations, Public Administration and Management, Public Administration and Developmental Studies or Public and Development Management.

Most technikons changed the designation Public Administration to Public Management. Designating new names to the instructional programmes epitomised certain value positions and curricular directions. Curricular focus on public management at technikons indicates that their niche was on educating students to acquire a more profound understanding on how to effectively manage public services with the purpose of enhancing the quality of lives of the citizens. The core curricula of public management programmes at most institutions of higher learning are designed around the following critical aspects: planning, organising, staffing, developing, controlling, operating, reporting and budgeting. These aspects are generally considered important for the development of the skills that are necessary for effective management of public services (see Thompson, undated: on-line)

As Pauw (1999:17) pointed out, public management is not the whole of public administration; it is instead part of it. Technikons in South Africa therefore, particularly from the 1990s, focussed their curricula on the management component of public administration. Outcomes-based system of education in public management was also, as required by the South African National Qualifications Framework, emphasised. The Public Management Programme as offered at the technikons was, in 2000, re-curriculated to maintain congruency with the contemporary trends in the ever-changing environment of public administration. The re-curriculated Public Management Programme comprised of the modules as hereunder transcribed in Table 1 is the one currently being offered, or will be offered, at the universities of technology, which, as indicated above, some have already been created while others are set to be created in 2005:

Public management curriculum introduced in 2000 for the technikons, as compared to how it used to be structured before, is pruned of its theoretical component and is consequently largely skills-based. The problem with this curriculum, which is instrumentalist in its approach to education, is that students learn skills in a theoretical vacuum. This is even perpetuated through the usage of the so-called “study-manuals” in some institutions. Study-manuals are compilations of information from different sources into one booklet often prescribed for students to study in preparation of the
examination. Compared to textbooks, the usage of study manuals is mainly confined to the institutions where they have been developed and their readership is limited to lecturers’ instructional interactions with the students in the lecture halls.

Study manuals therefore do not get critical peer review from the wider community of public administration and management scholars, as is the case with the textbooks, which are easily accessible and available for everybody to read and study them. Their appropriateness in the business of generating and nurturing knowledge is highly dubious. The study-manual tuition system denies students an opportunity to dissect on their own as many sources of information as possible around issues that constitutes the core syllabus of public management programmes and compile notes with their own interpretations and understandings of the literature. It inculcates the culture of dependency on one source among the students and research apathy among the lecturers. This is travesty of scholarship in the business of knowledge-generation and dissemination.

In most of the study manuals developed in some technikons/universities of technology government practices are just merely described without delving much deeper to unearth the theoretical bases and reasons for such practices, whether they are acceptable or not; and if not, what could be the better options. The study manuals are mostly developed from a lack of contextual understanding of what is happening in the real world of public management and their scientific validity and quality are often questionable. They engender the culture of routinisation of learning characterised by mindless exercises given to students, which do not examine their level of knowledge and mastery of the sub-

Table 1: Re-curriculated Public Management Programme

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<tr>
<td>Public Information Services 1</td>
<td>Public Information Practices 11</td>
<td>Management of Information 111</td>
<td>Public Accountability IV</td>
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<tr>
<td>Public Service Delivery 1</td>
<td>Project Management 11</td>
<td>Intersectoral Collaboration 111</td>
<td>Governmental Relations IV</td>
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<tr>
<td>Public Decision-Making 1</td>
<td>Public Procurement and Logistics Management 11</td>
<td>Policy Studies 111</td>
<td>Public Policy Management IV</td>
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<td>Self Management</td>
<td>Fundamentals of Research 11</td>
<td>Programme Management 111</td>
<td>Research and Information Management IV</td>
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ject matter but the ability to regurgitate information for examination purposes. Using Macedo (1993:188)’s words to characterise the current status of Public Management curriculum, its instrumentalist approach to education “set the stage for the anaesthetisation of the mind”, as poet John Ashbery eloquently captures in “What is Poetry”:

In schools
All the thoughts got combined out:
What was left was like a field

In the context of the above exposition, it is contended that the current public management curriculum is illogical as, in the domain of logic, skills are developed on the basis of knowledge and not the other way round. The instrumentalist approach to education reduces students to mindless entities programmed like mechanical instruments to do things in a particular way without adequate knowledge of the reasons for those things to be done in that particular way. It therefore obstructs “the development of critical thinking that enables one [students] to read the world critically and to understand reasons and linkages behind the facts” (Macedo 1993:183-205). In this mode of education students are taught to uncritically accept the status quo and this is very dangerous particularly in a developing country as South Africa currently faced with a variety of public service delivery and development challenges. In the context of the foregoing expositional critique, the fundamental question this article poses is: what are then the implications of designating technikons universities of technology on public management education?

**IMPLICATIONS OF DESIGNATING TECHNIKONS UNIVERSITIES OF TECHNOLOGY ON PUBLIC MANAGEMENT EDUCATION**

The universities of technology in South Africa are required to strategically reposition themselves in the hierarchy of institutions of higher learning and should immediately get extricated from the technikon culture with regard to education. They should assume the responsibility of being actively engaged, not only in teaching, but also in generating and applying cutting-edge knowledge and technology to address the developmental imperatives of a changing world. This therefore necessitates that public management education should be reviewed and restructured in a manner that befits the contemporary public administration realities in South Africa. The implications of designating technikons universities of technology on public management education are hereunder determined in respect of curriculum development and pedagogical methods, technology and research.

**Curriculum development and pedagogical methods**

As pointed out above, South Africa is faced with a variety of public service delivery challenges. The transformation focus of government is currently on improving public service delivery to enhance the quality of lives of the citizens (see Maserumule 2004a: 16). This much is clear in a variety of government departments initiatives to reposition themselves so as to establish public service systems whose focus and orientation would be on service delivery. Government initiatives aimed at improv-
ing public service delivery as considered are, *inter alia*: outsourcing, public-private and public-community partnerships, “one-stop” service delivery shops and clustering of government departments. These are but some of the critical public management issues that should not, as currently are, studied in a perfunctory manner.

Using outsourcing as an example, students should not just only be taught about this alternative service delivery mechanism as considered by government and applied in South Africa. The public management education should go deeper in unpacking the theory that undergirds outsourcing and give students an opportunity to critically engage the concept as well as the manner in which it is applied so that eventually they could be able to formulate opinions about whether it is the best option for improving public service delivery. Universities of technology public management education should therefore not fall into a trap of being developed in a theoretical and contextual vacuum. It should be designed in a manner that equip students with adequate fundamental knowledge and the ability to apply that knowledge to practical situations and come up with workable solutions.

Various public management issues to be studied should therefore first be given a theoretical context and thereafter a practical context, of which the former mainly involves acquisition of fundamental and advanced knowledge whereas the latter is concern with the application of that knowledge. The trick here for public management lecturers is to be able to strike a balance between theory and practice in their instructional interactions with the students. This necessitates serious rethinking of our pedagogical methods and approaches in the teaching of the subject. Public management lecturers should be innovative, flexible and dynamic in their teachings and always ensure that students are fully equipped with both theoretical and practical knowledge based on the contextual understanding of what is happening in the real world of governance.

In developing learning materials for students, public management lecturers should therefore not just only use theoretical literature, but should as well study real governance practices and incorporate them as case studies in the learning process. Recent public management books are mostly theoretical in their approaches to matters of governance; therefore the importance of supplementing them with practice-orientated literature cannot be over-emphasised. Case studies are interactive and application-directed teaching methods that are practice-orientated used to ensure that students do not only acquire theoretical understanding of issues of governance but practical understanding as well.

A recent publication of the book “Cases in Public Administration and Management: A South African Perspective” edited by Mafunisa and Maserumule is an appropriate intervention in the education of the 21st century generation of public servants whose orientation should be on public service delivery. This book came at the opportune time when universities of technology in South Africa are established to play an important role in the generation of advanced knowledge and its application in the real world of, in the context of public man-
agement, government business. The publication was written with the intention to supplement theoretical approaches to the teaching of public administration and management with the application-directed teachings methods and approaches. Cases in the book have been researched and are based on the contextual understanding of what is currently happening in the business of government.

The integration of theory and practice in the teaching of public management would enable universities of technology to produce the calibre of students with the ability to think critically and innovatively in the application of knowledge. Indeed South Africa, for it to be able to deal with its public service and developmental challenges, needs critical thinkers and innovators.

Technology

Public management education should also incorporate the notion of “technology transfer”, which is a key component of the universities of technology makeup. The universities of technology should strive to equip students with technological knowledge and skills, as the 21st century heralded fundamental changes brought about by the digital revolution impacting on various aspects of human life. Individuals, private organisations, organs of civil society and government institutions are now using information and communication technologies (ICTs) to conduct their businesses in ways totally different from the past times. This much is clearly demonstrated in the contemporary nomenclatures with the prefix “e” that developed with the dawn of digital or information and communication technology revolution. For example, in public administration and related disciplines the words government, governance and democracy “have been with us for a long while” (Riley 2003: on-line). But now, with the dawn of the digital revolution, “e” is prefixed on these words to exemplify the nature and extent of changes taking place in the business of government.

E-government, e-governance and e-democracy are but some of the concepts used in the e-environment to epitomise digitally inclined new ways of doing things. University of technology public management instructional programmes should therefore be designed in a manner that substantially and directly contribute towards the development of ICT knowledge and skills base necessary for the initiation and maintenance of e-government, e-governance and e-democracy projects (Maserumule 2004b:02; 25). Indeed, the launch of Batho Pele Gateway Portal necessitates that adequate ICT knowledge and skills must be developed to ensure that this project is properly run to achieve the objective of improving government service delivery, especially in the rural areas. The Batho Pele Gateway Portal is an e-government initiative involving installation of computers at the centres that are easily accessible to the members of the public. The members of the public to get government information and services at any time use those computers.

With regard to the above, public management education should not just only, as it is mainly the case now, focus on the importance of ICT in improving public service delivery from the theoretical point of view. It should also equally put emphasis on the practical approach to ICT learning.
by taking students to computer labs and demonstrating to them how to operate computers for e-government, e-governance and e-democracy purposes. The public management students should master the technology and the course content so as their knowledge and skills could befit the needs of the modern job market and the imperatives of the knowledge economy.

Research

In comparison with the technikon orientation, generation of knowledge through research is one of the fundamental niches of the universities of technology. The focus of the universities of technology with regard to the foregoing is on applied and development research. Applied research is a systematic and creative pursuit of knowledge with practical value that can immediately be applied to solve problems in particular situations (see Brynard and Hanekom 1997:05; Huysamen 1994:34; Smit 1995:04). It differs from basic research in that it has practical value than to increase knowledge for just only knowing.

One of the principles of governance as enshrined in the Constitution of the Republic of South Africa states that public administration must be development-orientated. This constitutional principle underscores the importance of development research, which is very fundamental in generating knowledge around the developmental activities of public administration. Development research is mainly concerned with generation of knowledge around developmental issues, which, as Du toit et al (2002:418) clearly delineated, involves establishing new projects, customs and policies. In repositioning the South African public administration system to be developmentally inclined, the notion of “community development worker”, which is a new development concept in this country, is being mooted in government circles. Yet, not much is known about this concept. Development research is therefore important to clearly unpack this notion of community development worker and many public administration activities that are development-orientated.

The focus of the universities of technology on research necessitates that public management lecturers should transcend the status bequeathed to them by technikon orientation of being “glorified teachers”. They should now assert themselves as researchers with the ability to initiate, conduct and supervise both applied and development research projects or produce research masters and doctoral degrees of high quality. New knowledge to solve a variety of public service delivery problems and development conundrum government in South Africa often encounters in its quest to enhance the quality of lives of the citizens is needed. With regard to the foregoing, universities of technology should therefore reposition themselves to play an important role in the generation of such knowledge with immediate practical or developmental value in the promotion of the general welfare of the citizens.

CONCLUSION

This article examined the implications of designating technikons universities of technology in South Africa on public management education. It started by developing a
A contextual framework of analysis to examine the implications referred to in the foregoing by providing, at the outset, a succinct reflection on the antecedents and development of the universities of technology. Thereafter, the concept university of technology was elucidated to acquire more insight into what it really means and entails, thereby also demonstrating the extent it differs from the traditional university. In the context of the framework as developed in the article, the implications of designating technikons universities of technology on public management education were, with specific reference to curriculum development and pedagogical methods, technology and research, examined and determined.

REFERENCES


