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Organisational Governance and Institutional Capacity Building in Fragile Systems: Designing an Inter-University Competency Centre in Guinea-Bissau

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Abstract

Background: Public organisations and higher education systems in resource-constrained settings frequently operate under severe material and structural limitations. In Guinea-Bissau, however, these constraints coexist with strong student engagement and committed academic and administrative staff, reflecting an institutional resilience beyond macro-level deficits.

Objective: This paper analyses the organisation, structural challenges, and latent assets of higher education in Guinea-Bissau and presents the design of the Inter-University Centre for Transversal Competencies of Bissau (CICT-Bissau) to strengthen student competencies, pedagogical practices, academic administration, and phased digital transformation.

Methodology: A longitudinal, implementation-focused qualitative design was conducted across six fieldwork missions (2023–2025) at Guinea-Bissau's public university, University Amílcar Cabral (UAC). Ethnographic methods—comprising participant observation, focus groups with students, faculty, technical staff, and institutional leaders, field diaries, and institutional document analysis—were triangulated across five analytical dimensions.

Results: Fieldwork revealed intermittent electricity, fragmented governance, manual administrative workflows, and a small cohort of doctoral-qualified staff alongside high student motivation and leadership openness to co-design. In response, the CICT-Bissau model establishes a 36-month inter-institutional ecosystem combining transversal student courses,

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faculty pedagogical laboratories, standardised registry and library manuals, and collegiate governance prior to third-year digitalisation.

Conclusion: Embedding ethnographic inquiry within institutional practice generates actionable, context-sensitive reform models that prioritise people, procedures, and governance before technological deployment.

Unique Contribution: This study provides a sequenced, people-first organisational governance and institutional capacity-building blueprint for fragile systems in the Global South.

Key Recommendation: Implementation partners should conduct longitudinal impact evaluations tracking student competencies, pedagogical adoption, and administrative cycle times while assessing digital interoperability and governance capacity.

Keywords: Capacity development; Global South; Guinea-Bissau; Institutional sociology; Organisational governance; Public administration.

Introduction

Higher education systems (HES) in the Global South frequently expand under conditions of severe resource scarcity and governance fragility, making context-sensitive capacity development essential to avoid reproducing institutional inefficiencies. Research on African higher education demonstrates that systems expanding under such constraints require sequenced institutional development in which people, administrative routines, and organisational frameworks are prioritised over premature technological modernisation (Cloete et al., 2015; Purwanto et al., 2025). Comparative analyses further show that institutional performance hinges on staff qualifications, research incentives, quality assurance mechanisms, and functional differentiation, with reforms proving durable only where local ownership and phased interventions prevail (Johnson et al., 2025; Nja et al., 2025).

Across Sub-Saharan Africa, the regional gross tertiary enrolment ratio (GER) averages approximately 9–10%, remaining far below global benchmarks, while participation in West Africa is particularly low. Guinea-Bissau's historical gross tertiary enrolment ratio of under 5% (approximately 2.6% in 2006) illustrates a narrow educational pipeline and underscores the urgency of targeted competency building and administrative professionalisation to support student retention and progression (World Bank, 2020). Recent scholarship on African higher education highlights that strategic partnerships, academic mobility, and digitalisation can catalyse institutional transformation when anchored in local capacity and implemented in phased, context-responsive ways (Jowi, 2024). At the policy level, joint Africa–EU frameworks similarly identify mutually beneficial cooperation, institutional capacity building, intra-African mobility, and responsible digital transformation as core pillars of sustainable sector reform (AAU & EUA, 2025).

Despite these policy aspirations, digital transformation across Sub-Saharan Africa continues to be constrained by affordability barriers and persistent skills gaps, reinforcing the need for foundational institutional capacity and digital literacy (AAU & EUA, 2025; World Bank,

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2024). In practice, these constraints contribute to the uneven adoption of learning platforms and weak integration of quality assurance and data management systems, necessitating people-centred implementation strategies (Jowi, 2024; Mireku & Bervell, 2023; Shabani et al., 2014). While quality assurance and governance have gained prominence across African higher education—evidenced by the creation of new national agencies—chronic underfunding, limited staff development, and weak policy execution continue to hinder the harmonisation of academic cycles (Mireku & Bervell, 2023).

Consequently, research on digitalisation in African HES advocates adopting open, standards-based platforms with offline functionality rather than importing high-overhead proprietary systems. Although locally adapted Moodle environments sustained institutional continuity during the COVID-19 pandemic, their long-term effectiveness depended heavily on staff training, reliable connectivity strategies, institutional leadership, and inter-university collaboration (Cloete et al., 2015; Ghansah, 2025). Collaborative academic initiatives enable institutions to adapt to global pressures while addressing situated inequalities in teaching and research (Frankish et al., 2025; Teferra, 2025). Moreover, growing demographic diversity among students and staff across both Global North and Global South institutions presents a vital opportunity to cultivate inclusive, critical, and collaborative learning environments (Nawire et al., 2025).

Taken together, these converging strands of scholarship, policy, and institutional practice substantiate the design of the Inter-University Centre for Transversal Competencies of Bissau (CICT-Bissau) as a theoretically informed, empirically grounded intervention capable of strengthening Guinea-Bissau's higher education sector—and comparable fragile systems across the Global South—within realistic operational constraints.

The Objective of the Study

This study analyses the organisational structure, systemic challenges, and latent institutional potentials of higher education in Guinea-Bissau, drawing on an empirical investigation of the country's public university, University Amílcar Cabral (UAC). Based on this diagnostic analysis, the paper presents the operational design of the Inter-University Centre for Transversal Competencies of Bissau (CICT-Bissau), focusing on transversal student competencies, pedagogical innovation, the professionalisation of academic and administrative services, collegiate inter-institutional governance, and a third-phase digital transformation aligned with Guinea-Bissau's National Digital Transformation Strategy. Grounded in collaborative engagement among participating institutions and local actors, this intervention seeks to disrupt top-down pedagogical and competency models imposed on the Global South by fostering locally owned institutional agency (Lall et al., 2025).

Methodology

The study adopted an implementation-focused qualitative research design aimed at producing an empirically grounded and context-sensitive understanding of higher education institutions in Guinea-Bissau, focusing on the country's public university, University Amílcar Cabral (UAC). Similar qualitative approaches are common in African higher education research, demonstrating how governance, capacity constraints, and local practices shape institutional

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performance. Studies on governance and quality assurance likewise stress the importance of engaging directly with institutional actors to understand gaps between formal policy and everyday practice (Cloete et al., 2015; Mireku & Bervell, 2023; Shabani et al., 2014).

The research design incorporated a longitudinal component spanning six fieldwork missions between 2023 and 2025, enabling the researchers to observe the institution at different stages of the academic cycle. Longitudinal designs are particularly recommended in African higher education studies because shifting political circumstances, infrastructural fluctuations, and irregular policy implementation can rapidly alter organisational conditions (Jowi, 2024; Teferra, 2025). Data collection at UAC focused on academic services (registration, enrolment, records management, and certification), teaching environments (classrooms, study areas, and social spaces), and governance structures (the rectorate, scientific and pedagogical councils, course coordination units, and administrative departments).

The authors engaged in interactive discussions with local stakeholders alongside dialogical and immersive teaching. These engagements were grounded in accumulated institutional experience at their home university—including chairing a pedagogical council, leading an organic academic unit, and directing a master's degree programme. This collaborative approach enabled the co-construction of interpretations incorporating diverse forms of knowledge, rejecting universalised models misaligned with local realities and honouring UAC's motto, inspired by Amílcar Cabral: To think in order to act better.

Three primary data sources informed the study: focus groups and institutional meetings, direct observation, and documentary analysis. Participants included undergraduate students across diverse disciplinary areas, teaching staff, administrative and technical personnel, and institutional leaders, including rectors, vice-rectors, presidents of the scientific and pedagogical councils, and degree coordinators. Participant selection followed purposive and opportunistic sampling, consistent with qualitative inquiry in dynamic institutional settings. Participating students were drawn from ten undergraduate programmes and reflected diversity in gender, age, region of origin, and year of study, with several hundred students reached overall through teaching activities and tutorial supervision.

Direct observation focused closely on the workflow of administrative and academic operations, including registration procedures, grade submission and archiving, certificate issuance, and the organisation of teaching under conditions of limited physical infrastructure and intermittent electricity supply. Observational inquiry was essential because, in environments where administrative tools are predominantly manual and documentation is inconsistent, direct observation captures informal practices and procedural adaptations that would otherwise remain invisible.

During the initial fieldwork mission in December 2023, three separate focus groups were conducted in Portuguese with students, academic staff, and technical personnel and institutional leaders. These sessions comprised 20 students (lasting 1 hour 24 minutes), five faculty members (1 hour 18 minutes), and 12 technicians and institutional leaders from academic services, information technology services, and the rector's office (1 hour 59 minutes). Student participants were recruited with the assistance of student association leaders to ensure representation across curricular years, genders, and degree programmes, while academic and

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administrative staff were recruited with the support of the vice-rector to reflect diversity in disciplines, gender, and operational roles. The focus groups explored participants' views on institutional strengths, teaching and learning experiences, perceived constraints, organisational culture, governance practices, and institutional aspirations, as well as motivations for studying or working at UAC and perceived gaps in transversal skills. Each session concluded with participants rating overall satisfaction with the university's educational provision on a 0 to 10 scale and explaining their ratings, which fell unanimously below the scale midpoint.

All fieldwork was recorded in detailed field diaries containing chronological observations, conversation summaries, descriptions of institutional conditions, and analytic memos, which complemented iterative thematic analysis. Document analysis further supplemented observational and conversational evidence through a review of institutional statutes, internal regulations, curricular plans, assessment guidelines, administrative forms, and archival documentation. Comparing formal regulatory documents against observed daily practices is vital for uncovering functional gaps in governance and quality-assurance regimes (Mireku & Bervell, 2023; Shabani et al., 2014).

Qualitative coding was structured around five analytical dimensions derived from quality-assurance literature and refined inductively during fieldwork (Table 1).

Table 1. Dimensions of analysis and codes

Dimension	**Codes**
Structural constraints	Lack of resources; few opportunities for qualification and professional development; inconsistencies in the academic calendar; lack of access to up-to-date reference materials; infrastructural constraints.
Governance fragmentation and local leadership commitment	Volatility of organisational changes.
Manual administrative processes	Coordination of academic processes.
Pedagogical practices and academic staff capacity gaps	Teaching practices aligned with students' and teachers' needs and backgrounds; identification of transversal skills.
Students' engagement	The university's mission; national development; sense of belonging

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Data triangulation enhanced the credibility of the findings
Field observations were cross-checked against institutional records wherever available, and emerging interpretations were validated through follow-up discussions with participants as well as consultations with senior figures shaping higher education in Guinea-Bissau, including a former rector of UAC and a leading representative of an international social sciences and humanities association. Regarding ethical considerations, all participants took part voluntarily, no personal identifiers were collected, and strict confidentiality was maintained throughout. Observational and documentary records were stored securely, and care was taken to ensure that interpretations accurately and fairly represented institutional actors and their intentions

Results

Integrated Analysis of the University Context in Guinea-Bissau

The starting point of this study was the accumulated experience of receiving students from Guinea-Bissau in both undergraduate and master's degrees at Iscte – Instituto Universitário de Lisboa (a Portuguese public university), in particular at Iscte's School of Sociology and Public Policy (ESPP), where the authors are formally integrated. Currently, these students represent more than 70% of international students enrolled in the ESPP. Their reception over time has enabled us to better understand their profiles and to create a set of institutional responses to the specific pedagogical needs they reveal.

However, sustainable development requires strengthening academic capacities at the source. This motivated our first mobility visit to University Amílcar Cabral (UAC) in 2023. Guinea-Bissau's only public university, UAC was established in 1999 to consolidate the country's higher education institutions, began operating in 2004, and resumed activities in 2013 following a period of closure and institutional reform. UAC offers undergraduate programmes across diverse disciplinary fields, including Social Work, Social Sciences, Information and Communication Technologies (ICT), Agronomy, Communication Sciences, Tourism, Education Sciences, and Economics, providing training across key sectors of national relevance.

Higher education in Guinea-Bissau is largely concentrated in private institutions based in Bissau, including both national and Portuguese-affiliated universities. Despite their diversity, they face common structural challenges, including weak legal and institutional frameworks and a shortage of qualified staff. At the same time, opportunities exist for strengthening institutions, partnerships, and public policies to enhance system sustainability (Cardoso & Cabrito, 2022).

The higher education legal framework was established in 2011, introducing principles of institutional autonomy that remain only partially implemented. As a result, the public university continues to depend heavily on international cooperation and government oversight in a context of political instability, although a dedicated state budget for faculty salaries was introduced in 2025. UAC evolved as a federation of previously independent institutions, expanding its academic scope while progressing gradually toward full integration. Key milestones included the publication of its statutes in 2024, the completion of institutional integration processes, and the awarding of its first degrees, reflecting its growing role in

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Guinea-Bissau's higher education system despite a slow and fragile institutionalisation process.

The mobility programme of the authors was hosted by UAC from the outset, and a detailed plan of activities was jointly designed with the former vice-rector responsible for internationalisation, who has remained a key contact throughout the cooperation process. The reception programme included a guided visit to the institution's facilities, as well as an initial meeting with the rectoral team and representatives of the students' association, who became key interlocutors during the different mobility periods.

The teaching component of the first mission involved approximately 90 students from different UAC programmes. A meeting was also held with members of the UAC rectorate, the Scientific-Pedagogical Council, and programme directors. Different focus groups were also organised with members of the academic community. The mission further enabled the establishment of contacts with representatives of civil society organisations, including non-governmental organisations and the Instituto Camões, representing Portuguese cooperation.

For both institutions, it became evident that the partnership represented an important opportunity to strengthen the academic and curricular competencies embedded in the study plans of UAC programmes. Attention was drawn to the need to better articulate the portfolio of knowledge and technical-scientific competencies developed at UAC with those expected of students seeking to pursue postgraduate studies abroad, especially because there are few postgraduate training opportunities in Guinea-Bissau.

As a result, between January 2023 and October 2025, six field missions were carried out at UAC, complemented by online training activities and reciprocal visits involving UAC faculty members and students at Iscte. Across these missions, teaching and training sessions addressed areas considered central to strengthening academic and research skills, including technical and scientific writing, critical thinking, academic presentations, statistical sources and Excel, indicators and data quality, and research design. Additional sessions addressed citizenship and social engagement, while an online initiative with the Federal University of Rio de Janeiro supported 15 ICT students in preparing and defending their final projects. Altogether, these activities involved hundreds of students and nearly 30 faculty members from UAC.

As a public university operating in a resource-constrained context, UAC presents structural fragilities that make it a particularly relevant case for examining institutional capacity and educational development. UAC was also defined by all participants in the focus groups as the site where the tension between structural difficulties and collective commitment exists in everyday life.

Structural Constraints

Infrastructural constraints were systematically observed. Intermittent electricity, limited campus networking, and restricted access to adequately equipped rooms constrained simultaneous computer use and the scaling of digital routines. This reality not only explains the prevalence of manual procedures but also helps in recognising the fragility of record-keeping and the difficulty of standardising forms. These conditions are consistent with regional

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diagnostics: even where mobile or broadband coverage exists, affordability, reliability, and skills gaps depress usage, implying that institutional digitalisation must be preceded by organisational consolidation and staff upskilling (Johnson et al., 2025; Nja et al., 2025; Purwanto et al., 2025; World Bank, 2024).

Governance Fragmentation and Local Leadership Commitment

The findings revealed governance fragmentation coupled with local leadership commitment. While the absence of clear academic calendars, standard operating procedures, and shared templates makes cross-unit coordination difficult, leaders and technical staff demonstrated openness to co-designing workflows, checklists, and rubrics once a facilitation structure exists. This pattern reflects a classic diagnosis in African HEI governance: reforms fail when imported as technical fixes detached from local practice, but succeed when co-constructed, phase-sequenced, and embedded in realistic capacity envelopes (Cloete et al., 2015; Jowi, 2024).

Manual Administrative Processes

The administrative backbone of the system remains predominantly manual. Enrolment, registration, grade submission, and certification depend on paper files, ad hoc spreadsheets, and physically centralised signatures, creating vulnerability to errors or loss of information. The initial focus groups and observations across missions showed that seasonal peaks (e.g., assessment periods) produce bottlenecks, with staff relying on tacit workarounds to cope with surges and incomplete records. These findings align with wider evidence for Sub-Saharan Africa, where the gap between connectivity coverage and actual use of digital services is substantial and where institutional readiness—not technology availability per se—often determines the feasibility of digital transitions (World Bank, 2024).

Pedagogical Practices and Academic Staff Capacity Gaps

The human-resource profile of the HEI displays a notable imbalance: only a small cohort of the teaching staff holds master's and PhD degrees. This limits mentoring and research-supervision capacity and, in turn, the routinisation of research-informed teaching. The educational pipeline is very narrow, due to a school system that still guarantees only six years of basic education, the lowest among Portuguese-speaking countries (Mauritti et al., 2022). Moreover, this structural configuration directly limits the pool of students able to reach tertiary education, despite a demographic context of high fertility and large youth cohorts (INE et al., 2020). Thus, among 47 African countries, Guinea-Bissau ranks as the sixth lowest in the share of tertiary students within total enrolments at less than 2% (World Bank, 2020).

Field testimonies and documentary evidence further show that the progression of students from secondary to tertiary levels relies predominantly on family financing, particularly by women (Pintassilgo & Mauritti, 2025), who collectively support the educational trajectories of young adults. Focus groups and conversations with leadership and course coordinators consistently reported dependence on individual commitment and improvised mentoring arrangements to ensure course delivery and final-year supervision. African universities' ability to stabilise quality depends on staff development and on governance arrangements that turn isolated efforts into institutional routines, precisely the kind of transition that requires clear, realistic, and

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measurable quality-assurance and governance mechanisms (Cloete et al., 2015; Mireku & Bervell, 2023).

Students' Engagement

Despite structural constraints, student engagement proved to be a major institutional asset. Students consistently demonstrated motivation, high commitment to coursework, willingness to present publicly, and receptiveness to feedback when provided with clear guidelines and structured opportunities to showcase work. Indeed, the missions documented a striking pattern of student engagement. Gendered patterns of participation also emerged: female students gravitated more toward education, tourism, and social work, while male students were more represented in agronomy, ICT, and, to a lesser extent, the social sciences. These patterns reflect broader social cleavages around gender and opportunity but also reveal a significant reservoir of academic energy and aspirational capacity among youth. Observed student presentations revealed progression in clarity and argumentation between early and later teaching missions, suggesting that scaffolded opportunities—with explicit criteria, cumulative feedback, and public spaces—can generate visible gains in confidence and in the quality of academic output. This is consistent with African HEIs where targeted, context-aware interventions in pedagogy and assessment can unlock resilience gains, provided that institutional leadership supports routine creation and staff capacity building (Ghansah, 2025).

The proposal for an inter-university transversal competence centre, supported by shared governance, common procedures, communities of pedagogical practice, and phased digitalisation, constitutes a viable pathway for transforming organisational vulnerability into stable academic and administrative routines.

The CICT-Bissau as an Operational, System-Level Intervention

A clear outcome of these successive teaching missions is the design of the CICT-Bissau. The Centre emerges as a necessary evidence-based response to the structural and pedagogical conditions described in the article. It directly addresses factors that the literature has repeatedly identified as key determinants of HES transformation: staff development, quality-assurance mechanisms, institutional governance, and gradual capacity building (Mireku & Bervell, 2023; Shabani et al., 2014). The Centre's purpose is to stabilise the human and organisational foundations of Guinea-Bissau's HEIs by introducing structured transversal-competence training for students, targeted pedagogical qualification for faculty, professionalisation of academic and library services, and collegiate governance, followed by carefully staged digitalisation.

The project is thus structured as a 36-month, inter-institutional capacity-building programme involving the General Directorate for Higher Education, both public and private HEIs, and the country's two research institutions—the Centre for Social Studies Amílcar Cabral and the National Institute of Studies and Research—which expressed interest and were consulted during the missions. This approach is grounded in a collaborative perspective of co-creation and shared responsibility for the operation of the CICT-Bissau, ensuring that training is made available to students, teaching staff, and technical personnel from various institutions. Coordination and the effective functioning of this arrangement should be ensured by

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established figures within Guinea-Bissau's academic-scientific system and agreed upon by all institutions involved. The operational scope is applicable to all HEIs, with UAC as an anchor institution, so that improvements become common practice rather than isolated pilots.

The project is organised into three sequential pillars: student competencies and academic culture, faculty development and professionalisation of services, and governance consolidation leading to phased digitalisation. Operationalisation follows a clear calendar: Years 1–2 focus on strengthening people and processes across enrolment, registration, evaluation, and certification, while Year 3 introduces digital platforms aligned with national standards and low-connectivity requirements.

The project mobilises four participant groups—students, faculty, technical staff, and institutional leaders—with purposive allocation: students enrolled in participating HEIs and faculty; technical staff from registries, documentation, quality assurance, and administration; and governance actors forming the Inter-University Council and the Scientific-Pedagogical Committee.

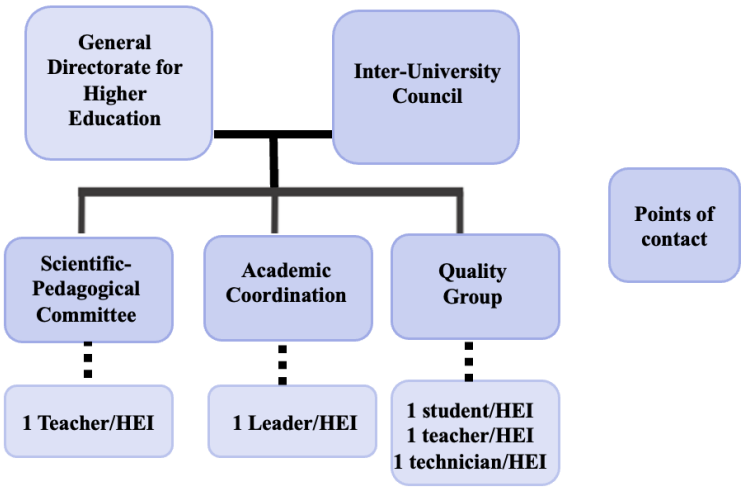


Figure 1. CICT-Bissau Organisational Chart

Activities are delivered through inter-HEI training modules and pedagogical laboratories. The design of transversal skills training for all participants is based on the consultations and focus groups conducted. For students, the competencies identified aim at academic success and employability, including Academic Writing and Critical Thinking, Digital Literacy, Research Methods, Public Presentations, and foundational Mathematics modules. For academic staff, training focuses on Pedagogical Practice and Supervision, Active Methodologies and Authentic Assessment, and Curriculum Design. For administrative and technical staff working in academic services and libraries, training includes modules on the Academic Cycle, Administrative Service and Communication, and Document Management, Classification, and Bibliographic Search.

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Quality assurance is embedded through co-developed administrative tools, shared rubrics, procedure manuals, inter-HEI templates, and monitoring indicators linked to training completion and adoption of redesigned units. The baseline indicators combine quality-assurance metrics used in the In-Iscte project (https://www.iscte-iul.pt/study-8020/know-iscte/integration-success-iniscte) with dimensions co-created during the missions. Across all target groups, indicators include: the total number of participants enrolled; the number of participants completing the programme with and without success; participants' region of origin; percentage of female participants; and distribution by institution type (public or private). For students, additional indicators include disciplinary area, year of study, and number of presentations delivered. For academic staff, indicators focus on effective changes in pedagogical practices and syllabi, assessed through observation and the adoption of active and collaborative teaching methodologies. For technical staff, indicators refer to progress in the dematerialisation of processes and the implementation of revisions required for academic management.

Project Development: People and Processes First

The phasing follows a strict capacity-first logic: Years 1–2 are dedicated to strengthening human-capacity foundations, implementing pedagogical reform, professionalising services, and consolidating governance. A key contribution of this study is demonstrating that organisational fragility, rather than technology scarcity, constitutes the core barrier to institutional development and future digitalisation (World Bank, 2024).

By sequencing capacity strengthening in Years 1–2 and digitalisation in Year 3, the project aligns with international evidence showing that capacity-first strategies are more effective in African contexts than technology-led reforms. These priorities closely align with CICT-Bissau's focus on literacy, governance, data, public services, and human capacity. Within higher education, the Centre operationalises ENTD.GW by promoting responsible and interoperable digital transformation through Moodle-based learning platforms and academic management systems used at Iscte, adapted to local needs. By building on existing pedagogical and administrative practices, CICT-Bissau seeks to ensure a locally owned digital transition.

Conclusion

This study demonstrates that CICT-Bissau constitutes a feasible, evidence-based response to the structural, pedagogical, and organisational needs of higher education in Guinea-Bissau. Drawing on three years of systematic fieldwork, the research identified an institutional landscape characterised by manual administrative routines, low levels of faculty qualification, inconsistent governance, and infrastructural precarity, alongside high student motivation, institutional openness, and emerging leadership commitment.

CICT-Bissau addresses this dual reality through a phased, capacity-led model: consolidating human resources, organisational routines, and governance structures during Years 1–2, and introducing interoperable digital platforms only in Year 3 once the institutional ecosystem is properly stabilised. By anchoring reform in the system's strongest asset—its students—while strengthening its most fragile components—administrative routines, staff capacity, and

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governance—the initiative avoids technocratic shortcuts and offers a credible pathway toward a more coordinated, resilient, and equitable higher education sector in Guinea-Bissau.

Future implementation will benefit from longitudinal impact evaluations tracking student competencies, teaching practices, and administrative cycle times, complemented by targeted studies on digitalisation focusing on system interoperability and long-term sustainability.

Authors' Declaration

Ethical Approval Statement: This study was conducted in accordance with the Declaration of Helsinki. Formal institutional ethical approval was not required for this study, as the focus groups and observations were completely anonymous, voluntary, and carried no risk to participants.

Artificial Intelligence (AI) Use Statement: During the preparation of this work, the authors used DeepL Translate to translate selected sentences from Portuguese into English and DeepL Write for language editing and clarity improvement. After using these tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

Data Availability Statement: The data that support the findings of this study are available from the corresponding author, Sónia Pintassilgo, upon reasonable request.

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Conflict of Interest: The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Authors' Contributions: S. P., R. M., and A. L. S. conceived and designed the study; S. P., R. M., and A. L. S. performed the data collection; S. P. analysed the data; S. P., R. M., and A. L. S. wrote the paper. All authors have read and agreed to the published version of the manuscript.

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