

Final Research Paper

An Assessment of Cape Verde's Gender Equality and Health and Education Systems

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Contents

Gender Equality	3
<i>Executive Summary</i>	3
<i>Women and the Formal Economy</i>	4
<i>Women and the Informal Economy</i>	5
<i>Women and Political/Social Considerations</i>	8
<i>Recommendations</i>	10
<i>Appendix</i>	13
Health	15
<i>Executive Summary</i>	15
<i>Health Successes</i>	15
<i>Financial and Medical Independence</i>	16
<i>Rural Challenges</i>	17
<i>Education</i>	19
<i>Recommendations</i>	20
<i>Appendix</i>	21
Education	22
<i>Executive Summary</i>	22
<i>Education Overview</i>	22
<i>Primary and Secondary Education</i>	23
<i>Tertiary Education</i>	24
<i>SWOT Analysis</i>	26
<i>Recommendations</i>	27
<i>Appendix</i>	31
Endnotes	35

Gender Equality

Executive Summary

Cape Verde in conjunction with the United Nations (UN) recently launched the Center for Gender Equality to strengthen tracking of various dimensions within Cape Verdean gender relations. The organization will create indicators to observe women's autonomy in decision-making and economic engagement, among other items, in hopes of helping the country in meeting the goals and objectives of international, regional, and national promotion of gender equality. The task for the Center is complex due to the embedded culture of machismo in Cape Verde that is exacerbated by the disillusionment of some government officials who believe gender inequality is not a challenge in Cape Verde. As a Program Manager within the Organização das Mulheres de Cabo Verde (OMCV) told the authors, "Gender equality in Cape Verde is more in theory – there are laws and plans, it is advanced, but is all the same in practice." While women do have a space in politics and the formal economy in Cape Verde, it is a small one with no pipeline structure to guarantee the full empowerment of women.

It was difficult to not view gender inequality in Cape Verde through an U.S. lens, but it became quite obvious that there were observable differences. At the highest levels of society, women and men appear to have the same access to powerful positions. It appears that women are respected and have an authoritative voice given their prevalence in ministerial positions and upper management in organizations. However, the women who work at these levels voiced a subtle discrimination and patriarchal power dynamic that hindered them from gaining full empowerment, similar to the U.S. gender equality discussion.

Further, in Cape Verde, there is a "feminization of poverty" which encapsulates the fact that women at the lowest levels of society experience the highest levels of discrimination. Women Net finds that 65 percent of poor families are female-headed homes due to familial emigration, men fathering

multiple children and splitting child support between them, and high unemployment rates. The United Nations noted that young women are the highest unemployed group in Cape Verde and 40 percent of women are unemployed. Coupled with lower rates of literacy, especially in rural areas, and access to drinking water inside of their home impoverished women are at an extreme disadvantage.¹ These current poverty and low-income situations place women in extremely challenging in difficult positions that require formal support structures but also point to a culture of discrimination and inequality within society.

Machismo creates the contradiction of gender inequity, and it is evident at every level of Cape Verdean society. Cape Verde is a matriarchal society where the family is built around the woman and her daughters. This mindset seems empowering but it perpetuates a culture of women as domestics, taking care of the children while the husband provides. The OMCV Program Manager stated, “Machismo is really powerful, even to change women’s thoughts is complicated and slows our movement.” Taking into consideration the “power of machismo” in Cape Verde, our paper seeks to understand gender issues in Cape Verde in all sectors of society.

Women and the Formal Economy

Structural inequality within the formal economy forces women into low-wage, unstable employment opportunities. This section will discuss the Growth and Poverty Reduction Strategy Program (GPRSP) and tourism in regards to women, but the formal economy has other barriers of entry. The primary barrier is lack of child care programs. A representative from the Center for Investigation and Training of Gender Equality and Families stated that there is need a more comprehensive child support policy that will allow women to work, such as government-sponsored child care. Subtle discrimination such as lack of childcare is a sign of gender inequality, given women’s role in the family.

Growth and Poverty Reduction Strategy Program

Understanding their vulnerability to an unstable economy and middle-income status, the

government has instituted the GPRSP. The GPRSP will focus on creating an inclusive and fair nation, with prosperity and opportunity for all by diversifying their economy and not relying on foreign aid and remittances.

These new policies and foci are advantageous for Cape Verde's growth and diversification, but women will be neglected if the government does not pay attention to how its policies affects them. As Golinski stated, "if we want to design and implement policies, it is necessary to know the specific situation so that interventions address the needs of everyone."² In respect to the GPRSP, the government needs to understand the specific situation for everyone, especially women, to see actual growth and poverty alleviation at every level of society. The program is touted as inclusive, but the focus on tourism and industries where women do not have access only creates larger gaps between men and women.

Tourism

Tourism is a prime example of how the government's strategy does not currently help women. According to Appendix Graph 1.1, 82.2 percent of women in Cape Verde are in the tertiary economy, primarily in wholesale and retail trade. 7.3 percent are in hotels and restaurants and 11.3 percent work as maids/domestic help. Both of these numbers are quite low considering tourism is 25 percent of the Gross Domestic Product with hopes for that number to grow.³ The government sees tourism as a place for growth, but the low rates of participation for the Cape Verdeans coupled with little professional growth and mobility highlights a discrepancy with the GPRSP. This plan is disadvantageous to women and the people of Cape Verde in general. Instead of creating contracts that promote pipelines for women into hotel management positions, and hiring of Cape Verdeans, the government is giving private investors the power. If the government does not initiate programs that intertwine women, tourism, and the poor, then the plan to grow tourism will not fit into the goals of the GPRSP.

Women and the Informal Economy

The bureaucratic barriers to registering and starting a business have been reduced significantly to

promote the formal economy in Cape Verde, but many still choose to remain in the informal economy. 37 percent of Cape Verdeans are involved in the informal economy and in 2009, the informal economy moved 181.3 million Euros or 18.1 percent of the GDP.⁴ Women comprise a significant majority of the informal economy and have created solid business models in the underground market. This section will look at two sets of women involved in the informal economy and the NGO support networks that aid them in their empowerment.

The Local Informal Economy

According to UN Women, the women who participate in the local informal economy by selling home-made items are those who are on the lowest rungs of trade and the most excluded from the formal economy in terms of employment and business development.⁵ Understanding the needs of these women, UN Women worked with 25 women in a small village who have been trained to improve their pottery skills to increase their economic opportunities.⁶ The training covered sharing best practices with women from other islands, and learning different ways to structure management, production, and pricing. These programs, which have taken place in Cidade Velha and other islands, have helped women to set up a cooperative, build entrepreneurship and develop business plans to establish themselves within this field.

These initiatives are the UN's response to the growing exclusion of rural women from new spheres of business opportunities, highlighting the need to shift focus from subsistence agriculture but also taking into consideration rural women's low levels of technical knowledge and access to modern production technologies.⁷ Although these initiatives are admirable, the UN and Cape Verdean government should consider creating a solution that empowers women within an unstable field as opposed to promoting education and skills. However, given rural women's low socioeconomic status and education, teaching them valuable and applicable skills to develop their businesses may be the best short-term solution.

Transnational Informal Economy

On the other hand, there is a transnational network of Cape Verdean women in the informal

economy who have taken advantage of Cape Verde's lack of resources to empower themselves and provide for their families. Within a system where these women have been excluded and marginalized, they have shown tremendous resilience by creating an international business model. Margardia Marques and Rui Santos speak to these women who make a living by engaging in a market that lies between the informal and formal economy (a grey sector) in their paper "Ariadne's Thread: Cape Verdean women in Transnational Webs." Marques and Santos illustrate how the autonomy women have in the grey sector provides a source of empowerment and freedom.⁸ These women travel throughout the world bringing back goods to sell in Cape Verde. They create small scale international businesses where they are the buyer and distributor, learning the ropes as they go along.

This group is by no means homogenous and the stratification of women in the informal economy is quite apparent. Women, who belong to higher classes within the informal economy, travel all over the globe to bring back goods to sell. Some on the lower levels go to the nearby Guinean Coast because it requires less capital to buy, while others at higher levels will travel to European cities, the United States, and Brazil to bring back goods. It is important to note that for women to thrive in this business, they must be able to make back the capital they invest in traveling and buying abroad. This suggests they are making a significant amount of money.

Organizations such as OMCV work with these women to teach them the power of the informal economy. OMCV offers microfinance loans to women on the island of Santiago who want to grow their business and gives them support through trainings on how to build their wealth. OMCV and the UN clearly understand the high price of entry to the formal economy for women in the informal economy. Consider the amount of taxes women who import and distribute would need to pay if they joined the formal economy. In light of Cape Verde's growth strategy, excluding a large percentage of informal employers through taxes does not seem strategic. Until the government incentivizes local business

operations it will continue to restrict women who have already been denied access from other sectors of the formal economy.

Women and Political/Social Considerations

Gender and Governance

According to the 2012 World Economic Forum's *Gender Gap Index*, the female to male representation percentage in ministerial positions is 47 percent to 53 percent.⁹ This data is available in graph form in the Appendix. From a high-level view, this is a fairly equal percentage representation. However, when we dive deeper into the information, we find that women are overrepresented in some ministries and underrepresented in others. For example, women represent 9 percent of the Internal Security ministry workforce but 64.5 percent of the Health ministry workforce.¹⁰ These gendered ministry roles map to ideas on women's skill sets (primarily health and education) and male skill sets (primarily physical roles, such as security and agriculture). The gender divide is a challenge within Cape Verde's public administration, but a larger discrepancy lies within the national Parliament.

In the *Assembleia Nacional de Cabo Verde*, women represent approximately 21 percent of total representatives. This data is available in the Appendix. This percentage puts Cape Verde higher than the U.S.¹¹ and suggests that Cape Verde is doing relatively well when compared to other nations. However, female Cape Verdean legislators note that there are large discrepancies in how women are chosen in Parliament. Due to the parliamentary system, each political party (PAICV and MPD) makes electoral lists that rank order politicians within the party but as one member of the Parliament women parliamentarians organization Women Net noted, men make these lists and women are not prioritized on them. The female legislators interviewed in Cape Verde stated that men don't trust women in power or "to command society".¹² These statements reflect the ground that still must be covered for true equity in Parliament. The female legislators noted that they are developing a plan that will impose a 50 percent

female gender quota on parliamentary representation.¹³ However, even if the quota is implemented, there is an additional challenge of recruiting qualified female candidates to office. Similar to the U.S., the female legislators noted that many women are limited in accessing the political sphere due to lack of adequate education or lack of desire to open up private life to the public space.¹⁴

The government has introduced programs and projects that seek to increase gender considerations in the ministries and parliament. For example, Project + Gender aims to introduce gender-sensitive budgeting and planning into the national and municipal level governments. However, this project focuses more on gender-specific programs external to government, rather than increasing internal participation.¹⁵ It is unclear whether the government is focusing on recruitment of women into non-traditional positions, such as security and agriculture. Additional efforts include Women Net participation in professional development for political women. The organization also partners with the United Nations, foreign country embassies (including the U.S., Cuba and Spain), and NGOs to attempt to increase female participation in Parliament.

Gender-Based Violence (GBV)

Cape Verde has high rates of GBV. Approximately 16 to 22 percent of women have experienced some form of GBV in their lives.¹⁶ To combat this high rate of violence, the government implemented a Special Law on Gender-Based Violence in March 2011.¹⁷ Prior to this law, domestic violence was prosecuted under the Cape Verde Criminal Code, which only recognized domestic violence in the case of common law or formal marriages.¹⁸ The U.S. Department of State website stated in their 2011 Human Rights report that, “Until 2010, domestic violence was framed in the Criminal Code as a crime of abuse of a spouse, applying only in situations of common law and formal marriages, with penalties of from two to 13 years in prison.”¹⁹ This indicated that violence outside of marriages did not receive equal attention or consequences through formal legal structures.

The special law enacted legal reforms and sought to provide victims of violence with recourse through legal and social support mechanisms. One of the most important factors stemming from the law is the creation of *Rede Sol*. This initiative is a collective network where women can seek assistance following domestic violence incidents. It includes legal, law enforcement, and social support organizations. The organizations activities include regular meetings and activities surrounding important issues in domestic violence. *Rede Sol* has had considerable success, as evidenced by the increased reporting statistics from 2009 to 2010 (1,703 complaints versus 3,203 complaints).²⁰ It's difficult to draw a causal relationship between increased reporting and decreased violence, as the law along with other measures was very recently implemented and the structures are still being built and institutionalized.²¹

Despite the initial success, as the OMCV Program Manager noted, financing is a huge barrier to the continuation of coordination between organizations. For example, OMCV provided a jurist to *Rede Sol* that could take care of judicial procedure, receive victims, and take the process to court. However, European Union ended its funding for the project.²²

Despite Cape Verde's political and policy commitment to eliminating violence against women, a high level of violence still persists. This is likely due to the fact that large pushes in violence elimination began recently, and it will take time to modify cultural stigmas about the validity of beating women and for these policy changes to take root. As the in-country OMCV contact noted, machismo is deep within the country. Additional challenges also remain in broadening GBV training to more law enforcement and judicial representatives and spreading *Rede Sol* further throughout the country through funding challenges (it's currently in 5 out of 9 islands and 5 out of 22 municipalities).²³

Recommendations

Economy

1. Incentives/tax breaks for women-owned business. If the Cape Verde government does not want to be overrun with foreign investors and establish their own industry, then promoting domestic businesses

is necessary. A focus on empowering women who work in the international and local informal economy could bring diversification and success in the short and long term.

2. Establish and promote pipeline initiatives for women in the formal economy and developing business areas. The UN officials we spoke to noted that women are receiving education at higher rates than men, which is a hopeful sign for breaking the generational cycle of poverty. However, unless women are given access to employment opportunities that allow them to grow, the poverty cycle will continue.
3. Create childcare facilities for working women. For gender equality to exist women need to be given support in order to participate in the formal economy. In addition to creating pipelines and employment for women, formal support needs to be established to raise a majority of women and women-headed households out of poverty and low-income situations.
4. Continue to empower women in the informal economy. Until positive steps are made to give space to women in the formal economy, then giving NGOs and government officials the ability to work with these women to establish businesses is necessary.

Political/Social

1. Actively support Rede Sol through consistent government funding for law enforcement, judicial, and NGO activities. Consistent financing will ensure that victims of domestic violence and gender-based violence have solid support networks.
2. Increase efficiency in legal and judicial systems to better enforce Gender-Based Violence Law. Current practices point to inefficiency, such as law enforcement officials having to stop activities to focus fully on GBV cases. More efficient systems can speed change in the culture of violence.
3. Work with Women Net to establish a set quota for political offices. This quota would allow women to prove their ability to command and improve chances for future elections if the quota is removed.

4. Establish a set of indicators that the Institute for Gender Equality can use to measure progress; embed Institute representatives in Ministries to serve as gender advisors. Metrics will allow government officials to measure and track gender progress. If progress stalls, the metrics will provide a powerful narrative that officials can use to advocate for equality. Additionally, the gender advisors in various Ministries will assist officials in putting a 'gender lens' on all issues.
5. Recognize the culture and consequences of machismo in Cape Verdean society. The Resident Coordinator of the UN System, Ms. Ulrika Richardson-Golinski stressed at the recent launch of the Gender Equity Center, "it is not easy to change mindsets and habits that last for generations, but it is a task that falls to all-individuals, communities, institutions and governments."²⁴

Appendix

Graph 1.1: Main Economic Activities, Cape Verde, 2010

COUNTRY PROFILE

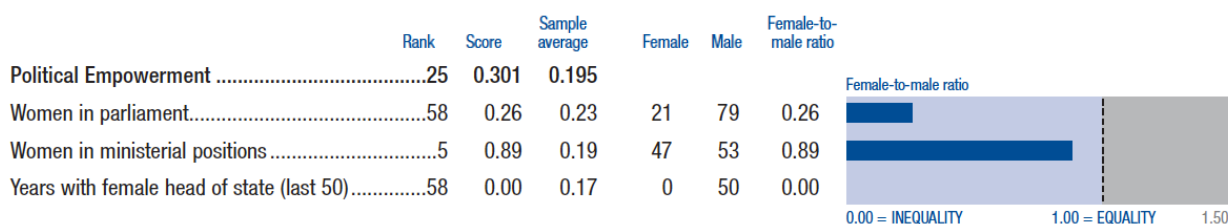
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Table 8. Main economic activities, 2010 (percentage)

	Male	Female	Total
Primary	15.9	9.6	13.4
Agricultural and fishing	15.2	7.6	12.2
Mining and quarrying	0.7	2.0	1.2
Secondary	34	8.2	23.6
Manufacturing	9.5	4.8	7.6
Electricity, gas and water supply	1.1	0.3	0.8
Waters management, sewage	0.1	0.0	0.1
Construction	23.3	3.1	15.1
Tertiary	50.1	82.2	63
Wholesale and retail trade, repair of vehicles	10.6	24.2	16.1
Transport	7.6	1.9	5.3
Hotels and restaurants	2.8	7.3	4.6
Information and communication	1.3	1.5	1.4
Financial intermediation and insurance	0.8	1.3	1.0
Real estate	0.5	0.3	0.4
Consultancy	0.8	1.0	0.9
Public administration	4.4	5.8	5.0
Defence and social security	11.8	12.8	12.2
Education	3.2	7.4	4.9
Public health and social services	1.1	3.1	1.9
Arts, sports and other entertainment services	0.7	0.5	0.6
Other services	2.5	3.4	2.9
Private households with employed persons	1.7	11.3	5.5
International organizations and entities	0.3	0.4	0.3

Source: Cape Verde 2010 Census

Graph 1.2: Global Gender Gap Index, 2012



Source: World Economic Forum, Global Gender Gap Report, 2012

Graph 1.3: Proportion of Seats Held by Women in National Parliament, 2011

Countries with 30% or more of women in national parliament		Countries with between 20% and 30% of women in national parliament		Countries with between 10% and 20% of women in national parliament		Countries with between 10% or fewer of women in national parliament	
Uganda	31.3	Malawi	20.8	Equatorial Guinea	10	Comoros	3
Burundi	32.1	Eritrea	22	Guinea-Bissau	10	Chad	5.2
Tanzania	36.0	Mauritania	22.1	Mali	10.2	Somalia	6.8
Angola	38.6	Senegal	22.7	Morocco	10.5	Nigeria	7
Mozambique	39.2	Seychelles	23.5	Benin	10.8	Congo	7.3
South Africa	44.5	Lesotho	24.2	Togo	11.1	Gambia	7.5
Rwanda	56.3	Namibia	24.4	Liberia	12.5	Algeria	7.7
		Sudan	25.6	Madagascar	12.5	Libya	7.7
		Tunisia	27.6	Egypt	12.7	Botswana	7.9
		Ethiopia	27.8	Sierra Leone	13.2	Ghana	8.3
				Swaziland	13.6	DRC	8.4
				Djibouti	13.8	Côte d'Ivoire	8.9
				Cameroon	13.9	CAR	9.6
				Zambia	14	Niger	9.7
				Gabon	14.7	Kenya	9.8
				Zimbabwe	15		
				Burkina Faso	15.3		
				Cape Verde	18.1		
				São Tomé and Príncipe	18.2		
				Mauritius	18.8		
				Guinea	19.3		

Source: Computations for UNSD

Health

Executive Summary

Cape Verde is on track to meet health-related Millennium Development Goals and has seen significant improvements in mortality rates, transmissible diseases, healthcare access, per capita health expenditures, and vaccinations. However, due to this same progress, Cape Verde is now ineligible for many international aid resources, and others have questionable longevity. For example, Cape Verde is in transition to independence for complex medical treatments and vaccinations. Also, per capita health expenditures are still well below global averages, and depend on strong, sustained economic growth to continue increasing. Next, meeting health needs of rural residents is challenged by poor sanitation, inadequate transportation options, and a lack of nurses and medical specialists. Finally, despite the construction of many new health centers, Cape Verdeans need to be better educated on proper use of health centers and emergency rooms. Policy recommendations to address these challenges include investment in medical education programs, improvement of transportation and sanitation systems, taxes on alcohol and/or tobacco, and improved education about health care access.

Health Successes

Cape Verde's "significant investments" to its health sector helped it graduate from the Least Developed Countries list and remain on track for achieving its health-related Millennium Development Goals,²⁵ such as reductions in child and maternal mortality rates and providing universal access to reproductive health.²⁶ Since 1995, per capita total expenditure on health almost tripled.²⁷ Life expectancy and mortality rates have benefitted from vaccination campaigns.²⁸ Promotion of contraceptives and family planning helped reduce the fertility rate and hold back the spread of disease.²⁹ In fact, only three countries in Africa have higher contraception usage rates,³⁰ and most sexually active youth reported using contraceptives.³¹

The Minister of Health called Cape Verde's health system "a wonderful system," referencing a growing supply of medical doctors, communications and technology improvements that help track disease outbreaks and facilitate access to medical services between islands, community health centers that educate on health and nutrition, and effective prevention efforts that drastically lowered the problem of transmissible diseases.³² In-country discussions with educators and citizens revealed contentment with the insurance system.³³ Still, the Minister of Health said, "Everything is not fine. We are building on our success, [which] brings new and difficult changes." These challenges include transitioning to independence from foreign aid, servicing rural areas, and increasing health education.

Financial and Medical Independence

By the 1990's, Cape Verde was one of the largest recipients of international aid, much of which was invested in health and education. However, Cape Verde is no longer eligible for much of this aid, such as vaccinations, and must transition to independence from aid. The Minister of Health hopes for continued international support throughout this transition, and recognizes the need for more money for continued progress. There is still a global reliance on the Global Fund for retroviral treatments, a reliance on other countries for education of doctors, and a reliance on countries like Portugal for treatment of complex non-transmissible diseases; unfortunately, the long-term availability of these agreements is uncertain.³⁴

Health expenditure per capita is still about one fourth that of the global average and less than many other countries in the region (see Figure 1).³⁵ According to the Minister of Health, the Ministry of Health seeks to raise health spending from about 10 percent to 15 percent of government spending.³⁶ An increasing population requires more money for doctors and medical equipment. Continued increase in per capita expenditure and the achievement of other health policy goals will be greatly influenced by strong, sustained economic growth, which has in the past allowed for Cape Verde's health interventions

to be delivered at an impactful scale and quality.³⁷ This means that attention to improvements in other areas of the economy will likely also have positive impacts on health outcomes.

Furthermore, increasing government spending on health requires producing wealth and thus more taxes, as well as cutting redundancies.³⁸ Because the Minister of Health expressed that alcohol abuse is one of the country's major health concerns, a tax on alcohol (and possibly tobacco) could raise tax revenue while mitigating the negative effects of heavy alcohol consumption on society. While private investment in clinics is encouraged, private insurance options are also currently being explored and might allow for increased competition and decreased costs to consumers.

Rural Challenges

Despite significant progress in the health sector, meeting health needs of rural and remote populations remains a challenge, especially considering inadequate sanitation, limited transportation, and lack of healthcare specialists. Among in-country interviews, sanitation frequently arose as a major public health concern. Cape Verde is not on track to meet this Millennium Development Goal. Many people cannot afford connecting to a sanitation system, and a representative of the Millennium Challenge Corporation expressed concern that different islands have their own water utilities but they are often inadequate or do not function properly.³⁹

Second, the distance between islands and inadequate transportation options make servicing rural areas a particular challenge. Whether from a rural area of Santiago or from another island, complicated medical cases need to make their way to one of few major urban hospitals, and in some cases people need to travel outside the country for treatment. 15 percent of the population still lives more than 30 minutes' walk from a health center.⁴⁰ The lack of an ambulance or helicopter system for emergencies makes responding to emergency situations particularly challenging. Improvements in transportation systems

within and between islands will have a positive impact on access to health, especially in cases of emergency.

Third, despite an increase in doctors and nurses, rural areas see lower concentrations of qualified health professionals.⁴¹ Complicated births require the hospitals, and because of transportation challenges and a lack of specialists in rural areas, such areas have seen less progress in reducing mortality rates than urban areas, with the infant mortality rate from around the time of birth holding at about 25/1000.⁴² The goal is to increase the percentage of institutional deliveries from 78 to 90 percent by 2016,⁴³ and this effort will benefit from improved transportation and increased medical specialists.

Telecommunications links between islands now make it possible for people in less-populated islands to connect to a doctor,⁴⁴ but according to one resident of Fogo, people must wait for a doctor to make scheduled visits from Praia because health centers are often disorganized and lacking doctors.⁴⁵ Although there is a system in place requiring doctors and nurses to practice in rural areas for a couple years, emergency cases still require traveling to an urban hospital due to a lack of resident specialists and proper facilities. Private sector clinics often exist, but only for those citizens who can afford services. Finally, the lack of specialists and quick emergency response options may affect tourism. According to the Minister of Health, Cape Verde needs to restructure health services taking into account tourism, especially the special needs (e.g. cardiovascular health) of elderly tourists who otherwise now need to travel outside of the country for special treatments.⁴⁶

Cape Verde currently has no medical school, although Jean Piaget University plans to be the first to offer courses in medicine, and a nursing program exists at the University of Cape Verde (Uni-CV). Even so, according to staff of Uni-CV's nursing program, there are more medics than nurses in Cape Verde and a significant lack of nurses.⁴⁷ With the demand for nurses and medics, and the country's unemployment concerns, it seems logical to invest in these health-related educational programs and job opportunities. In

fact, with a lack of doctors in many African countries, Cape Verde could become a medical school training and research hub for Africa, much like Grenada in the Caribbean. The Minister of Health suggested the potential for developing a tourism health field.⁴⁸ With an increase in medical students being trained within the country, the problem of trained Cape Verdeans choosing to work in other countries may be mitigated.

Education

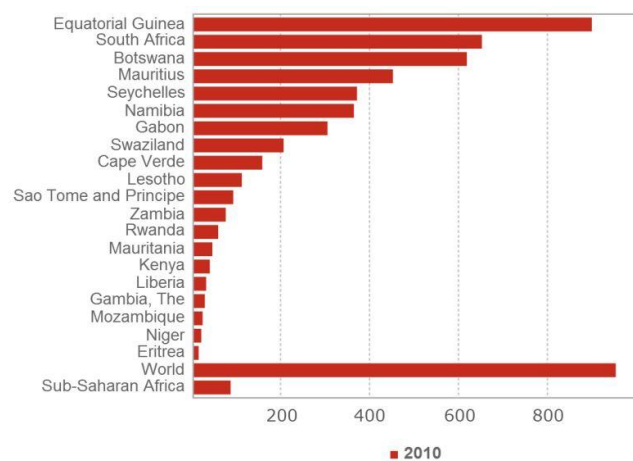
Besides education of nurses and doctors, in-country interviews revealed a need for improved education of Cape Verdean citizens about healthy living and accessing the health system. With obesity and anemia on the rise, prevention is a focus, such as nutrition education in community health centers.⁴⁹ When asked what should take priority in improving health in Cape Verde, staff of Uni-CV's nursing program said the priority must be investment in primary health education, including educating the population to better use the health centers. They said people are just starting to use health centers and need to know when to go to the health center versus the emergency room, such as that showing up at the emergency room for a headache is inappropriate.⁵⁰ This sentiment was echoed in a separate interview with a representative of Uni-CV's Centro de Investigação e Formação em Género e Família, who said that many men and women die because they do not go to health centers.⁵¹

Recommendations

1. Due to a lack of nurses and doctors, combined with unemployment rates and reliance on foreign countries for medical training and treatment, Cape Verde should invest in nursing and medical schools, possibly becoming a medical training hub for Africa.
2. Health conditions will benefit from improving transportation both within and between islands, including ambulances and/or helicopters for improved emergency response.
3. An alcohol (and/or tobacco) tax can both mitigate problems of alcohol abuse and provide increased government revenue for health expenditures.
4. In-country interviews reveal the need for improved education of citizens regarding healthy living and accessing the health care system, which can begin in primary education.
5. Health conditions will continue to benefit from improved telecommunications infrastructure, but investment in sanitation and water infrastructure must also be a priority.

Appendix

Figure 2.1. Health expenditure per capita (current US\$), Most recent year.



Source: The World Bank, Sub-Saharan Africa Data

Education

Executive Summary

Cape Verde has many educational successes, including a well-educated population, widespread recognition of the importance of education, and achievement of the educational Millennium Development Goals. The country's emerging tertiary education system is currently a source of great pride and excitement. Cape Verde is well poised to take advantage of several opportunities to build a robust education system and to consider building a strategic platform as an education leader in Africa. Recommendations to seize these opportunities, as well as to address remaining internal challenges, are based upon closer alignment between the educational system and both the labor markets and established national growth strategies.

Education Overview

Cape Verde faces important policy and implementation questions for education. Cape Verde has already achieved the major educational Millennium Development Goal of achieving universal primary education. They have also exceeded expectations in literacy with adult literacy rates over 90 percent in males and females.

The MDG of achieving universal primary education is tracked by net enrollment rate, primary completion rate and literacy rate indicators. In 2010, Cape Verde reported a net enrollment rate of 92 percent. Enrollment rates in Cape Verde continue to rise. Primary education enrollment is 95 percent with no gender differences⁵² and a completion rate of approximately 80 percent in 2009.⁵³ Secondary school enrollment rate is 88 percent.⁵⁴ Tertiary education is rapidly developing in Cape Verde with enrollment of 18 percent.⁵⁵

Nearly all children receive a primary education, with approximately 95 percent of eligible students enrolled in primary school⁵⁶ and approximately 94 percent of students completing primary

school.⁵⁷ More than 80 percent continue to secondary schooling. From secondary education, 40 percent continue on to college education, and approximately 12 percent of students who are of college age are enrolled in college. Of college graduates, more than 70 percent emigrate, and 25 percent remain in jobs in Cape Verde.⁵⁸

The 2010 government education budget was roughly equivalent to 5.6 percent of Cape Verdean GDP. In 2010, more than 14 percent of the total government expenditure supported education, which contributes to Cape Verde's success in education as this level of investment is much higher than many other countries.⁵⁹ Nearly half of government spending supports primary education, and one-third supports secondary education. Tertiary education receives 12 percent, and the remainder (8 percent) is unknown.⁶⁰ Cape Verde is the sole developing country that meets and exceeds the recommended investment levels in tertiary education.⁶¹

Although Cape Verde's performance in primary education-related Millennium Development Goals (MDGs) is often much higher than that of other African nations, its internal system has felt pressure from capacity and training constraints and faces many divergent demands for services. A seven percent decrease in enrollment at the primary and secondary level has been noted between 1999 and 2009 and has been linked to a lack of trained teachers. Moreover, enrollment rates in tertiary education need are low. Cape Verde should implement policies that incentivize youth to continue studying and succeed in higher education and to make it accessible for all.

Primary and Secondary Education

Education is mandatory in Cape Verde for ages 6 through 14, and it is free for ages 6-12.⁶² School fees at one secondary school in Praia ranged from 1,200 to 3,000 escudos (\$14.20 to \$35.50 per year, based on a family's income.

Secondary education is organized into three two-year cycles, with increasing specialization and vocational tracking as students progress. The first cycle consists of information and sensitization, the second of consolidation and vocational orientation, and the final section of vocational and specialization activities.⁶³ A major policy issue for secondary education is the diversification and location of offerings, as it is neither feasible nor efficient to provide every vocational offering on each island. Distance learning technologies may provide one potential solution to address these challenges.

Growth in secondary education boomed between 1990 and 2006, with an average increase of +17 percent each year. During this time, enrollment grew from less than 10,000 students to more than 54,000 students.⁶⁴ This growth may not be sustainable with existing capacity and government funding.

Analysis of educational resources shows that more than 90 percent of students have textbooks, and more than 80 percent of teachers have completed in-service training. These metrics, however, do not address quality and relevance of the educational resources available in Cape Verde. Improving teacher training has been identified as a need for Cape Verde, particularly as the teachers will need to teach new subject material to keep up with changes in the expertise and skills needed by young Cape Verdeans to remain strong candidates for further education or employment in a changing labor market. According to Jose Brito, the former Minister of the Economy, “Quantity [of education] is no longer a problem. But the challenge looking forward has to do with quality and relevance.”

Tertiary Education

Statistics from UNESCO show that in 2010, 18 percent of the population of tertiary age is in tertiary education.⁶⁵ However, enrollment in secondary school is at 88 percent,⁶⁶ which raises concerns in what paths the other 72 percent of secondary students take.

Currently there are nine universities in Cape Verde with a total of about 11,000 students enrolled. University of Jean Piaget was the first university established in 2001 and was the only university until

2006,⁶⁷ when the only public university was founded – University of Cape Verde. Over 50 percent of all university students enroll at University of Cape Verde for its lower tuition and its pipeline for government jobs.⁶⁸

Now, there are also vocational schools and study abroad options. Prior to 2001, Cape Verdeans went abroad to receive tertiary education, but now, more students study in-country than abroad.⁶⁹ At the time, the high level of migration of tertiary education graduates kept Cape Verdeans in their host countries. A rise of private technical and vocational training centers has been established. Those that obtain vocational education have lower unemployment rates and higher wages than students holding a secondary education degree.

SWOT Analysis

<p>Strengths Cape Verde has many internal strengths within its educational system to continue to build from, including:</p> <ul style="list-style-type: none"> • A highly educated population • Education is nationally valued and supported • A new tertiary education system is emerging, including a public university • Past success in meeting the educational Millennium Development Goals 	<p>Weaknesses Cape Verde's educational systems face internal challenges, including:</p> <ul style="list-style-type: none"> • Focus has shifted to the tertiary education system, but primary and secondary education need ongoing evaluation for accountability and improvement • Educational data collection and reporting is limited and inconsistent • Quality metrics for primary and secondary education do not provide all relevant measures of quality • The educational system (especially secondary and tertiary) is mismatched with the needs of the labor markets • Secondary school graduates may not be adequately prepared for college • Higher education is unregulated
<p>Opportunities Cape Verde's educational system can take advantage of regional and global opportunities, including:</p> <ul style="list-style-type: none"> • A robust tertiary educational system could serve as an education hub for Western Africa or all of Africa • Cape Verde's growth strategies (tourism, ICT, renewable energy, air transportation services, financial services, and maritime services) present the opportunity to provide education, training, and expertise to other countries • Aligning Cape Verde's growth strategies can also ensure that the workforce needed within Cape Verde is prepared for future challenges and goals 	<p>Threats Education in Cape Verde faces some challenges from external players, including:</p> <ul style="list-style-type: none"> • Potential tensions and preferential hiring between those educated abroad and those educated within Cape Verde • Difficulties in building the Cape Verdean tertiary education system because of existing connections to foreign universities and preferences for those educated abroad and/or those from the same programs

Recommendations

Primary and Secondary Education

1. Cape Verde should remain attentive to the needs of the primary and secondary education system, and the development of a tertiary education system should not detract from this focus. Increasing a robust and ongoing evaluation of primary and secondary education could increase attention and accountability, as well as providing information for any future efforts to improve the quality of primary and secondary education or to change its content. Ongoing assessment will also help ensure that all publicly educated Cape Verdeans receive the same quality of education and can be used to identify potential problems early enough that an appropriate intervention would be possible.
2. Improved data metrics will also ensure that educational challenges are identified and addressed. While researching this project, many data points were difficult to find, defined inconsistently, or suggested contradictory problems. For example, some data sources reported that repetition and attrition were striking problems in Cape Verde's primary and secondary schools,⁷⁰ while others did not provide evidence of any problems.⁷¹ Developing better data measures will ensure that actual challenges are identified so they can be addressed.
3. A curricular review, combined with a long-term strategy discussion about what content and skills Cape Verdean students should have access to during public education, provides an opportunity to tailor the curriculum and teaching methods to meet students' needs for higher education or employment. The content and rigor of public education in Cape Verde should be assessed to ensure it adequately prepares for higher education (in Cape Verde or abroad). By deliberately designing the secondary school experience to provide desirable and timely labor market skills, Cape Verde may be able to reduce its youth unemployment rate.

4. Cape Verde has an opportunity to link the skills and experiences provided in the secondary vocational cycles to Cape Verde's national growth strategies and changing economy more concretely. Specifically, more offerings should be provided to prepare students for employment or further training in tourism, ICT, renewable energy, air transportation services, financial services, and maritime services. For example, students interested in tourism opportunities could be required to complete additional foreign language requirements, to learn Cape Verdean history, and to learn about marketing and business management, particularly to position Cape Verdeans for employment in the tourism sector beyond entry-level positions.
5. Accordingly, teachers may need to be increased in both quantity and in the breadth of their expertise, especially since new and emerging technologies are both changing education and employment opportunities for Cape Verdeans. Exploring ways to increase the pipeline of teachers through Cape Verde's own tertiary education system should be considered. If it is not possible to find the breadth of new expertise needed within Cape Verde, the education system should work with industry and government to address educational needs in future growth strategies that tap into foreign sources of expertise.

Tertiary Education

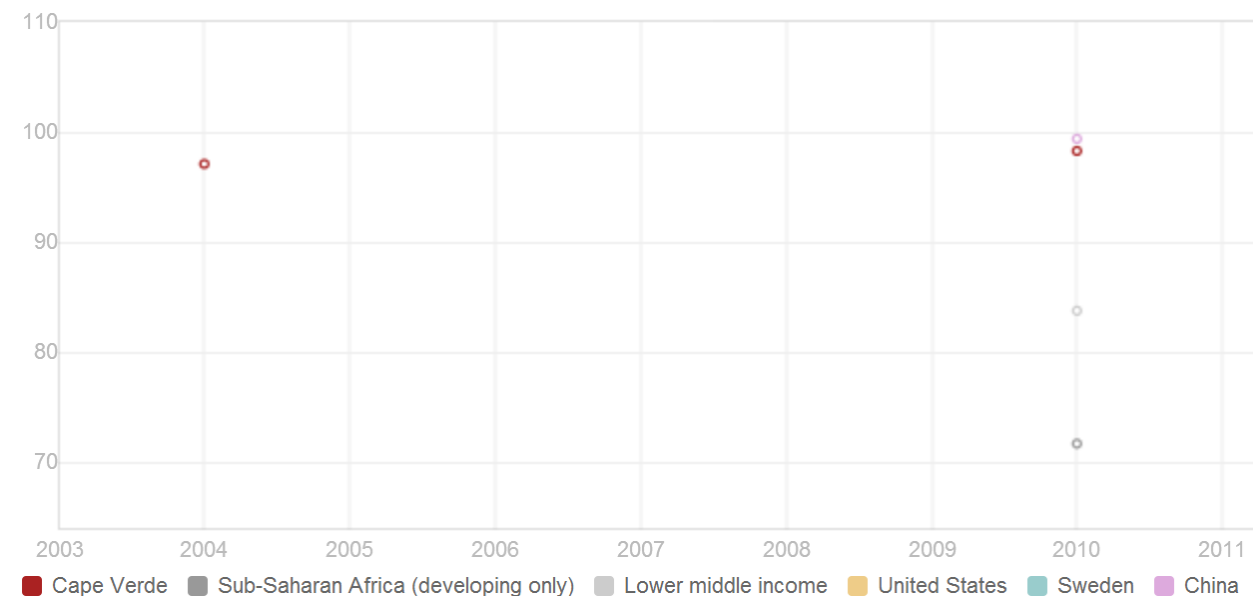
1. Not only does Cape Verde need to increase the quality of education by establishing strong metrics and employing monitoring and evaluation techniques for teachers in primary and secondary school, but they also need it for tertiary education. Many universities now have remedial classes for their students in order for them to be at a college level to be competitive with the rest of the class. Secondary education should prevent that from happening. However, when students graduate college, there will be no equivalent of remedial classes in the real world.

2. Tertiary education should be accessible to all regardless of economic or social backgrounds. Because Cape Verde invests in tertiary education more than its neighbors, they should closely monitor financial resources being distributed within the system in order to maximize effectiveness of its funds. These funds could go to providing scholarships for underprivileged students or to attract higher quality professors, like doctorate professionals or develop partnerships with organizations or other countries.
3. In order for tertiary education to properly prepare students to succeed in the working world, they should assess the current market trends for jobs with high growth. For example, Cape Verde is known for its rich culture, especially in music. As Cape Verde is becoming a tourist destination for many parts of Europe, they can use music to draw in more tourists. However, there are very few forms of formal education in the music industry, making it difficult for talented musician to reach his or her potential. In this case, they would need a stronger music program. If Cape Verde can successfully have a music school, they can essentially be a hub for all African students to study in Cape Verde.
4. In efforts to actually have students to be job ready, Cape Verdean universities need to establish a support system for students while they are in school and when they are out of school. While they are in school, they should be actively trying to help them graduate and helping them look for internships and jobs and while they are out of school, students need an alumni network to connect with. Currently, there is one training director per 105 students at the University of Cape Verde, that mostly connects students with enterprises to work for, but there is little time for much else if given such a large group to work with. Though the school may be limited in its resources, they can partner with organizations like the Chamber of Commerce to train students with soft skills for job readiness. Regardless, students should have a center where they can turn for help in academic and professional development.

5. Another component that has been mostly ignored is that the students or parents that are paying for their education are unaware of the rights that they have. Since Cape Verde had its first university in 2001, the majority of the students are first generation college students that do not know how to stand up and exercise their rights. Not having grown up in a culture where higher education exists, students and parents do not have complete information of what they should expect from a university. They should be educated on their rights and demand university staff and faculty to honor their rights, instead of blindly accepting what officials say.
6. A high quality education will reflect in high-skilled job seekers making companies actively recruit their graduates. Using the current infrastructure, Cape Verdean universities need to improve in metrics, monitoring and evaluation, and developing a robust system for students in order to build a strong infrastructure for a quality education. This will invalidate the belief that some students are just there to get the diploma and any stigma that companies have against Cape Verdean university graduates. Currently, unemployment is so high among youth that a degree is almost essential to a career. In order to ensure Cape Verde's continued successes, they must pay more attention to its next generation of leaders – the college students.

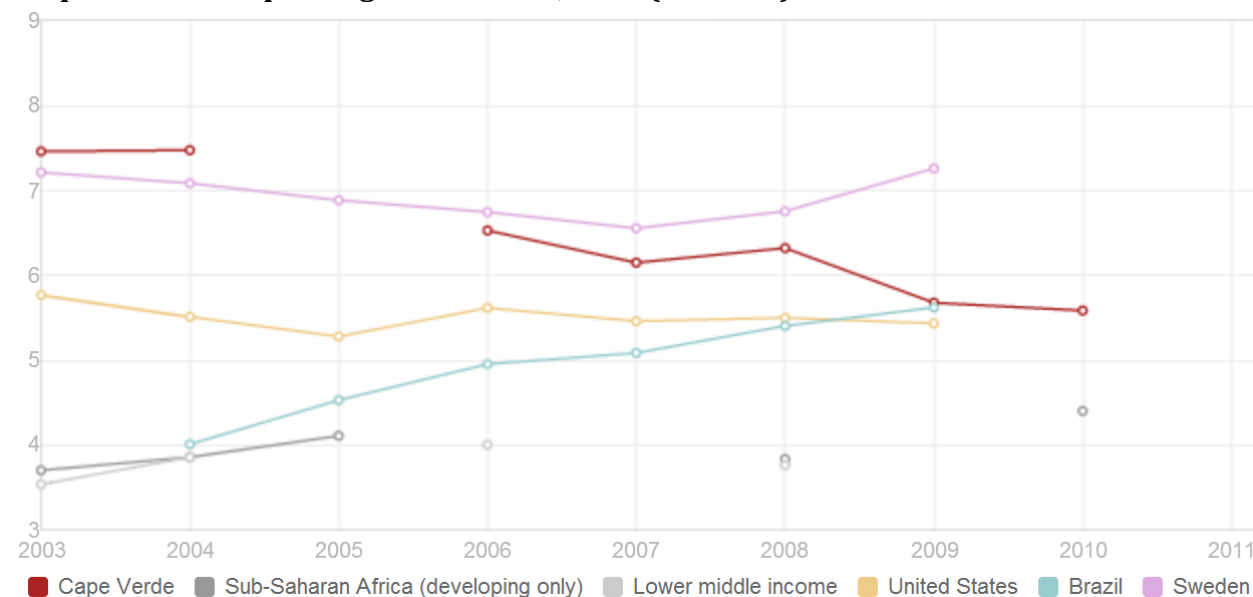
Appendix

Graph 3.1: Youth Literacy Rates in Cape Verde



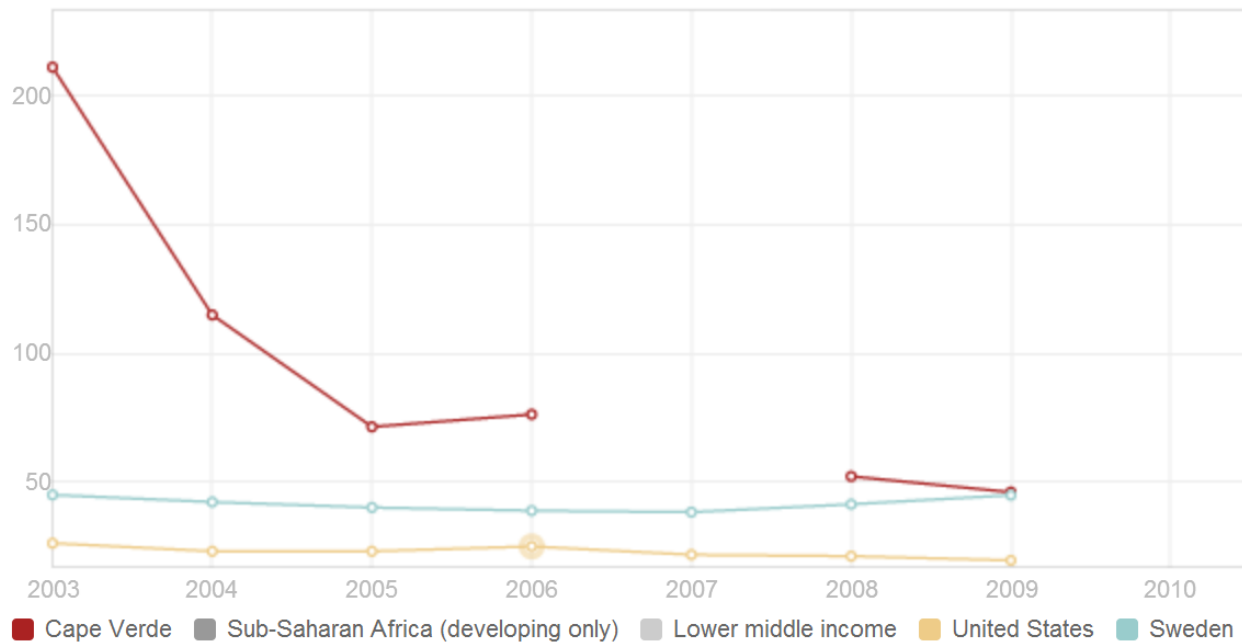
Source: World Bank

Graph 3.2: Public Spending on Education, Total (%of GDP)



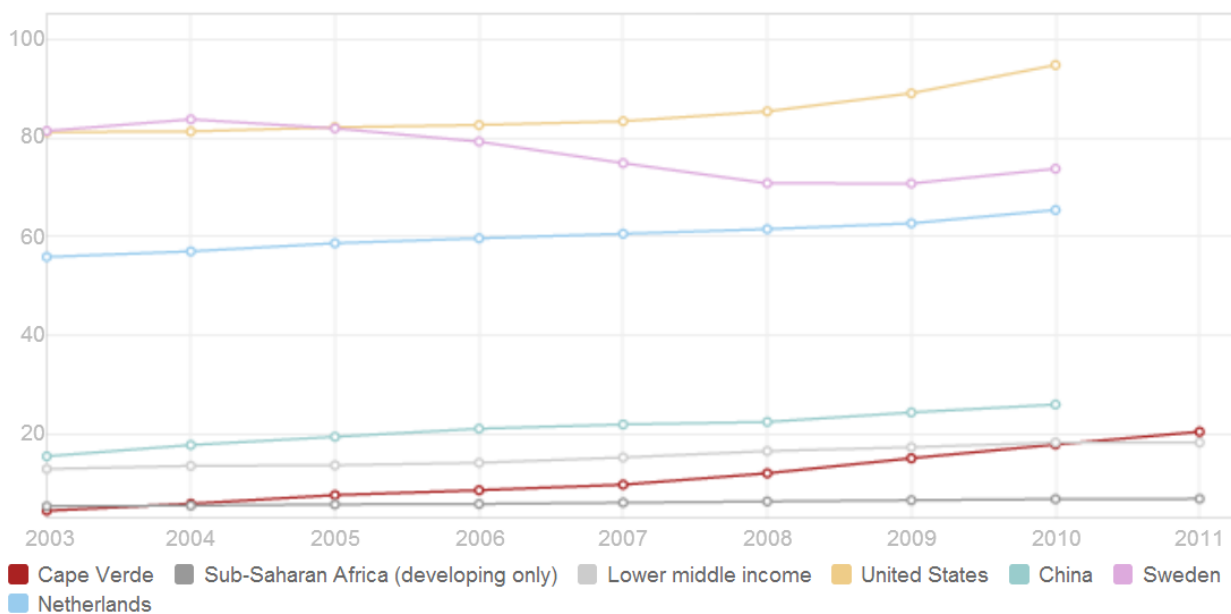
Source: World Bank

Graph 3.3: Expenditure per student in tertiary education



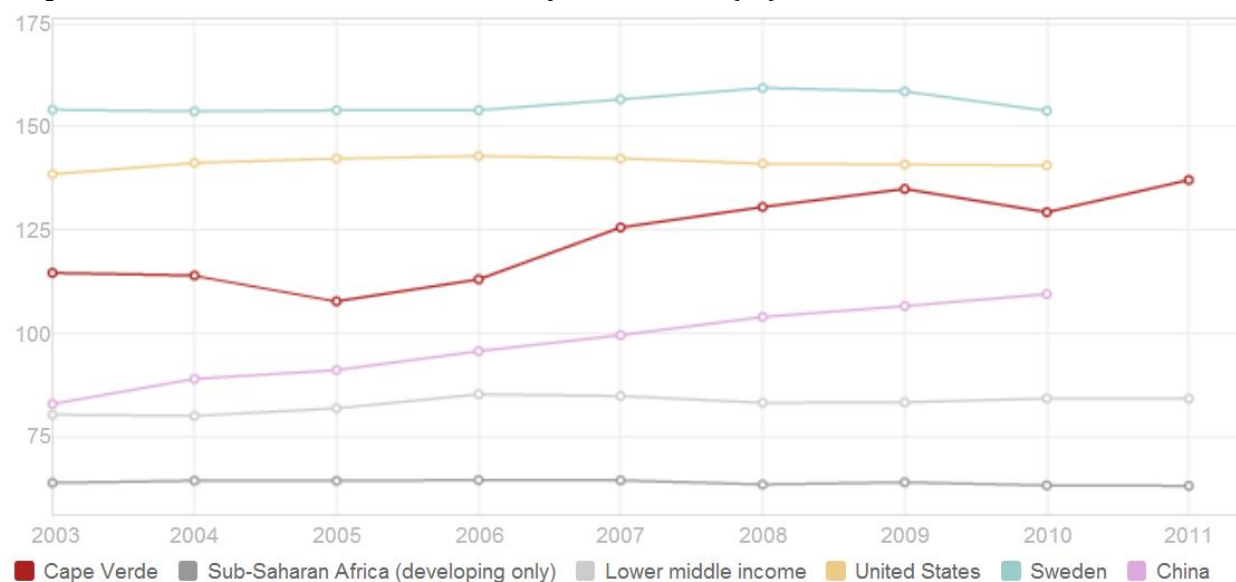
Source: World Bank

Graph 3.4: Enrollment in Tertiary Education



Source: World Bank

Graph 3.5: Ratio of female to male tertiary enrollment (%)



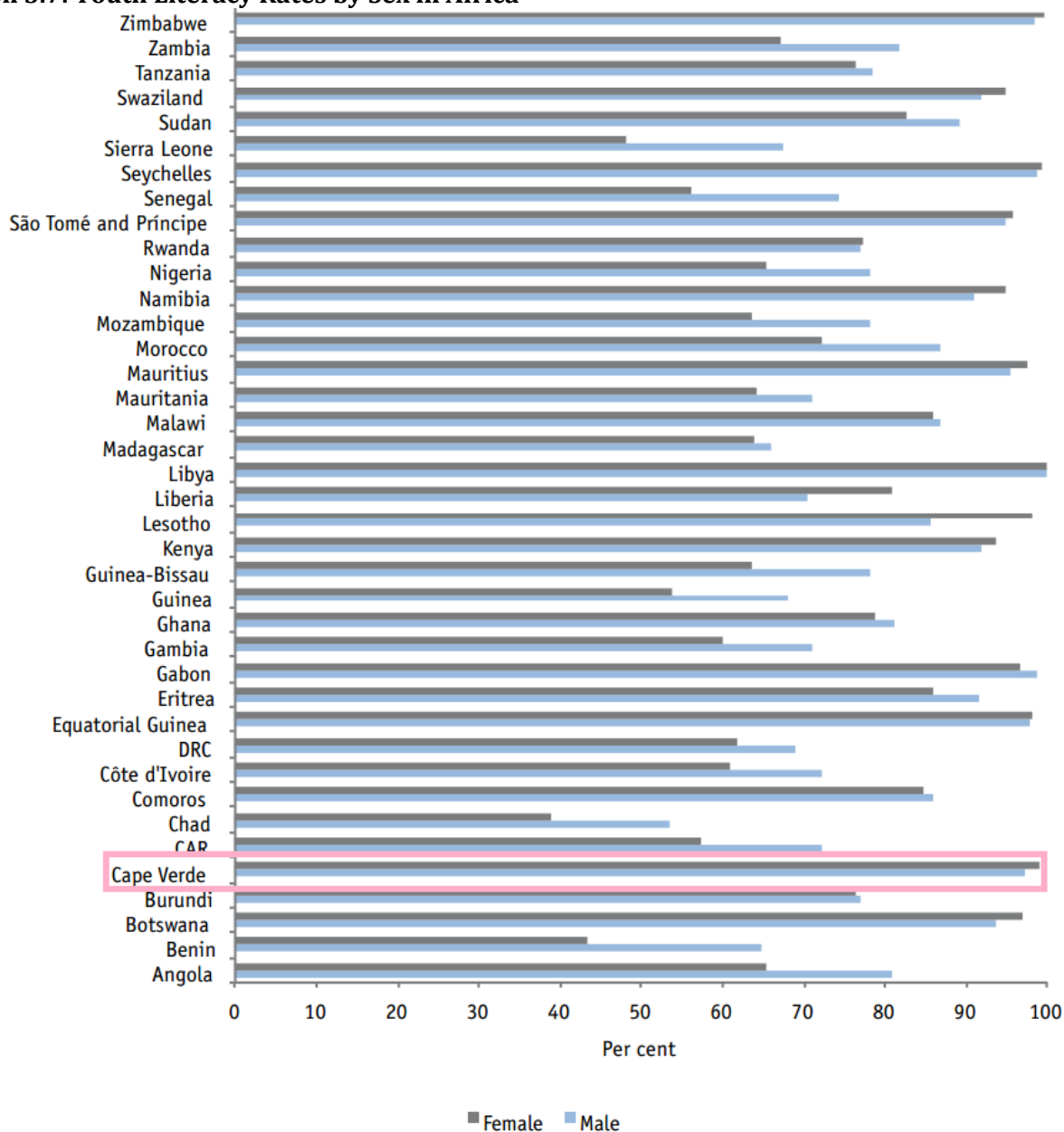
Source: World Bank

Graph 3.6: Cape Verde, Students Enrolled in Higher Education Institutions, 2009/2010

Institutions	Students enrolled
Universidade Pública de Cabo Verde (Uni-CV)	4,050
Universidade Jean Piaget de Cabo Verde (Uni-Piajet)	1,880
Instituto Superior de Ciências Econômicas e Empresariais (ISCEE)	1,675
Instituto Superior de Ciências Jurídicas e Sociais (ISCJS)	897
Instituto de Estudos Superiores Isidoro da Graça (IESIG)	580
Universidade de Santiago	545
Universidade Lusófona de Cabo Verde Baltasar Lopes da Silva	332
Univeresidade Intercontinental de Cabo Verde (Única)	162
Mindeo_ Escola Internacional de Arte (M-EIA)	23
Total	10,144

Source: Ministério da Educação Superior, Ciência e Cultura de Cabo Verde

Graph 3.7: Youth Literacy Rates by Sex in Africa



Source: United Nations Statistics Division

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