

**PRODUCTION OF GRADUATE STUDIES AT THE FACULTY OF  
CRIMINOLOGY IN ABIDJAN AND OPERATIONALITY OF THE  
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**Abstract**

This study aims at analyzing the operationality of the recommendations of students' dissertations and theses. Extended from January 2020 to January 2022 at the Faculty of Criminology, this study, essentially documentary, consisted in consulting 267 defenses reports minutes in the registers of the Faculty and in going through 28 doctoral theses, 117 master1 theses and 122 master2 theses covering the period 2013-2021 and chosen according to a 25% quota sampling. A historical and comparative analysis is made of the presentation of the recommendations. These documents were also subjected to content analysis. Semi-structured interviews were conducted with a randomly selected survey population of 43 individuals, consisting of members of the administration, supervising teachers and students. The results show that the haste or delay in filing makes these productions less usable because of the lack of quality or the obsolescence of the data. The analysis of the shortcomings points to the governance of the production of academic scientific knowledge, but also to the perception of research and recommendations as an exercise in getting to the top of the class or simply obtaining a degree, or without regarding to the social usefulness of the recommendations.

**Keywords:** Studies, operationality, outputs, recommendations, Criminology

**PRODUCTIONS D'ÉTUDES DE FINS DE CYCLES À L'UNITÉ DE  
FORMATION ET DE RECHERCHE EN CRIMINOLOGIE D'ABIDJAN ET  
OPÉRATIONNALITÉ DES RECOMMANDATIONS**

**Résumé**

Cette étude vise à analyser l'opérationnalité des recommandations des travaux d'études (mémoires et thèses) d'étudiants. Étendue de Janvier 2020 à janvier 2022 à l'UFR Criminologie, cette étude, essentiellement documentaire, a consisté en la consultation de 267 procès verbaux de soutenance dans les registres de l'UFR et à parcourir 28 thèses de doctorat, 117 mémoires de master et 122 de maîtrise couvrant la période 2013-2021 et choisis selon un échantillonnage par quota de 25%. Une analyse historique et comparative est faite de la présentation des recommandations. Ces documents ont aussi fait l'objet d'analyse de contenu. Des entretiens semi-directifs ont été effectués auprès d'une population d'enquête de 43 personnes choisies de façon aléatoire, constituée de membres de l'administration, d'enseignants encadreurs et d'étudiants. Il ressort des résultats que l'empressement ou le retard dans le dépôt rendent ces productions moins

exploitables du fait du déficit de qualité ou de la désuétude des données. L'analyse des insuffisances indexe la gouvernance de la production des connaissances scientifiques académiques mais aussi la perception des travaux de recherches et des recommandations comme un exercice en vue d'un passage en classe supérieure ou de l'obtention pure et simple d'un diplôme ou sans se soucier de l'utilité sociale des recommandations.

**Mots clés :** Études, opérationnalité, productions, recommandations, Criminologie

## **Introduction**

Scientific research is said to be the engine of development. Development actors such as governments and companies set up research and development departments or join forces with research structures or laboratories in order to produce scientific knowledge. Scientific contributions have focused on the dissemination of this knowledge by distinguishing between studies and researchers or teacher-researchers. Theses are intended to produce new knowledge and disseminate it to the scientific community in peer-reviewed journals for scientific validation, and those intended for a wider audience of students and professionals (D. Delignières, 2010, P.1). Delignières, even stigmatizes the fact that they are enough to produce, while forgetting the requirement of popularization, thus cutting themselves off from the community of practitioners and neglecting the social importance of the dissemination of scientific knowledge (W. Ackermann and R. Dulong, 1971, P.380).

On the other hand, it is obvious that potential users, sponsors and other beneficiaries and users can exploit the results. One thing is therefore to produce scientific knowledge, another is to enable them to actually solve social problems through their usability. Their transfer to workplaces and their appropriation by practitioners or workers was addressed by Bourdouxhe and Gratton (2003). Questioning the widest possible dissemination of this knowledge, or rather its effective use, they also addressed the conditions of production that facilitate the process of transfer and appropriation. These authors mention, among other conditions for the successful transfer of research results, the association of the main interested parties, the potential users of the results, from the beginning of the knowledge creation process, thus following the lead of Landry and al. (1999) in what is known as 'relational capital' or the construction of the interpersonal relationship between researchers and decision-makers, also addressed by N. Lemire and al. (2009). As for the means to achieve this, D. Peraya (2012) points out the need for teachers and students to have informational and communicational technological skills for a good diffusion of scientific knowledge. In this regard, J. Elissalde and al. (2010, P. 142) outline a model, strategies and means to encourage the use of knowledge in different settings through stakeholder meetings.

While these authors have the merit of approaching the production and dissemination of scientific knowledge in a general way, important factors are the constraints around the specificity of the product, the objectives targeted by the project owners or contractors and the conditions of these knowledge productions. Indeed, in the social sciences, many studies are more applied in terms of case studies and suffer from the non-generalizable character of the results. In addition, there are other constraints to be taken into account, especially when it comes to the academic production of scientific knowledge by students, through master's theses and doctoral dissertations. It is therefore a scientific concern, but also a return of experience relating to our function as lecturers and thesis supervisors that we are using to examine the case of the Faculty of Criminology of Félix Houphouët Boigny University (UFHB) in Abidjan. How are graduate productions at the Faculty of Criminology presented? How important is the part devoted to recommendations? And what use can be made of these recommendations? The main objective of this study is to evaluate the operability of the graduate productions at the Faculty of Criminology. This essentially descriptive study will first identify, categorize, count and classify the graduate productions, then describe the recommendations resulting from these studies and finally analyze the operability of these recommendations in their use by the actors.

### 1. Methodology

The research took place from January 2020 to January 2022 at the Faculty of Criminology. This study, essentially documentary, consisted in the analysis of scientific productions of students from 2013 to 2021. It consisted of consulting 267 defenses minutes in the registers of the Faculty and going through 28 doctoral theses, 117 master 1 theses and 122 master 2 theses chosen according to a 25% quota sampling. For the purpose of more representativeness, we have opted for this rate which represents 1/4 of the works researches carried out during this period. A historical and comparative analysis is made of the presentation of the recommendations. These documents were analyzed in terms of content (themes addressed, fields of study, presentation and formulation of recommendations).

**Table 1:** Sample of the number of theses of doctorate and dissertations of master consulted

Years	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Doctorate	8	2	2	1	2	3	3	4	3	28
Master 2	5	25	37	15	13	6	8	3	5	117
Master 1	25	46	51	-	-	-	-	-	-	122
Total	38	73	90	16	15	9	11	7	8	267

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

**NB:** The Master 1 defenses ended in the 2015/2016 academic year. The reasons are explained in the following lines (1.2).

In addition, semi-structured interviews were carried out with a randomly selected survey population of 43 people, made up of members of the Deanery (1) and of the scientific committee (2), research supervisors (10), course supervisors (10) and students (20). These interviews concerned the consideration of potential users or beneficiaries of the study results, the perception and significance of the research work, the choice of subject and the relevance of the recommendations. They also concerned the availability of study results (repository, accessibility) as well as the usability of the recommendations.

Moreover, our feedback as dissertation supervisor and member of dissertation juries, and our observations of the place and interest devoted to the jury's questions and the student's answers to the recommendations were of great help to us. The data was processed quantitatively and qualitatively.

## **2. Results**

A good understanding of the operationality of the recommendations (3) requires that we first analyze the recommendations (2) themselves, after a general overview of the production of graduate studies at the Faculty of Criminology (1).

### **1- Productions of graduate studies at the Faculty of Criminology**

Like any scientific production, graduate studies, of which the recommendation is an integral part, obey a production process that is more or less specific to the institution. These studies also have a quantitative configuration in terms of number, but also a qualitative configuration concerning the subjects as well as the axes and fields addressed.

#### **2.1. Production process of graduate studies**

Like all academic research work in the social sciences, graduate studies at the Faculty of Criminology are subject to certain requirements.

The process is different depending on whether it is a doctoral thesis or a master's dissertations. Regarding theses, until the academic year 2016/2017, the process began with DEA dissertations which were thesis projects. The same subjects were generally renewed during the doctoral thesis, with “Criminal Sociology” or “Criminal Psychology” options and supervised by a director and a co-director. After validation of the written document, it is submitted to three lecturers or full professors for examination and the defense is scheduled in case of favourable opinions. Until 2016/2017, the instructors were not from the Faculty, given that there were no lecturers and that the only teachers (full professor or lecturer) authorized were the director and co-director of the doctoral theses.

As for dissertations, the choice of the research topic is at the initiative of the student, who may have done so on his or her own, or on the advice of a teacher,

generally the potential supervisor. According to the evolution of practices, the validation of the subject has for a long time been the responsibility of the dean of the Faculty. Since 2018, this validation is the responsibility of the scientific committee that rules on the originality, relevance and feasibility of the study subject. It validates it while prioritizing the assignment of the student to the supervisor whose speciality or research areas are related to the subject. However, for the sake of balance in the supervision, some supervisors may be assigned to teachers who are not a priori 'closely related' to the subject. In this way, supervisors may not be sufficiently equipped for optimal supervision of research work, especially dissertations. This supervision of the assistant or senior assistant (rank B) is done under the supervision of a lecturer or full professor (rank A). This implies a double critical eye or double correction depending on the availability of the supervisor. The supervisor's authorization is supposed to be a stamp of acceptability of the document. Moreover, as these practices have flourished until 2018, the Scientific Committee has introduced into the procedure an instruction from two potential jury members.

In short, the Master's thesis is only scheduled for defense after this entire procedure, which tends to filter and reduce the number of defenses.

## 2.2. Configurations of productions of graduate studies

### 2.2.1. Thesis and dissertation defenses

From 2013 to 2021, the number of final year studies is as follows

**Table 2:** Number of theses and dissertations

Years	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Doctorate	33	7	8	5	6	12	11	14	12	108
Master 2	19	102	147	61	52	23	32	12	17	465
Master 1	101	186	205	-	-	-	-	-	-	492
Total	153	295	360	66	58	35	43	26	29	1065

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

During this period, the Faculty produced 1,065 graduate studies, including 108 doctoral theses, 465 master2's theses and 492 Master1's theses. The 33 theses defenses at the Faculty of Criminology during the 2012-2013 academic year are remarkable. This year marked the resumption of public universities in Côte d'Ivoire after two years of closure. A number of research projects were pending and were all scheduled as soon as the universities reopened. Moreover, from 2016 onwards, there were no more Master1's defenses in application of a directive from the Presidency of Félix Houphouët Boigny's University. Indeed, in this transitional period of the application of the LMD system, the defense within the same cycle seemed aberrant. In other words, a thesis had to be defended systematically in order to move on to the Master2's level. One consequence was that it was

absolutely necessary to find a subject, have it validated, write the dissertation after having done the fieldwork and defend it; and this, after the validation of the other Teaching Units during the same academic year. Otherwise, the student would have to register again the following year for the defense.

### 2.2.2. Topics covered

Of the 108 doctoral theses produced by the Faculty, these observations stand out.

**Table 3:** Fields covered

Fields covered	Number	%
Conflicts	15	14
Insecurity/ Security	10	9
Fraud, corruption, trafficking, smuggling	13	12
Drugs, drug addiction et alcoholism	8	7
Others	62	58

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

In the doctoral thesis, 14% of the studies deal with conflicts; this can be: "Conflicts between..." or "Conflicts related to..." or the management of these conflicts. The main subject of these conflicts is the land issue in both urban and rural areas. They are inter or intra family or community conflicts. They can also be linked to inheritance.

As for the second axis, which covers fraud and other illegal or illicit activities (13%), fraud generally concerns technical matters (administrative documents, taxes); illegal or illicit trafficking or marketing of (fuel, medicines, etc.); illegal or illicit exploitation of (forests).

With regard to insecurity/security (9%), this insecurity is linked to areas and activities, but also to criminal acts, and the security aspect to the struggle (in terms of problems, obstacles or difficulties) encountered by the bodies responsible for formal or informal social control. This is also the context for 'criminal policy' against various criminal phenomena (road cutters, the circulation of light weapons, various forms of trafficking). A no less important theme is drugs in their aspects: trafficking, consumption in certain environments (schools) or by certain social categories (minors), is also addressed.

In addition, other formulations in thesis and master's courses are grouped around the expressions: Crime: linked to... (a particular activity), among... or exercised against certain social categories (girls, minors) or in its violent aspects (armed); Violence: linked to... or in relation to...; Determinants: psycho, socio, psycho-social, social-psycho of...; The child, the adolescent or the young girl (vulnerable categories) and recidivism, their use, their deviant or risky sexual behaviour.

In the end, 62% of Master2's dissertations are formulated in terms of: "The problem of..." and "The obstacles to... (27%) ". Concerning Master1's theses, 50%

are about "The actions of ... in relation to..." and 33% about "The living and working conditions of...".

### 2.2.3. Study areas

**Table 4:** Summary of administrative areas covered

Years	Abidjan	National Territory	Inland Areas	Total
Doctorate	74	6	28	108
Master 2	349	10	106	465
Master 1	256	-	236	492
Total	679	16	370	1065

**Source:** Field surveys the Faculty of Criminology January 2020 to January 2022

Studies of national scope include 5% of doctoral theses. However, some master2's theses (2%) whose title refers to the study of a phenomenon in Côte d'Ivoire, do not present the precise area of investigation, giving the illusion of a national character. Furthermore, the Autonomous District of Abidjan, through the study in certain communes, covers 69% of doctoral theses, 75% of master2's theses and 52% of master1's theses. The study areas inside the country consist of regions, prefectures, sub-prefectures, communes and villages. They were investigated for 26% of the doctoral theses, 24% of the master2's theses and 48% of the master1's theses.

In view of all these data, the district of Abidjan was investigated for 64% of the graduate works at the Faculty of Criminology.

### 3. Status of the recommendations

Both in their configuration and in their content, the recommendations have a presentation and appeal to different categories of actors.

#### 3.1. Presentation of the recommendations

This presentation consists of their formulation, format and volume.

##### 3.1.1. Format of the recommendations

The format refers to whether the recommendations are presented as a whole chapter or as part of a chapter.

**Table 5:** Rate of presentation of recommendations in chapter or part of chapter

Level	Chapter	Part of chapter
Doctorate	80%	20%
Master 2	45%	55%
Master 1	78%	22%

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

The data in the table show that, with rates of 80% (doctoral theses) and 78% (master1's theses), the bulk of the sections devoted to recommendations consist of whole chapters, whereas the master2's theses (55%) are mostly sub-sections of chapters. Also, although the presentation in full chapters does not guarantee the quantity and quality of the recommendations, the fact that they are sub-sections does not sufficiently distinguish them and a fortiori drowns the recommendations in the chapter. This can be seen in many Master's theses and dissertations where the recommendations are barely one page long. It should be noted that until 2016, Master2's theses were not finished products but rather thesis projects that systematically do not admit recommendations.

**3.1.2. Volume of recommendations**

The amount of space taken up by the recommendations section can be measured in terms of the number of pages but also in terms of the proportion taken up by the whole document.

- **Average number of pages occupied**

**Table 6:** Range of number of pages devoted to recommendations

Number	Maximum	Average	Minimum
Doctorate	23	12	3
Master 2	15	7	1
Master 1	12	4	1 /2

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

On average, the part devoted to recommendations in these studies is 12, 7, 4 pages *respectively for doctoral, master 1 and master 2 theses.*

- **Occupancy rate in relation to the whole document**

**Table 7:** Occupancy rate of recommendations in relation to the whole document

Number	Maximum	Average	Minimum
Doctorate	20%	10%	2%
Master 2	13%	6%	1.5%
Master 1	11%	8%	1 %

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

With an average of 45 pages for Master 1 theses and 61 pages for Master 2 theses, this means that the part devoted to recommendations for solving the problematic object of study is only 0.4 pages long, i.e. half a page for some Master 1 theses and barely 0.9 pages long, i.e. one page for Master 2 theses.



### 3.1.3. Formulation of recommendations

Whether it is a chapter or a sub-section, the recommendations section is mostly formulated in terms of "Proposed solutions" (92%). The expression "Possible measures" (7%) is used secondarily.

### 3.2. Indexed actors

These actors are those whose responsibility is engaged or questioned in terms of measures to be taken or actions to be taken.

**Table 8:** Rate of actors indexed in the recommendations

Interpellation	Doctorate	Master2	Master1	Average
State	100%	100%	100%	100%
Local Authorities	100%	100%	85%	95%
Technical Bodies	38%	25%	45%	36%
Traditional Authorities	78%	69%	57%	68%
Populations	100%	100	100	100%
NGOs	23%	19%	12%	18%

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

Firstly, the population, as the main beneficiaries of the measures to be taken and actions to be taken, are totally called upon to play their part. Secondly, as the custodian of social order, the State, whose linchpin is the government, is also involved in all the work through the various ministries in charge or in connection with the implementation of the recommendations (ministries responsible for security, defense, justice, social affairs, etc.). The local authorities, which are responsible for the day-to-day management of the city and the implementation of government action, are also involved. Parliament is also involved in this state responsibility in the implementation of legislation. The traditional authorities are essentially called upon to deal with conflicts in rural areas (land conflicts, conflicts between herders and farmers, etc.). Technical bodies and NGOs (BICE, Scientific Police) are called upon to address more specific and restrictive issues.

## 4. Operationality of recommendations

The optimal use of the recommendations requires an analysis of the producer's intended purpose in order to determine whether or not it is available.

### 4.1. Perception of the work and the research subject

The perception of the academic production of scientific knowledge through the research work and the choice of the subject are aspects that condition the usability.

#### 4.1.1. Perception of the research work

The perception of research work is depicted through student testimonies:

When I arrived at the university, there was the possibility of doing the applied master's option and not defending a thesis. I knew that you had to validate the credits (UV), now called 'UE', to move up to the next class. And thanks to a research exercise (a kind of mini-thesis), in the bachelor's degree I did a field survey. I felt really academic and I saw the difference between validating the master's degree without defending and doing a thesis. So I understood that the dissertation helps to better understand social phenomena and contribute to solving them, says the student ZH in his thesis year.

Another student notes the added value of the defense in his university course: "Beyond the validation of the diploma, the research work is what gave me a real academic stamp. That is why I chose the research option in my Master's year".

On the other hand, some students noted the constraining nature of the research work as an exercise from which they could not escape. "Research never said anything to me. Because I never like it. Physical and intellectual fatigue, financial expenses are realities that never encouraged me to do research. Not only you do struggle before defending, but I wanted to take my diploma quickly to take a competitive examination or look for a job", argues the student Koné, who is about to defend his thesis.

In summary, for 70% of the master's students, the research work is just done to get to the next grade, for 22% to get a degree and for a smaller percentage of 8% to get practical experience. These proportions remain more or less the same for Master's students, 66% of whom think that it is to validate their degree, 29% that it is to gain practical experience and 05% that it is to help solving social problems. Among thesis students, their opinion on the contribution to solving social problems is higher (32%) with the validation of the degree (47%) and practical experiences (21%) about the same as for the other levels.

#### **4.1.2. Research topic**

The choice of subject is also a determining factor in the desire to produce knowledge that could be of great social use. GT says:

When we arrived at the Faculty, our predecessors advised us not to choose a subject related to public administrations and companies that take a long time to respond to requests for research authorizations. But that we should rather choose a subject that can allow us to finish quickly and at a lower cost by studying a phenomenon close to our place of residence.

Désiré, a Master's student, confesses: "in addition to these subjects to be avoided, we were also advised to avoid teachers who would make us wait until we could defend the thesis".

YZ, a Master's student says:

In the bachelor's degree, I was 'bluffed' by the specialized courses in security. It was so interesting that I wanted to do my dissertation in the airport field. But I was disillusioned when my application for an internship remained unanswered for two

years despite all the goodwill I put into it. Today, it has been three years since I finished writing the theoretical framework but I have no possibility of accessing the field due to lack of authorization.

Another student (TH) in thesis, adds: "after 3 years, without any follow-up to my research authorization at the port, I ended up submitting another subject in an open environment to my supervisor and this allowed me to defend my thesis in my fourth year of the master's degree". This means that, on the advice of predecessors, many students choose subjects of little relevance, provided that this allows them to defend their thesis first and foremost.

#### **4.2. Precipitation of the submission of the final document**

From the time of the defense, the final document can take on several aspects depending on the interest and attitude of the student. The first category of students is generally doctoral students whose defenses schedule are often the result of pressure to meet the imminent deadlines of a recruitment session. From this moment on, the professional stakes combined with socio-economic constraints (age, number of years spent in the thesis, financial situation...), can constitute on the one hand a bias in the examination of the document and on the other hand, after the defense, lead the student to hastily make the final document available without really taking into account the criticisms, observations and suggestions of the jury. The respondent KZ, currently a supervisor, who was in such a situation, confessed:

I defended my thesis two days before the deadline for submitting recruitment files. Not only I did have to write the defense report and have it signed by all the members of the jury, but I had to do all the administrative paperwork. So it was four years after my recruitment, when I was putting together the files for the assistant master's degree, that I actually corrected the document.

Moreover, as the re-reading of the document after the defense is not motivating and easy, many theses end up in the library with the teacher's agreement for final deposit, relying on the good faith of the student.

At the level of master's theses, several cases arise. From the master's 1 to the master's 2 degree, it is just a teaching unit to be validated in order to pass to the next class. The defenses are not only rushed, but consist more of formalities... A teacher admits:

There was a time when training was limited to the master's degree. And access to the DEA and then the doctorate was by test. But with the LMD system, the master's degree is the end of a cycle, and it has become incongruous to continue to defend master's theses, but it would also have been necessary to stop issuing master's degrees. Paradoxically, degrees continue to be awarded in this watery situation. This partly explains the fact that the Master's thesis being in the same cycle is produced in a lapidary fashion within the same academic year.

One consequence is that many of these dissertations were never submitted in a corrected version, since the following year in the master's program the student would have to produce another dissertation. The deadlines and production conditions lead to dissertations and defense exams of poor quality.

Another situation is when students, after defending their thesis, put it away and several years later, either because they need the diploma to keep it, or in the context of an imminent job offer, rush to produce a document for which the supervisor remembers neither the criticisms nor the remarks, even though he or she is begged to give his or her agreement to withdraw the diploma.

### 4.3. (Un)availability

The usability of scientific knowledge resulting from dissertation research presupposes that, after the defense, the document is corrected and filed after the opinion of the examiners and/or the dissertation director. Two shortcomings can be observed at this level.

#### 4.3.1. Delay in submitting the final document

**Table 9:** Summary of final dissertations submitted and the time taken to submit them

	Dissertations Submitted	] - 1 year ]	] 1-2 years ]	] 2-5 years ]	] 5-7 years ]	] 7-10 years ]	] 10-15 years ]	] 15+ [
M1	36	-	-	6	5	13	10	2
M2 12-13	2	-	-	-	-	-	-	-
M2 13-14	76	61	12	1	-	-	-	-
M2 14-15	13	5	1	6	-	-	-	-
M2 15-16	19	-	11	8	-	-	-	-
M2 16-17	17	1	13	3	-	-	-	-
M2 17-18	18	12	6	-	-	-	-	-
M2 18-19	14	10	04	-	-	-	-	-
M2 19-20	7	7	-	-	-	-	-	-
M2 20-21	4	4	-	-	-	-	-	-

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

The data in the table show the number of dissertations finally submitted after defense, and the time (years or months) taken to submit them. Thus, we note first of all that for the master's degree, no thesis was submitted in less than 2 years after the defense. Furthermore, out of 36 theses submitted, there is a remarkable interval of more than 15 years between the date of defense and the date of final submission of 2 theses. It should also be noted that 13 and 10 final submissions were respectively made in the intervals [7-10 years] and [10-15 years] and 6 between 2 and 5 years. In other words, for the 2, 10 and 13 cases mentioned above, students have allowed themselves to wait an average of 15.75 years, i.e. (189 months), 143.8 months and 65.75 months; as much time as is expected to make available the dissertation, the data for which is probably out of date.

Concerning the Master's degree, we note that as we progress towards the most recent years, the number of defenses decreases and the submission times are considerably reduced. Indeed, we observe averages of 47.83 months concerning 6/13 submissions in 2014/2015; 37.25 months concerning 8/19 submissions in 2015/2016; 18.15 months concerning 13/17 submissions in 2016/2017; 21 months concerning 6/18 submissions; 10.5 months concerning 10/14 submissions in 2018/2019; 5.8 months concerning the totality of 7 submissions in 2019/2020; 2.5 months concerning the totality of 4 submissions in 2020/2021.

On the other hand, the differences between the number of defenses and the number of submissions show the following figures concerning the dissertations that were not submitted and therefore remained in the wild and exploitable.

### 4.3.2. Non submission of defended theses

**Table 10:** Summary of defended Master's theses: submitted and not submitted

Years	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Defenses	19	102	147	61	52	23	32	12	17	465
Submissions	2	76	13	19	17	18	14	7	4	170
Non submissions	17	26	134	42	35	05	18	5	13	295

**Source:** Field surveys of the Faculty of Criminology January 2020 to January 2022

There are considerable differences between the number of theses defended and those finally submitted. The data on master's 1 degree defenses at the Faculty from 2013 to 2021 show 492 defenses. Only 36 or 7% submissions are recorded in the registers of the Faculty. In other words, 456 or 93% of master these are non-submitted or unregistered. In addition, out of a total of 465 Master thesis defenses from 2013 to 2021, a total of 170 submissions were recorded. In sum, 36.5% of Master's theses were submitted, compared to 63.5% that were not submitted. One consequence is that the document is not available in the library for consultation.

However, beyond the figures, the variable "time taken for submission" is not explicit in this table.

#### **4.4. 'Non-association' of beneficiaries**

##### **4.4.1. Due to the lack of cooperation with the host structures**

Generally, the choice of subject is made unilaterally between the student and his/her supervisor without involving the host structures, the users or beneficiaries of the research results. The consequence is that not only do these organizations have no interest in identifying an underlying problem for the institution, but they also refuse to authorize the internship or research, feeling that they are not linked to the expected results or have no particular expectations. It is rare that these structures agree, after many modifications, to find an issue of shared interest. Indeed, these structures are generally opaque and only end up accepting certain students on a referral or proxy basis. The main reason for acceptance is more a need to contribute to the validation of the diploma rather than a win-win scientific work. This is illustrated by the words of the thesis student KF:

The choice of courses in Licence 3 was initiated on our class. The teachers made us understand that courses such as Local Security Coordination (CLS) are accompanied by work placements in companies. And many of our graduates rushed into this course. But they were disillusioned when they couldn't even get their internship applications processed.

Another adds:

After the industrial, airport and port security course, many of us came up with dissertation topics related to these sectors. But we all ended up changing our subject after two years without any follow-up, even though we had finished writing the theoretical framework of our dissertations. Most host organizations do not follow up on requests for internships or research.

##### **4.4.2. Randomness of the scheduling of defenses**

The random nature of the defenses is due to the fact that even if the structures or personalities (decision-makers) would like to be associated with the defense ceremony for theses, the university space is a zone of unpredictability (student and teacher movements) which can upset any program and lead to the defense being postponed or relocated. This schedule (date, day, time, place) is also observed for dissertation defenses for the same reasons but also because of overlapping or room problems to the point of demotivating these potential beneficiaries whose presence would have given a special cachet to the defense. These same host structures within the framework of the internship or research or beneficiaries of the results, whose association or technical view of the examination of the document should have been of great use, often have a passive role reduced to a simple invitation, for a university work to which they would not be entitled to examine.

## 5. Discussion, recommendations and conclusion

The objective of this study was to evaluate the operability of the graduate productions at the Faculty of Criminology. The identification, categorization and enumeration of all these data made it possible to describe the reality. The haste or the delay in filing makes these productions less usable because of the lack of quality or the obsolescence of the data. The analysis of shortcomings points to the governance of the production of academic scientific knowledge. From the preliminary phases of topic selection to the dissemination of research knowledge, the process should be better structured. The results of this study corroborate those of the ODF Self-evaluation Report of the faculty of Criminology (2021), which noted the non-existence of partnerships between the Faculty and professional structures and the failure to take into account the employment pool in training offers. The Faculty must associate, through partnerships and other agreements, the users and potential beneficiaries of the fruits of research so as to involve them in the entire chain. This requires the establishment of a body to monitor internships and research, which serves as an interface between the institution and the host structures or users of the study results. To this end, the Faculty should organize open days with a view to popularizing research work that brings the authors and their scientific productions closer to the users. It should also encourage teachers to organize conferences. The institution of departments, especially laboratories, should be used to set up research or working groups.

With regard to student training for better production and, by extension, more usable recommendations, research methodology courses should contain management modules that would equip students on "how to". The aim is to make these recommendations more receptive through the drafting of a protocol attached to the dissertation. The content of this protocol should be less academic and more digestible and adapted to the language and requirements of the users of graduate productions. The protocol could be more specific in its recommendations on structuring, activities and tasks, timeframes for completion and resources to be mobilized for the recommended actions. The recommendations should include the identification of the activities to be carried out and the tasks to be performed, the delimitation of the deadlines for implementation, the designation of the actors (management, department, position), the designation of the modes of mobilization of resources (financial, human and material) and their allocation.

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