

Unveiling the Impact: Analyzing the Contribution of UniPiagets Graduates to Cape Verdean Society and Beyond

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Abstract: *This study was carried out under the prerogatives of UniPiaget's Study and Planning Office, aiming to describe the contribution that this institution has given to Cape Verdean society and beyond, based on data related to the university and professional careers of its graduates during the first 20 years of operation (2001/2002 - 2019/2020). The basic premise was that graduates constitute an immaterial - academic - capital of greater importance to Higher Education Institutions [HEIs], as well as one of the elements that best reflect their commitment to one of their main missions: quality education. By restricting itself to the Cape Verdean context, it seeks to give voice and turn to the guidelines of articles 19.º and 20.º of the Legal Regime of Cape Verdean HEIs. We focus on the accountability, a concept that applied to the context of HEIs, explains the imperative that is placed on higher education institutions to commit to their mission of providing the Cape Verdean State with data related to their performance, in order to allow it to use them in the redefinition of macroeconomic policies. In the light of the above-mentioned law, especially the number two of the article 20.º, where we can read that each institution must collect and disseminate information on the employment of its graduates and on their professional careers". We admit that the results help to keep knowledge about, for example, the degree of employability of graduates, the functions they have already performed or are performing. In the 21st century, it is impossible for us to assume education without admitting that knowledge is constantly changing. This is, therefore, the leitmotiv: to ascertain whether graduates are aware that social demands change at every moment, requiring them to have a permanent place in intellectual and professional growth. We emphasize the weight of theoretical/practical dialectics because it requires a permanent dialogue between those involved in academia and those in the socio-labour context. We chose the quantitative methodology, involving a sample of 329 graduates and the consequent collection of data using a questionnaire, available in Google Forms. The results show that Economics and Management, Educational Sciences, Psychology, Computer Systems Engineering and Sociology are the five courses with the most graduates in the labour market, but also that bi-etapic courses are more favourable to employment than mono-etapic courses.*

Keywords: academy, Cape Verde, work context, graduates, Jean Piaget University.

1. Introduction

This study results from the conviction that the probability of reacting with strangeness and distrust is very residual, in the face of a discourse that places universities on the list of institutions with much greater responsibilities in terms of the task of obtaining answers to the great challenges that are proposed to humanity, specially to society or the community of belonging. We will say that only those universities that manage to innovate their processes and practices, through the incorporation of the contributions arising from the technological evolution of the Digital Age, have survived.

The same is to say that the countless possibilities that the Digital Age presents, require that the university, along with the concern to be properly organized, to have an academic community that plans and acts anchored in a strategic vision, innovative and aware of their missions, also have the concern to review themselves from the perspective of Santos (2011), when the author draws attention to the fact that it is not his job to produce with his eyes fixed solely on the market, but that he produces himself as a market, as a market for university management, study plans, certification, teacher training, as well as the evaluation of both teachers and students.

What we can infer from the words of Santos (2011) is that, in order to respond to the challenges that are assigned to it, starting with the imperative to fight for its own survival or

sustainability, the university has to bet on the creation of conditions that compete for a solid and updated training of its students, aiming that, after concluding this stage, they begin other walks, whose degrees of demands are greater and/or embrace the exercise of the profession for which they were formed, contributing to the production of wealth, individual and collective well-being, but also to be the ambassadors of the institutions where they were formed.

To reinforce this vision, it seems pertinent to us the contribution of Cury (2014), when, besides sponsoring the understanding that Higher Education assumes the mission of creating formative offers in relevant and contemporary areas, regarding the domain of science as well as technology, he adds that, although it is recognized that the domain of basic research remains a pillar of extraordinary importance for the advancement of knowledge and consequent technological application, training cannot be subject only to the pragmatic dimensions of a professional insertion.

Aware of this and in view of the fact that we have been given the opportunity to coordinate the Office of Studies and Planning of the Jean Piaget University of Cape Verde (UniPiaget), among other activities carried out for 14 months (January 2019 to February 2020), we have invested in the implementation of this study - presented here in the form of an article. We should mention that the bet on this study is the result of our commitment to highlight the

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valuable contribution that UniPiaget has given to the process of consolidation of Higher Education in Cape Verde and to Cape Verdean society, through the qualification of staff and the promotion of decent employment, during its first 20 years of life (2001/2002 - 2019/2020).

In this article, we present six sections, the first focusing on the problematization of the university's functions and the signposting of its interconnection points; the second briefly describes Higher Education, in the light of the Legal Regime of Higher Education Institutions in Cape Verde (RJIES); the third highlights the methodology of the study; the fourth presents the empirical results; the fifth presents the final reflections that lead us to the conclusion.

2. A brief allusion to the concept and functions of the university

We have no doubt that the vast scientific literature that explores themes related to universities increases the probability of making mistakes or exaggerations in the task of defining the concept of *university*, especially when allied to this task appears that of reflecting on its various missions. In the same way, we have no doubt that this same literature offers us elements that help strengthen the conviction that the university is an entity with complex and important responsibilities for a community, for society and for humanity in general.

Faced with these two possibilities, we have decided to start by looking for subsidies that will help and understand the concept of university. For this, nothing better than to have as anchors the contributions of the Portuguese thinker Boaventura de Sousa Santos. On the one hand, we refer to the fact that Santos (1999) assumes the university as a space, where, together with the concern to produce and transmit scientific knowledge and train qualified workers, involves a bet on raising the cultural level of society, character formation, the identification of talents, participation in solving social problems are products, not only very varied, but difficult to define.

We refer to the fact that, with only one of the 11 (eleven) theses, the author offers us a timeless and inclusive definition of the concept of university arising from post-modern science. We refer to thesis 2, through which Santos (1999, p.193) explains that the university presents itself not only as a privileged and unified instance, but also as a centre of a privileged and unified knowledge, fruit of the knowledge produced by the three rationalities of modernity: the cognitive-experimental rationality of the sciences, the moral-practical rationality of law and ethics, and the aesthetic-expressive rationality of the arts and literature. Santos (1999) explains that while the natural sciences appropriated cognitive-experimental rationality, on the other hand, the humanities were distributed by the other two rationalities. The author reinforces that social sciences were from the beginning fractured between cognitive-experimental rationality and moral-practical rationality. From these contributions of Santos (1999), it is easy to name the elements that help to understand the main missions of the university, starting with the classical functions, namely teaching or training, research and the extension or transfer of

knowledge (Brito, 1999; Brito, 2019; Campos, 1990; De Farias, De Oliveira, & Lorente, 2021; Kanika, 2016; Leopoldo e Siva, 2001; Santos, 2011). However, some of these studies and several others (Lauxen, Bianchi, & Garces, 2017; Nóvoa, 2014; Tolentino, 2006), including Santos (1999), speak of new missions assigned to universities in the face of the challenges of the Digital Age.

Like other institutions that have increased responsibilities for the development of human capital, universities are called to commit themselves to mechanisms aimed at accountability to society, assuming an attitude anchored in the principle of accountability, which translates into what Molas-Gallart (2005) called the third mission, by involving the activities of universities capable of responding to the social welfare needs and economic objectives of institutions in a country, whether public or private.

However, we must admit that this way of approaching the role of universities has, in its origin, the argument that, although some of them have much more than others, state institutions as their main sources of funding. In fact, some receive large amounts of public money transferred, through, for example, the payment of tuition fees to teachers and to the entire management staff (in the case of public ones!), direct and indirect financing of projects and partial or total payments of student fees. Moreover, we must not lose sight of the fact that the principle of accountability calls upon institutions to fulfil their duty to produce information that helps them realize to what extent they are fulfilling the mission(s) for which they were created, so that the State, in turn, can use this information in the task of redefining macroeconomic policies.

In the Cape Verdean context, we will say that this prerogative appears in articles 19 and 20 of the RJIES and, in particular, in the number two of the article 20.º, which states that each institution must collect and disseminate information on the employment of its graduates and on their professional careers. From the content of this article, it stands out that, together with the concern for the quality of their academic-scientific and pedagogical practice and the consequent quality of the "final product", which they make available to society, the Higher Education Institutions (HEIs) must be committed to the task of satisfying the various audiences, directly or indirectly, involved with the dynamics of the academies.

Another great mission that is now attributed to the HEIs, with the Digital Era as its driving force, is that of "internationalization". In fact, this understanding, widely conveyed in international scientific literature (Lauxen, Bianchi, & Garces, 2017; Teixeira, 2005), is present in the policy documents aimed at Higher Education (Government of the 9th Legislature – 2016-2021, Cape Verde, 2016).

To reinforce the sense of the concept of internalization, we have elected the contribution presented in a study carried out in Brazil (Lauxen et al, 2017), especially when the authors emphasize the fact that research, extension and post-graduation, through their pro-rectorates establish the guidelines for the work to be developed and have among their objectives to propose policies that prioritize areas of

research of interest, aiming at their consolidation and, consequently, the consolidation of post-graduation; stimulate and support scientific production; promote the integration of research with undergraduate, graduate and extension education. Reinforcing this approach, we highlight the Government Program of the IX Legislature 2016-2021 (Cape Verde, 2016), where we find important commitments made by the Government, of which, for what interests us at this moment, we highlight two.

On the one hand, the fact that the Government has not only assumed that Higher Education will be transformed into a strategic axis for the development of the country, competitive in the global context, based on the tripod that involves excellence, efficiency and internationalization, but also admits that the list of priorities should include regulation, indicative planning, supervision, the use of resources available abroad, especially with the Cape Verdean diaspora and investment in advanced training for teachers and university researchers living in Cape Verde. On the other hand, the government has urged public and private HEIs to provide themselves with conditions that project them to high levels of quality in both teaching and research, ultimately aiming at a position as the main partners in the development and progress of Cape Verdean society.

3. Higher Education in Cape Verde

We corroborate the Government Program's perspective of the 9th Legislature 2016-2021 in relation to what we have just mentioned, as well as applaud when it is assumed that historically HEIs have been a privileged place of transmission and knowledge creation. It is important that Cape Verdean higher education institutions in addition to their requalification, can fully assume their role in these two dimensions of transmission and creation of knowledge, at the risk of not constituting real added value to the subsystems of basic and secondary education.

Focusing on the Cape Verdean context, we highlight three major events of greatest importance in affirming and consolidating the identity, autonomy and thought of citizens: the first and most important of all is the achievement of National Independence in 1975; the second is the political opening in 1990, for having led us to free and multiparty elections; the third is the institutionalization of Higher Education in Cape Verde, especially since the restructuring of the Organic of the Ministry of Education in 1997, which now includes the Directorate General of Higher Education and Science (DGESC). The head of UniPiaget, Jorge Sousa Brito, provides us with elements that strengthen this understanding, at least in relation to the creation of DGESC. We refer, for example, to the fact that Brito (1999) maintains that the creation of this Directorate revealed the importance that the matter raised for the sector's educational policy.

The first two events were decisive for the country to embrace another challenge that makes us proud as citizens. We will say that the Government that resulted from the 1990 elections was intelligent and strategic in its bet, in line with John Franklin Bobbitt, when, in the preface of his book on the curriculum, he emphasizes that education must provide the intelligence and aspirations necessary for development,

promoting stability and consistency of results. Education must take the right path, not for itself, but for social progress (Bobbitt, 2004).

We will also say that it is positive to see this understanding of Bobbitt (2004), in our countrymen, as is the case of Tolentino (2006), when he recognizes that resources, whether they come from nature, from immigrant remittances, from public investment to development or, even from friendly or partner countries, however important they may be, none of them equal or replace education, which is the most powerful factor in economic growth, equity and social cohesion.

These and the various other contributions that have been legitimated by successive governments have resulted in diplomas regulating higher education in Cape Verde, based on a more contemporary approach, as well as events of capital relevance to the people of this small archipelago. We refer, on the one hand, to the creation, in 2001, of the first University in Cape Verde, with its own statutes, of which we can highlight the first article, where we find the name and legal nature, particularly, where we read that the Jean Piaget University of Cape Verde (UniPiaget) is an institution of higher education created by the Piaget Institute, with public interest recognized by Decree-Law n.º 12/2001, of May 7.

We refer to the emergence of several other HEIs, of public or private nature, as well as a set of diplomas that present themselves as cause or consequence of this proliferation, in a short space of time. From this vast legislation, we highlight five:

- 1) Decree-Law n.º 17/2007, of May 7 (Official Bulletin n.º 17, Series I), through which the Statute of Private and Cooperative Education was approved.
- 2) Decree-Law n.º 20/2012, of July 19 (Official Bulletin n.º 41, I Series), which establishes the legal regime of higher education institutions, regulating namely their constitution, organization, attributions and functioning and the guardianship powers to which they are subject, without prejudice to their autonomy.
- 3) Decree-Law no. 12/2015, of February 24 (Official Bulletin n.º 14, I Series), which changes the Legal Regime of Higher Education Institutions in some aspects, as a way of adapting the speeches in the reference documents and the practices, according, for example, to the approach by competence.
- 4) Decree-Law No. 121/VIII/2016, of March 24 (Official Gazette No. 21, Series I), diploma creating the Regulatory Agency for Higher Education, designated by ARES, as well as approving its respective statutes.
- 5) Basic Law of the Cape Verdean Education System, especially in the configuration given by Decree-Law n.º 13/2018, of December 7, taking into account that in this one the Government, in Article 5, assumes that, at the level of Higher Education, there will be structural changes, through the introduction of new quality standards, namely regarding the objectives and the redefinition of the regime of educational establishments, as well as regarding the access regime and the extension of academic degrees and corresponding diplomas, including the post-doctoral phase.

Finally, it is worth noting that the gains recorded in Cape Verde in terms of human capital development in recent years are the result, on the one hand of the support of friendly countries that, since Independence, have been ready to help in the various sectors of activity, and, on the other, the contribution of the HEIs created in the country. In fact, the HEIs created have offered (and offer!) to the thousands of Cape Verdeans the opportunity to continue their studies, to realize a dream and/or a life project, something that was very difficult before, given the enormous difficulties in moving abroad.

4. Methodological aspects of the study

Given the two objectives mentioned in the introductory part, we bet on a quantitative methodology, which is mirrored in the sample definition phase, as well as in the phases that followed, contemplating the collection, treatment, analysis,

and presentation of results. From the outset, the concern was to involve as many graduates as possible, a task that provided us with stressful and unproductive moments during consecutive months, despite the combination of different data collection strategies. The data collection involved procedures ranging from the preparation and availability of the online questionnaire to the application of the same paper forms, as well as contacts via email and telephone. It is an activity that involved five months (from April to August 2019). Due to the non-response to the questionnaire by several graduates, even after a lot of persistence on our part, we were forced to make do with a representative sample of the population, demarcating the concern of involving the largest possible number of graduates.

5. Presentation and discussion of results

5.1 Participants

Table 1: Distribution according to personal identification variables

| Género | | Faixa etária | | Trabalhar e estudar | | Mudança de curso | | Natureza do curso realizado | | | |
|-----------------------|-------|--------------|------|---------------------|------|------------------|------|--|--|----|------|
| Male (139 cases) | N/A | 6 | 4.3 | N n/a | 3 | N N/A | 2 | N N/A | | 4 | 2.9 |
| | 25-30 | 64 | 46.0 | % N/A | 2.2 | % N/A | 1.4 | Bi-etapic (Bachelor 3 years and two years of Degree) | | 40 | 28.7 |
| | 31-35 | 35 | 25.2 | N Yes | 55 | N Yes | 9 | Mono-etapic: 4 or 5 year degree | | 89 | 64.0 |
| | 36-40 | 24 | 17.3 | % Yes | 39.6 | % Yes | 6.5 | | | | |
| | 41-45 | 5 | 3.6 | N No | 81 | N No | 128 | Graduation Supplement | | 6 | 4.3 |
| | 46-50 | 3 | 2.2 | % No | 58.3 | % No | 92.1 | | | | |
| >50 | 2 | 1.4 | | | | | | | | | |
| Female (190 cases) | N/A | 7 | 3.7 | N N/A | 0 | N N/A | 0 | Bi-etapic (Bachelor 3 years and two years of Degree) | | 1 | 0.5 |
| | 25-30 | 86 | 45.3 | % N/A | 0 | % N/A | 0 | Mono-etapic: 4 or 5 year degree | | 50 | 26.3 |
| | 31-35 | 51 | 26.8 | N Yes | 51 | N Yes | 6 | | | | |
| | 36-40 | 32 | 16.8 | % Yes | 26.8 | % Yes | 3.2 | | | | |
| | 41-45 | 8 | 4.2 | N No | 139 | N No | 184 | Graduation Supplement | | 6 | 3.2 |
| | 46-50 | 2 | 1.1 | % No | 73.2 | % No | 96.8 | | | | |
| >50 | 4 | 2.1 | | | | | | | | | |

Among the 1,721 graduates registered with the Office of Studies and Planning (OSP) and subdivided into 22 courses, 329 completed the questionnaire. The most represented courses are Economics and Management (EM, with 509 graduates), Education Sciences and Educational Praxis (SED, 178 cases), Psychology (PSI, 171 cases), Computer Systems Engineering (ESE, 124 cases) and Sociology (SOC, 98 cases); the vast majority are Cape Verdean ($\pm 98\%$), while the remainder includes one case for Gabon, Ukraine, Portugal, USA, Angola, Guinea Bissau, and Senegal. Table 1 gives details of variables such as gender, age, status of graduates at the time of commencement of the course, change of course, and nature of the course from which we have elected the following situations

- The majority of respondents are women (191, $\pm 58\%$);
- The majority (236, $\pm 72\%$) belong to the 25 to 35 age group, a situation that occurs at the graduate level (72%) of graduates (71%);
- A good part of the graduates are working students (106 cases, a little more than $\frac{1}{3}$ of those surveyed), with the particularity of being more graduates than the graduates: the first group exceeds the second by 12.8%;
- Of the three groups of graduates, namely the bi-etapic (Bachelor 3 years, and two years of Complementary Degree), the mono-etapic: Bachelor 4 or 5 years, and

finally the Complementary Degree, we see that those who graduated 4 or 5 in the mono-etapic mode are almost $\frac{2}{3}$ of the respondents (64% of graduates, and 69.1% of graduates).

Table 2: Proportion of those who worked while studying, according to gender

| | | Worker while studying at UniPiaget | | | |
|--------|---------|------------------------------------|-------|-------|-------|
| | | No answer (n/a) | No | Yes | |
| Gender | Femaele | | 1 | 139 | 51 |
| | | % of N of line | 33.3% | 63.2% | 48.1% |
| | | % N total column | 0.5% | 72.8% | 26.7% |
| | Male | | 2 | 81 | 55 |
| | | % of N of line | 66.7% | 36.8% | 51.9% |
| | | % N total column | 1.4% | 58.7% | 39.9% |

Considering the data in Table 2, except for the three unanswered cases, we note that:

- The differences between the number of those who studied and worked (106 cases) and those who only studied (220 cases) are significant.
- Those who only studied are the majority ($\pm 68\%$), but the number of those who only studied is higher in graduates (72.8%) than the number of graduates (58.7%).

In the light of Table 4, the following lessons are highlighted:

- there are seven groups of financiers: at the top appear the family members, with 161 cases ($\pm 43\%$), while on the tail there are two other groups (16 cases each, $\pm 5\%$): (i) those financed by non-governmental organizations (NGOs) and/or municipal councils, and (ii) those financed by the Government/State.

- self-financing appears as the second largest source, with 54 cases (16.4%), surpassing NGOs that appear in the third position, with 46 cases (11.9%), cases of co-financing, involving financing by the graduate himself/herself and coming from the municipal chambers (20 cases, $\pm 2\%$).

Table 5: Course completion and employment implications

| | | | Employment situation | | | | | | |
|-------------------|----|------|--------------------------------|-----|------|-----------------------|-----|------|--|
| During the course | | | After completion of the course | | | Positive achievements | | | |
| No answer | 4 | 1.2 | No answer | 35 | 10.6 | N/A | 55 | 16.7 | |
| Employee | 98 | 29.8 | Employee | 250 | 76.0 | Yes | 204 | 62.0 | |
| Unemployed | 58 | 17.6 | Unemployed | 44 | 13.4 | No | 44 | 13.4 | |

In accordance with the data in Table 5, the following aspects should be highlighted:

- the investment in the course had positive implications on the lives of graduates: the number of those who were employed at the time of enrollment (98 cases $\pm 30\%$) increased a little over 150%;
- the majority of respondents (62%) recognize that the completion of the course is the basis of some achievements of greater relevance in their personal and professional lives;
- there are 44 graduates frustrated. At the time the data was collected, they had not seen positive changes in their work situation.

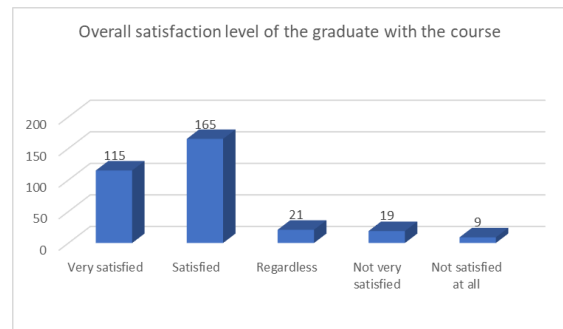


Figure 3: Satisfaction with their courses

Table 6: Graduates who have had their professional statuses changed

| | N | % |
|---|----|------|
| No answer | 55 | 16.7 |
| No enhancement change | 89 | 27.1 |
| Change in contract and function | 92 | 28.0 |
| Change of institution, bond, and function | 76 | 23.1 |
| Enrolment in the Order of the area | 17 | 5.2 |

Figure 2 shows that, except for the 63 cases of non-response (19%), the answers are divided into three groups: the group of employees represents the majority (210 cases, $\pm 79\%$); the second group is made up of 39 graduates ($\pm 15\%$) who are both self-employed and employed; finally, the third group includes the 17 graduates (just over 6%) who are self-employed. Figure 3, in turn, shows the degree of satisfaction of the graduates with the course taken, since 280 ($\pm 88\%$) say they are satisfied (36% very satisfied and 53.3% satisfied).

Table 6 helps us to support the thesis that there are several graduates whose expectations still fall short of what they expected (89 cases, more than $\frac{1}{4}$ of respondents), as well as that there are three major changes: In the first place, there is the change in the contractual bond and function (92 cases, $\pm 28\%$); in the second position, there is the change in the institution, having as rewards the improvement of contractual bonds and functions in the host institution (76 cases, a little more than 23%); in the third position, there is the enrolment in the respective Order (engineers, architects, ...) as one of the great gains of the course completion (17 cases, representing 5.2%).

6. Reflections as a final balance

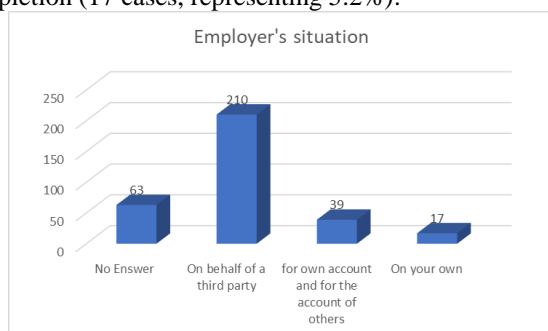


Figure 2: Relationship graduated – entity-

This study allows us to draw lessons in relation to the objectives previously defined and the methodology used, as well as to register our satisfaction with the scenarios found, of which, we include ourselves, in the quality of those who saw UniPiaget's formative offers as an opportunity to do a superior course, something that, until 2001, was only a dream. This feeling involves, also, the fact that we were professionals who enjoyed a strategic vision set up in the 2006-2007 school year by the then Rector of UniPiaget, through the bet on some graduates to, under the regency of the most experienced teachers, initially assume the teaching of the practical component of some subjects, always committed to lifelong learning and to the principle of accountability in its acceptance proposed by Kanika (2016).

We have assumed as an objective to know the university and professional background of UniPiaget graduates and have bet on a markedly quantitative methodology, the first lesson to be drawn is that the methodology has led us to satisfactory results. We refer to the fact that we have found that:

- 1) There are five courses with more representatives (EM, SED, PSI, ESE e SOC). This scenario mirrors that UniPiaget and its teaching staff have failed on the accountability principle, considering Kanika's (2016) perspective, which challenges teachers to commit themselves to accountability to students, in charge of education (as shareholders), but also to accountability to the community and to society in general, in short, to accountability for the values of humanity and its profession.
- 2) Bi-etapic courses are more favourable to employment than mono-etapic courses.
- 3) The proportion of graduates who have demonstrated an entrepreneurial profile is quite incipient, as well as the fact that public institutions are still the main employers of UniPiaget graduates.
- 4) The islands of Santiago, São Vicente, and Sal had more participants in this study, unlike the islands of Brava, Boa vista and Maio that do not appear with a single representative. This shows that UniPiaget needs to make an additional effort to become more inclusive, to make its formative offerings reach the islands that, historically, have not been contemplated with projects that promote the progress of human capital, such as the HEIs.
- 5) A significant part of the graduates of the courses taught in the first years of UniPiaget did not depend on third parties for the payment of their tuition fees; in fact, it became evident that university education contributed and a lot to the improvement of their statutes, through the new opportunities that they had both in the institution of belonging and in others.
- 6) More training offers are needed at graduate level, including master's and/or doctoral programs. This has been UniPiaget's "Achilles heel" because even after 19 years of life it has not yet been able to offer a doctoral program to Cape Verdean society.

7. Conclusion

In general, we will say that the great contribution of this study lies in the fact that it offers elements that can be used to reinforce or (re)formulate policies and decisions that will be taken in the short and medium term, whether in terms of future training offers, or those aimed at improving the employability index of graduates, or, finally, in terms of the pursuit of indicators that contribute to the sustainability of the University itself.

We can only acknowledge that the completion of this study has given us immense satisfaction, as we have reinforced the conviction that it was worthwhile for the Government of Cape Verde to support the creation of UniPiaget, allowing Cape Verdeans to continue their studies. We are pleased to contribute to the dissemination of scientific knowledge, which involves subjects who had the opportunity to realize one of their great dreams, thus fulfilling the principle of accountability and, consequently, a good part of the requirements that, according to Eco (2004), contribute to scientific. We reiterate that with this study we want to contribute to the idea that it is required that, in HEIs, the leading role in initiatives aims to identify the needs of the market to from the results conceive and offer to society new and pertinent formative offers.

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