Globethics Repository



Supervising a doctoral thesis : obstacles to responsible supervision in the Cameroonian context

This page was generated automatically upon download from the Globethics Repository. More information on Globethics see https://www.globethics.net. Data and content policy of Globethics Repository see https://repository.globethics.net/pages/policy.

Item Type	Book chapter
Authors	KAMDEM, Emmanuel
DOI	10.58863/20.500.12424/4307052
Publisher	Globethics Publications
Rights	2024 Globethics Publications;Attribution-NonCommercial-NoDerivatives 4.0 International
Download date	2026-11-05 22:43:03
Item License	http://creativecommons.org/licenses/by-nc-nd/4.0/
Link to Item	http://hdl.handle.net/20.500.12424/4307052

5

SUPERVISING A DOCTORAL THESIS: OBSTACLES TO RESPONSIBLE SUPERVISION IN THE CAMEROONIAN CONTEXT

Emmanuel Kamdem

1. Introduction

"Hello, Professor. I apologize for coming to you, having read your published articles and books, to ask you to agree to supervise my doctoral thesis, which I've practically finished writing. All I need is for your name to be mentioned as my thesis supervisor, so that I can be authorized to defend it."

"Dear Colleague, I am urgently requesting you to be a member of the jury for three doctoral theses completed under my supervision and scheduled for defence next week. It is imperative that these doctoral students complete and submit their applications for the open positions."

These two personal quotations illustrate the surprise and astonishment that raised questions about the risks and temptations likely to have a

negative impact on the academic integrity of a doctoral thesis supervisor.[*] The first quotation comes from a conversation with a doctoral student, who was supposedly supervised by a thesis supervisor. The unavailability of the supervisor and the complexity of the thesis topic caused the supervisor to leave the student to fend for himself. The second extract comes from a conversation with a fellow instructor who was determined to have his doctoral students defend their theses. This hasty defence was intended to enable the doctoral candidates to meet the conditions required for recruitment to assistant positions at their university. In both cases, my response was categorically negative. Such requests have a strong negative impact on the way PhDs are produced with "theses of convenience". The questions raised by these two quotations are important for the scientific community in Cameroonian universities and African universities in general. For several years now, these universities have been experiencing exponential growth in the number of doctoral students and PhDs. This situation has led to recurrent strikes by university graduates with doctorates. They are demanding access to jobs as research professors within the universities, if they cannot find them elsewhere, notably in companies and other professional organizations.

This chapter is structured around three main themes: (1) the problematization and questioning of the subject; (2) contextualization and literature review; and (3) recommendations for improving the conditions (in the Cameroonian context) in which the profession of university research professor is exercised. It is understood that the professional careers

---

[*] Emmanuel Kamdem is Professor Emeritus for the University of Douala.

How to quote this chapter: Kamdem, Emmanuel, "Supervising a doctoral thesis: obstacles to responsible supervision in the cameroonian context", in: Bergadaà, Michelle, and Peixoto, Paulo (Eds.), *The New Boundaries of Academic Integrity*, Geneva: Globethics Publications, 2024, pp. 105-125. DOI: 10.58863/20.500.12424/4307052 © Globethics Publications. CC BY-NC-ND 4.0 International. Visit: https://globethics.net/publications

of research professor are strongly determined by their ability to successfully complete a doctoral thesis.

2. Problematization and Questioning

For some years now, the supervision and defence of doctoral theses have been the subject of increasingly heated debate in the Cameroonian university community. We will confine our discussion to classic doctoral theses, whose national designation is Doctorate/PhD. Current national legislation does not allow public universities to offer training courses for the professional doctorate known by the acronym DBA (Doctorate in Business Administration). This type of doctorate is increasingly offered by private universities, as part of the offshoring of international or foreign doctoral programmes.

The debates discussed in this chapter focus on a number of current concerns, linked to the problem of unsatisfactory thesis supervision. These include the selection criteria for doctoral candidates (taking into account the results obtained in the master's program); the scientific qualifications of the thesis supervisor (specialist or non-specialist in the research field); the structuring and formalization of the academic curriculum in the doctoral programme (scheduling and running of doctoral follow-up seminars); how the student's doctoral project will be financed (own resources, university contributions, company contributions, etc.); duration of doctoral training (beyond the three years provided for in cycle D of the university curriculum); the constitution of defence juries (impacts of personal ties between the doctoral student and jury members or between jury members); preliminary anti-plagiarism control of the thesis before authorization to defend (carried out in some of the country's universities, but not in others); the professional prospects of doctoral students (teaching and research, public administration, private enterprise, international organizations, etc.); and holding the title of "Doctor"

(increasingly seen as a distinctive national mark of individual value in Cameroonian society).

All these concerns raise a variety of questions, mainly at three levels. First, there is the justification for the doctoral project and its management by the doctoral student: what are the motivations for embarking on a doctoral programme? Second, we see the choice of subject and thesis supervisor: how does the collaboration between the supervisor and the doctoral student develop throughout the thesis process? Finally, there is the doctor's professional future at the end of their academic career: what do they do after defending the thesis? These three questions are linked by a common thread of deciphering the activity of thesis supervision in the face of the urgency of academic integrity (Bergadaà & Peixoto, 2021).

This deciphering helps us to understand the difficulties and opportunities encountered in carrying out this activity in the context of Cameroonian universities, where the issues and questions at the heart of this chapter are still unexplored avenues of research. Consequently, this chapter is primarily an opinion piece to stimulate future work and new publications. The activity of supervising a doctoral thesis, like any other activity, requires one to step back and revisit past or present experiences. This is possible as soon as one adopts a reflexive posture, as defined by Moriceau and Soparnot (2019, p. 14): 'Reflexivity consists in trying to understand what one is doing' [our translation]. This process is fundamental to the recapitulation of a pedagogical experience, in the form of a phenomenological narrative (Balleux, 2005) or a heuristic account of practice (Pesqueux, 2022). Two types of empirical data are mobilized in this text: (1) the lessons learned from our personal teaching experience in Cameroon, as supervisor of 11 theses, chair of the juries for 7 theses, and jury secretary for 9 theses, all of which were defended between April 2004 and August 2021; and (2) secondary empirical data, particularly data collected from available university archives.

3. Contextualization and Literature Review

This section focuses on contextualization and a literature review on the topic.

3.1. National and organizational contextualization

The first significant factor in Cameroon's national education context, in the master's (research orientation) and doctoral cycles, is non-compliance with current regulations. These two extracts from recent letters from the Minister of State for Higher Education to university rectors illustrate this point very well.

Box 1

Circular Letter no. 21/00006/MINESUP/SG/DAAQ/DAJ of 22 October 2021

> *It has come to my attention that, despite the regulations in force and the instructions of the Prime Minister, Head of Government (...), many state universities are demonstrating non-compliance with the said regulations characterized by, among other things, non-conformity of the academic profile of certain students selected for Master's II and Thesis degrees; defence of Doctorate/PhD Theses in breach of regulations; failure to respect the length of time required to complete a Thesis; the very high number of students supervised by certain instructors; students supervised by instructors from outside their home university, outside the framework of a Thesis co-supervision.* [our translation]

Box 2

Letter to a University Rector on the Supervision of Research Work at State Universities, 11 July 2022

> *Further to the non-observance of certain rules relating to the monitoring and evaluation of research work for master's and doctoral degrees in several state universities,*
>
> *I have the honour of reminding you, especially with regard to the institution for which you are responsible, that it is imperative to ensure that:*
>
> *the defence of a doctoral thesis is conditional on the prior (joint) publication of an article related to the thesis topic;*
>
> *cases where students are supervised by an instructor not attached to the University of (...) are transformed into co-supervision of the thesis;*
>
> *the right to a certificate of defence and diploma is respected for candidates who have properly defended their dissertations and theses.*
>
> *A mission (...) will visit the institution for which you are responsible, to ensure compliance with these measures (...).* [our translation]

The circular letter (Box 1) and the letter (Box 2) reiterate the need to comply with a previous regulatory document setting out the procedures for supervising theses and dissertations in Cameroonian universities.[31] It contains numerous elements that, in other university contexts, would

[31] *Order no. 18/00617/MINESUP/SG/DAJ of 30 July 2018.*

have called into question the supervision of theses and triggered the invalidation of the doctoral curriculum these students were following. Three of the situations identified above, concerning the discrepancy between rules and reality, are observed within the university in question: the non-conformity of the academic profiles of certain students selected for enrolment in the research master's and PhD programmes (the decisions of selection juries are sometimes influenced by certain members' personal ties to candidates); thesis defences that do not comply with regulations (e.g., without prior formal publication of the defence authorization); and failure to comply with thesis residency requirements (very few students defend their theses within the prescribed three-year period, and some manage to do so only five or six years after their first registration for the doctoral programme).

The second contextual factor is organizational. It refers to the situation observed in the Cameroonian public university in which we are interested. During a given academic year (2020–2021), there was a considerable discrepancy between the number of students authorized to register for theses in economics and management courses (233), on the one hand, and the number of students authorized to defend their theses in these programmes (35), on the other. The following two tables illustrate this paradox.

Table 1

Number of Students Authorized to Register for a Thesis: Doctoral School of Social Sciences and Humanities, Doctoral Training Unit in Economics and Applied Management (2020–2021 Academic Year)

Research structure	Number of students
Applied Economics and Management Laboratory (LEMA)	125

Applied Economics and Theory Laboratory (LETA)	108
Total	233

Source: Archival documents.

Table 2

Number of Students Authorized to Defend Theses: Doctoral School of Social Sciences and Humanities, Doctoral Training Unit in Economics and Applied Management (2020–2021 Academic Year)

Field of specialization	**Number of students**
Management sciences	19
Economic sciences	16
Total	35

Source: Archival documents.

To avoid a biased understanding of the situation, a few comments are in order concerning the comparison of these tables. The common factors are the doctoral training discipline (management sciences and economics) and the academic year (2020–2021). The difference lies mainly in the fact that the 35 students authorized to defend their theses (Table 2) were not enrolled in the same academic year, but in successive previous years. None of these 35 doctoral students completed and defended their thesis within the regulatory timeframe of three academic years for cycle D (doctorate). They did so within a period ranging between three and six years. The main relevant factor to remember when comparing these two tables is the considerable discrepancy between enrolments in the doctoral programme (233) and actual authorizations to defend theses (35). In other words, few students enrolled in the doctoral programme manage to

complete their studies and defend their theses. This reflects a very low success rate in the doctoral programme. Finally, of the 35 theses defended, 28 were supervised by a single professor and 7 were co-supervised by two professors.

Two main indicators, taken from the extract from the ministerial letter in Box 1, help us to understand this paradox. The non-conformity of a thesis student's profile can undoubtedly be a source of difficulty or even conflict with their thesis supervisor. This usually leads to a breakdown in collaboration. Failure to respect the length of the thesis residency period (generally well beyond the three academic years allowed in the Licence-Master's-Doctorate cycle) is likely to lead to discouragement or even quitting on the part of both the thesis supervisor and the doctoral student. On the other hand, it appears that the maximum number of theses formally allocated to each instructor in the same academic year was respected (5). We can therefore deduce that some of these doctoral students have greatly exceeded the regulatory duration of the doctoral programme, after the master's degree (three years).

There are several possible reasons for the failures observed in this cycle. The main ones identified are the selection process at entry; the thesis supervisor's unavailability to provide regular follow-up for the doctoral student; the doctoral student's unavailability, if they are forced to spend time looking for financial resources to complete the thesis; and the doctoral student's difficulty accessing documentary resources. These reasons help us understand why and how thesis supervisors can find themselves enmeshed in a haphazard and unaccountable supervisory process. The thesis supervisor's position of responsibility therefore comes up against a contingent situation comparable to the double bind described by Bateson (1972). The supervisor's personal desire, experienced as a necessary constraint to succeed in their mission as thesis supervisor, is confronted with the various constraints they must accept to achieve success.

The brief literature review in the following section focuses on some of these constraints.

3.2. Insights from the literature

It is surprising and incomprehensible that the observations made above have not given rise to research work and publications on how doctoral research is conducted and supervised in Cameroon. This is a highly sensitive issue, which has a considerable and lasting impact on the career path of both the thesis supervisor and the doctoral researcher. However, this field has been explored by authors in other African countries. The available publications shed light on the difficulties encountered by African researchers in their national contexts. We will confine ourselves here mainly to those related to the supervision (by the professor) or execution (by the doctoral student) of doctoral research: the limitation of local resources for funding research; the researcher's dependence on foreign funding; and the experience of the power relationship between the supervisor and the researcher.

The scarcity or complete absence of local funding severely limits the scope of research projects. In some countries, research bonuses are paid to higher education instructors to supplement their salaries, which do not always enable them to meet their minimum living expenses (food, health, housing, children's education, etc.). The local context of community life helps us to understand why one person's salary is very often the main resource for the subsistence of an extended human community (children, parents, other relatives, neighbours, etc.). To mitigate this situation, researchers and doctoral students often spend more time on lucrative consultancy activities and end up abandoning their research projects (Olivier de Sardan, 2011). In other words, the financial resources derived from consulting are a wage supplement that fails to address the fundamental problem of the economic vulnerability of the academic profession.

African researchers involved in international scientific partnership networks must obligatorily submit to the terms and conditions imposed by the foreign organizations supporting them in their research (Ridde, 2021). These organizations' objectives are not always related to the major concerns of African societies. This often results in research that is cut off from reality and has limited impacts (managerial, societal, theoretical) in African contexts. The issue relates to the economic and political stakes of funding African research by international institutions (Droz & Mayor, 2009; Gaillard, 1994; Ouattara & Ridde, 2013; Vidal, 2014).

The power relationship between instructors and researchers (especially PhD students) observed in other places, such as Canada (Carillon & Ridde, 2018) is also observed in Africa. For example, Kojoué-Kamga (2017) analyses the difficult and laborious academic journey of African doctoral researchers who are virtually abandoned by their research supervisors. Her analysis is based on accounts collected from PhD students in various African countries (Burkina Faso, Cameroon, Mozambique, Senegal, Tunisia). These difficulties help us to understand why theses are produced without reference points, without deadlines, without libraries, without funding, without computers, and without effective supervision. The only resource doctoral students can really mobilize is their personal determination to complete the thesis and obtain the coveted academic title of "Doctor", which is increasingly valued in African societies. The subject, content, results, and impact of the thesis are of little importance. All that matters is the parchment obtained and the social prestige that goes with it. Under these conditions, the supervision of theses does not obey the formal academic regulations with which the thesis supervisor and the doctoral student ought to comply. These two players in the doctoral process operate within a relational dynamic that is built up and developed randomly and circumstantially, depending on each one's motivations and behaviours.

In the same vein, Kojoué-Kamga (2018) analyses the lessons doctoral students can learn from this ordeal. At the end of the doctoral process (whether successful or unsuccessful), doctoral students emerge seasoned and almost transfigured. They have experienced suffering and pain that have transformed them and prepared them better to face future obstacles in their career path, with or without a doctoral thesis. Ultimately, the painful doctoral experience enables the doctoral student to develop a capacity for resilience that will be extremely useful in other life circumstances (Anaut & Cyrulnik, 2014). In this sense, there is no doubt that the thesis process, however unsatisfactory it may be, can still be a source of academic or scientific resilience for the doctoral researcher.

Upstream analyses reveal a persistent malaise that has affected the entire African education system for some years now, linked to the precariousness and difficult conditions of practice of the teaching profession (Mékindé et al., 2022). So how do we deal with the difficulties of supervising theses (for the instructor) and preparing theses (for the doctoral student)? These difficulties, as we have just emphasized, can also give rise to opportunities for both parties. The following section explores a number of ways to make thesis supervision a truly and sustainably responsible activity.

4. Recommendations to Empower Stakeholders

Given the strong similarity of the problems raised and the difficulties identified in most African countries, the recommendations formulated are not limited to the empirical and academic field of Cameroon. They could be implemented in all African epistemic communities on the continent. Bergadaà (2020, ch. 6) proposes the implementation of a dynamic working "towards academic social responsibility", with reference to the corporate social responsibility framework. The task now is to build academic

social responsibility together, and to develop an ethic that is also conceived of systemically. Our recommendations are therefore structured around several thematic axes listed below and address four main groups of decision-makers for implementation: thesis supervisors and doctoral students; university teaching and research institutions; international university institutional partners; and national policy-makers.

4.1 The responsibilities of thesis supervisors and doctoral students

These two players are grouped together because it is sometimes difficult to differentiate each one's responsibility for the success or failure of a doctoral project.

Thesis supervisor's profile

Although it is possible to accept that a thesis jury president is not necessarily a specialist in the thesis research field, it is crucial to recognize that thesis supervisors absolutely must have basic knowledge of the subject of the theses they are supervising. This knowledge can be acquired at various levels: their previous academic career and the degree obtained; and the quality of their scientific publications in relation to the thesis subject. These requirements are fundamental, insofar as the thesis supervisor's responsibility is to guide the doctoral student in conducting their research and the choices they must make (conceptual, theoretical, epistemological, methodological, etc.). This is only possible if the thesis supervisor has the proven skills to guide the doctoral student towards the best possible choices. Consequently, a thesis supervisor who is approached by a doctoral student should have the courage and intellectual honesty to respond negatively to this request, if appropriate, and to direct the doctoral student towards a better-qualified colleague.

Access to scientific documentation

This problem has long had a detrimental impact on the quality of defended theses, making it difficult to recommend that they be published.

Fortunately, the current context of increased digitization of university documentation opens up enormous opportunities for African researchers. Their limited ability to travel abroad is substantially offset by the opportunities offered by virtual mobility and internet research (Kamdem, 2021; Kamdem & Nkouandou Njiemessa, 2021). The COVID-19 pandemic undoubtedly generated sustainable positive impacts that facilitate distance working, teaching, and research in African contexts.

Anti-plagiarism checking of theses prior to defence

This is yet another sensitive issue that explains some of the difficulties of thesis supervision in Cameroonian universities. Few doctoral theses are formally subject to anti-plagiarism checks before they are defended. Here are a few examples of behaviours that might be considered to be academic plagiarism (Bergadaà, 2015): publication under one's own name of the results of work and discoveries of third parties; obtaining the status of co-author of a publication without making an essential contribution to the work; deliberate omission of the names of collaborators who have made essential contributions to a project; deliberate naming of someone as a co-author when they have not contributed to the project; deliberate omission of essential contributions by other authors on the same subject (incomplete reference list); intentionally erroneous quotations from real or alleged third-party work; incorrect indication of the stage of publication of one's own work (e.g., "in press", when the manuscript has not yet been accepted); and self-plagiarism or deliberate omission of references to one's own previous work (e.g., publication in one language of an article already published in another language).

Doctoral students have primary responsibility for the academic integrity of their theses. Theses should be formally submitted with the results of an anti-plagiarism check carried out with currently available software tools, many of which can be accessed free of charge on the internet.

However, it is true that the reliability of some of the software currently in use still poses problems. For example, an author cited several times in a text is counted the same number of times in the final tally, which considerably increases the final percentage of similarities and suspected plagiarism.

4.2 The responsibility of university teaching and research institutions

Forecasting student and teaching staff numbers

It is important to ensure that candidates for "research-oriented" courses (Master's, Doctorate) are selected within the framework of multi-year programming of changes in the numbers of students and instructors (Ebot Ashu, 2016). Among other things, this involves a comparative assessment of instructor departures, particularly those whose retirement dates are known in advance. Tracking retirements over a given period provides a rough estimate of the positions available for future recruitment. Unfortunately, in many African countries, the creation of teaching positions in universities is often a response to prevent or resolve social conflicts caused by "unemployed PhDs".

Academic supervision of doctoral students

African universities are only starting to implement procedures and terms for the academic supervision of doctoral students. This is also the case in France, where the introduction of pedagogical management of the doctoral cycle is still in its infancy. For a long time, African doctoral students had to work individually, sometimes with only occasional meetings with their thesis supervisors. This explains why the three-year deadline for thesis preparation is rarely respected. The current experience of the Cameroonian university on which we are focusing bears witness to a positive change. Since the academic year 2021–2022, students in the research master's and doctoral programmes have been formally monitored in tutored seminars. These students are now obliged to attend

research seminars, at the end of which they are awarded a formal grade that determines whether they will be admitted to the next level.

Disseminating a culture of academic integrity and implementing a flexible system of sanctions

Academic integrity is not acquired spontaneously. It is the result of a long and difficult process, fraught with obstacles and resistance from various parties. The process could therefore consist in designing and providing teaching on academic integrity, right from the first year of university education. In most African countries, this issue is only partially and belatedly addressed in the doctoral cycle, where the main concern is academic plagiarism. Disseminating a culture of academic integrity is a preventive measure against the risk of plagiarism. When plagiarism is proven, sanctions (academic and/or administrative) are necessary and must be applied flexibly, depending on whether the plagiarism is circumstantial (due to ignorance) or deliberate (intentional).

4.3 The responsibility of university institutional partners

Funding thesis projects and compensating thesis supervisors

This concern is an important factor in understanding the difficult Cameroonian context. It is therefore a determinant in the responsible supervision and management of theses. It is less obvious for two categories of doctoral students: those who have already been recruited as assistants (before defending their thesis) and are for that work; and those who are working on their thesis while holding down a paid job that enables them to partially finance their research work. The latter case describes virtually all doctoral students, regardless of their field of research. The recommendation here is to strongly encourage mutually beneficial collaboration between companies and professional organizations, academic institutions, and PhD students. This presupposes that the students' research projects, in all disciplinary fields, are rooted and

"actionable" in African contexts (Kamdem et al., 2021), so they can generate sustainable managerial and societal impacts. These impacts are translated in terms of the performative transformation of managerial practices likely to guide organizational leaders' decisions.

Although most African and Cameroonian universities make formal provision for the payment of dissertation fees, this does not always happen, given the reduction in budgets, which in any case are earmarked mainly for investment in the upgrading of badly deteriorated infrastructure. As a result, it is not uncommon for university managers to invoke the lack of a budget as an argument to justify the late scheduling of thesis defences, for which the university covers the necessary costs.

Co-supervision of theses nationally and internationally

The internationalization of university teaching and research involves the creation of networks of excellence to facilitate the mobility of instructors, researchers, and doctoral students. These networks generally operate within the framework of national and international scientific associations. They provide an opportunity for PhD supervisors and students to work together across organizational, national, and international boundaries.

4.4 The responsibility of national policy-makers

Decentralized procedures for reforming and updating curricula

The reform and updating of academic curricula are generally slow and difficult in African universities. This situation is a consequence of the strong state control over higher education in general (public and private). To enable universities to produce graduates whose profiles are compatible with the expectations of professional environments, it is absolutely essential to considerably reduce the time lag between the design of the desired reforms and their implementation. This is a question of higher education policy, for which the primary responsibility lies with the government authority in charge of the sector.

Contractual formalization of thesis supervision

It is up to government authorities to innovate in the procedural management of thesis supervision. Validation by university presidents or rectors could be formalized in a tripartite contract between the doctoral student, the thesis supervisor, and the university manager. This contract should clearly specify the terms and conditions of the thesis process and the levels of responsibility of each of the contracting parties. This innovation is a crucial step on the road to responsible supervision of doctoral theses.

5. Conclusion

Formulating these recommendations from the perspective of academic social responsibility, following a managerial systemic approach, as we have just outlined, calls for profound, innovative, and sustainable transformations in African universities. With a few rare exceptions, mainly in South Africa and Egypt, our universities are at the bottom of the currently available rankings. Beyond the initial concern with supervising a doctoral thesis, this chapter opens up avenues of research and response for future performative transformations of teaching and research within Cameroonian and African universities. These transformations should produce sustainable impacts, considerably improving their world ranking.

References

Anaut, M., & Cyrulnik, B. (2014). *Résilience. De la recherche à la pratique*. Odile Jacob.

Balleux, A. (2007). Le récit phénoménologique: étape marquante dans l'analyse des données. *Recherches Qualitatives*, *3,* 396–423.

Bateson, G. (1972). *Steps to an ecology of mind*. Ballantine Books.

Bergadaà, M. (2015). *Le plagiat académique: comprendre pour agir.* L'Harmattan.

Bergadaà, M. (2020). *Le temps entre science et création*. Éditions EMS.

Bergadaà, M., & Peixoto, P. (Eds.). (2021). *L'urgence de l'intégrité académique*. Éditions EMS.

Carillon, S., & Ridde, V. (2018). Rapport de pouvoir entre enseignante et doctorante : utilisation de données de recherche et signature scientifique. *Revue canadienne de bioéthique, 1*(2), 91–93. https://doi.org/10.7202/1058281ar

Droz, Y., & Mayor, A. (2009). *Partenariats scientifiques avec l'Afrique : Réflexions critiques de Suisse et d'ailleurs*. Karthala. https://archive-ouverte.unige.ch/unige:14802

Ebot Ashu, F. (2016). Educational administration, planning and policy studies: Insights from Cameroon. *Educational Leadership and Management Studies,* 35(2).

Gaillard, J. (1994). North-South research partnership: Is collaboration possible between unequal partners? *Knowledge, Technology and Policy, 7*(2), 31–63.

Kamdem, E. (2021). Mobilité internationale des enseignants chercheurs africains en contexte de crise: difficultés et opportunités. In M. Kalika & P. Beaulieu (Eds.). *Les impacts durables de la crise sur le management* (pp. 215–225). Éditions EMS.

Kamdem, E., Chevalier, F., & Payaud, M. A. (Eds.). (2021). *La recherche enracinée en management : contextes nouveaux et perspectives nouvelles en Afrique*. Éditions EMS.

Kamdem, E., & Nkouandou Njiemessa, M. (2021). Cultures africaines et révolution numérique : implications comportementales et managériales. In S. F. Simen, E. Hounkou, & R. Nkakleu (Eds.), *Management des organisations africaines, diversité et développement des territoires. Mélanges en l'honneur du professeur Bassirou Tidjani* (pp. 47–67). Éditions EMS.

Kojoué-Kamga, L. (2017). *Tu seras Docteur.e mon enfant : expériences et postures de recherche des thésards africains.* L'Harmattan.

Kojoué-Kamga L. (2018). Faire une thèse en Afrique: 'Pas d'autres moyens que la volonté d'y arriver'. *Archives HAL, Hyper Article en Ligne—Sciences de l'Homme et de la Société*. Source : 10670/1.8pcwwk.

Mékindé, J. P., Baizoumi Wambae, S., & Beyama, A. (2022). *Le métier d'enseignant aujourd'hui : autopsie d'un mal-être, défis pluriels et perspectives d'une profession en mutation*. Éditions Cheikh Anta Diop.

Moriceau, J.-L., & Soparnot, R. (2019). *Recherche qualitative en sciences sociales : s'exposer, cheminer, réfléchir ou l'art de composer sa méthode*. Éditions EMS.

Olivier de Sardan, J.-P. (2011). Promouvoir la recherche face à la consultance. Autour de l'expérience du Lasdel (Niger-Bénin). *Cahiers d'études africaines, 202–203*(2–3), 511–528. https://journals.openedition.org/etudesafricaines/16759

Ouattara, F., & Ridde, V. (2013). Expériences connues, vécues… mais rarement écrites. À propos des relations de partenariat Nord-Sud. *Nouvelles Pratiques Sociales, 25*(2), 231–246. https://www.erudit.org/en/journals/nps/2013-v25-n2-nps01030/1020832ar/abstract/

Pesqueux, Y. (2022). *Réfléchir. De l'importance de la tâche réflexive en sciences de gestion*. Éditions EMS.

Ridde, V. (2021). Faire de la recherche dans un partenariat nord-sud. In F. Piron & É. Arsenault (Eds.), *Guide décolonisé et pluriversel de formation à la recherche en sciences sociales et humaines*. Éditions science et bien commun. https://www.editionscienceetbiencommun.org

Vidal, L. (2014). *Expériences du partenariat au Sud : le regard des sciences sociales*. IRD éditions. https://core.ac.uk/download/pdf/39828935.pdf