Empowerment in internships in Technical Vocational Education in Burkina Faso

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ABSTRACT

In Technical vocational education at Baraka, a school from C.RE.D.O. in Burkina Faso, research is done to see if empowerment occurs in internships. This is done to improve the transition of an education to other studies or looking for jobs. The literature shows that there are control variables on three dimensions of empowerment that contribute to empowerment, the intrapersonal, the interactional and the behavioral dimension. The results of the research show that especially the control variables of the interactional dimension are visible in the content and setup of the internships. Control variables of the other dimensions are scarcely visible. Nevertheless, the students noted they did feel empowered by the internship. Possible explanations for this are: the student discovered, due to the internship, that he has a privileged position in Burkina Faso and he was affirmed in his competences during the internship.

ABSTRACTION

Dans la formation professionelle et technique à Baraka, une école de C.RE.D.O. au Burkina Faso, la recherche se fait si empowerment se produit à des stages. Ceci est fait pour améliorer la transition d'une éducation à d'autres études ou la recherche d'emplois. La littérature montre qu'il y a variables de contrôle sur les trois dimensions d'empowerment qui contribent à empowerment, l'intrapersonnel, l'interaction et la dimension comportementale. Les résultats de la recherche montre que, surtout les variables de contrôle de la dimension interactionnelle sont visibles dans le contenu et la configuration des stages. Les variables de contrôle des autres dimensions sont à peine visibles. Néanmoins, les élèves ont indiqué qu'elles ne se sentent responsabilisés par le stage. Les explications possibles de cette situation sont: l'étudiant a découvert, à cause des stages, qu'il a une position privilégiée au Burkina Faso et il a été affirmé de ses competences pendant la stage.

ABSTRACT

In Technisch beroepsonderwijs op een school van C.RE.D.O. in Burkina Faso wordt bekeken of empowerment voorkomt in stages. Dit wordt gedaan om de aansluiting van de opleiding op vervolgstudies of het zoeken van een baan te verbeteren. Uit de literatuur blijken controle variabelen op drie dimensies van empowerment bij te dragen aan empowerment, de intrapersoonlijke-, de interactionele- en de gedragsdiemensie. Uit de resultaten van dit

onderzoek blijkt dat vooral controle variabelen op de interactionele dimensie vorm krijgen in de inhoud en opzet bij deze stages. Controle variabelen van de andere dimensie komen bijna niet voor. Desondanks gaven leerlingen aan zich empowered te voelen door de stage. Verklaringen hiervoor werden gevonden in dat de leerling tijdens de stage ontdekt dat hij een bevoorrechte positie heeft in Burkina Faso en dat hij tijdens de stage bevestigd wordt in zijn vaardigheden.

PREFACE

Burkina Faso is a low-income, landlocked, Sub-Saharan country with limited natural resources and a population estimated at 16 million inhabitants in 2010. Burkina's poverty rate is estimated at 46% in 2009 and the country ranked 181th out of 187 countries in UNDP's (United Nations Development Programme) Human Development Index in 2011 (World Bank, 2012a). Sustained efforts and investments have resulted in positive trends in human development: Gross primary school enrolment is fast increasing, from 57% in 2005 to 77.6% in 2011. Access to secondary education has also improved, passing from 20% in 2005 to 32% in 2011 for low secondary. For the same period, higher secondary education increased from 5.6% to 10.7%. Quality is still an issue for the entire secondary education (World Bank, 2012a). School enrollment in tertiary education remains at 1% (World Bank, 2012b). The in 1993, by Rev. Dr. Moïs Napon, founded Non Governmental Organization (NGO) Christian Relief and Development Organization (C.RE.D.O.) has development programmes on all the levels of society (C.RE.D.O., 2009b). C.RE.D.O. is focussed on the improvement of the conditions of life of the underprivileged, vulnerable, marginalized families and pleas for the recovery and respect for the dignity of the poor (C.RE.D.O., 2009a). One of the five areas on which C.RE.D.O. is focussing, is education. Within the education area, there are sponsorship programmes, to let children of poor families go to school, programmes focussed on literacy, Christian education and on Technical Vocational Education and Training (TVET) (C.RE.D.O., 2009c).

There is a lot of unemployment in Sub-Saharan Africa, mainly among youngsters (Akinpelu, 1984; Ansell, 2005; Mata, 2011) and the government is preparing a new ten year program putting emphasis on the improvement of learning outcomes and reduction of inequities. Regarding the skills development system, including the TVET and tertiary education systems, the government and the Bank agreed to prepare and implement an ambitious reform to improve the relevance of the training system in order to provide the Burkinabe economy with highly skilled people with a strong link to the private sector needs and to boost the youth employment (World Bank, 2012a).

According to C.RE.D.O. it is possible that the Technical Vocational Education can improve in the transition on the labor market and the head of education of C.RE.D.O wants to know how internships in this educational field can be used to accomplish this. At Baraka, one of the schools of C.RE.D.O. for Technical Vocational Education in Bobo-Dioulasso, internships are being provided.

Empowerment could bring a solution to this question. Empowerment among youngsters is a broadly accepted strategy to improve human conditions. (Altman, 2004; Angelique, 2001; Holden, Crankshaw, Nimsch, Hinnant & Hund, 2004; Ozer & Schotland, 2011). According to Angelique (2001) internships in Vocational Education can lead towards empowerment. From this, the conclusion can be drawn that empowerment in internships in TVET can lead to improvement of the human condition. To support C.RE.D.O. in creating a better transition between Technical Vocational Education and the labor market, this research will review internships at Baraka on empowerment.

The concrete problemdefinition is: Does empowerment occur in internships at Baraka? To answer this question, the following subquestions have to be answered: What are the contents and the setup of the internships? To what extent and how, following the literature, can be expected that the content and setup of the internships contributes to empowerment?

What do the students think about the changes they've experienced and to what extent do they attribute this to the internship?

LITERATURE

Empowerment can be defined as a multi-dimensional social process that helps people gain control over their own life (Gutierrez, 1990; Kirkendall, 2004; Maccoby, 1971; Page & Czuba, 1999; Rappaport, 1987; 'tRood, van, 2009; Zimmerman, 1990). Zimmerman (1995) distinguishes three dimensions of empowerment, namely: the intrapersonal dimension, which exists of control variables within a person; the interactional dimension, consistent of control variables about a person's relations with its environment and the behavioral dimension, in which control variables to gain control in the community are present. Furthermore, Kohfeldt, Chhun, Grace and Langhout (2011) and Zimmerman (1995) state that empowerment can differ between people, as well in context as in time. Christens, Speer and Peterson (2011) and Zimmerman (1995) state that the different dimensions are dependable on one another. The antithese of empowerment is powerlessness (Campbell and Martinko, 1998). Powerlessness is related to a low sense of efficacy, low ambition, a less active and less controlling attitude towards the environment (Campbell & Martinko, 1998; Dempsey & Foreman, 1997; Gould, 1987; Rappaport, 1984; Zimmerman & Rappaport, 1988).

Research has shown that self-efficacy, the motivation to gain control, the ability to set goals and acting on these goals will increase empowerment (Angelique, 2001; Breton, 1990; Cattaneo, 2010; Maccoby, 1971; 'tRood, van, 2009; Speer & Peterson, 2000; Sue & Zane, 1980). The individual has the will and the space to make their own plans, act on these and the will to control its environment. With the interactional dimension, research shows that critical awareness, sharing of fate (Guitierrez, 1995), shared power with adults (Dibennedetto, 1991 as cited in Russel, Muraco, Subramaniam & Laub, 2009), sociopolitical awareness and perceived competence relate with empowerment (Kreisberg, 1992; Zimmerman, 1995). These variables consist in cooperation with one or several different persons. Also, the accessibility, identification and usability of sources play an important role (Sue & Zane, 1980). Rappaport (1981) reasons that the ascribing of success or failure to internal or external factors is of influence on the performance. Explaining issues from a sociopolitical view and keeping it out of the personal sphere contributes to awareness and provides power fortification (Rappaport, 1981; Sandler, 2001). Research shows that within the behavioral dimension, organizational

and communal participation has a positive effect on empowerment (Angelique 2000; Fredericks & Eccles, 2008; Zimmerman 1989, 1990; Zimmerman and Rappaport 1988). Prilleltensky (2010) states that exclusion and marginalization detract from personal and collective health, whereas inclusion contributes to wellness.

Empowerment in internships can be organized in several ways. Angelique (2001) proposes a model in which all dimensions of empowerment can be formed. Angelique (2001) and Zimmerman (1995) state that a proper internship suffices all three dimensions. She suggests that the internship has to commence with increasing intrapersonal and interactional empowerment. Within the intrapersonal dimension, students should be accountable for seeking their own trainee post, which ought to be based on their interests and career goals. Drawing up personal meaningful goals contributes to empowerment (Angelique, 2001; Cattaneo, 2010; Maccoby, 1971). Furthermore, Angelique (2001) proposes several trainee posts and enterprises are taken into account. The definite choice should be based on self formulated criteria. Also, an internship contract with the expectations of three parties ought to be drawn up. In the interactional dimension of empowerment, the part of the teacher is very important. Freire, as cited in Maccoby (1971), Angelique (2001), Cattaneo (2010) and Esposito and Evans-Winters (2007) state that the role of the teacher should exist of facilitating, supporting and challenging the students. The teacher ought to also be focussed on the daily difficulties and experiences of the student (David & Kienzler, 1999). For example, he can stimulate the students by letting them brainstorm about their ideal internship. By aiming on the voice and experience of the student, he will play an active part in gaining knowledge and in this manner, the education will be of more significance for them (Freire, 1985, as cited in Ansell, 2005). The critical awareness of the student will be increased. According to Angelique (2001), the teacher can play an important role in increasing the awareness during the internship. He can assist the student to arrange the experiences he gained (Angelique, 2001). One way to succeed in this, is to let students share their experiences during feedback sessions. Letting the students find explanations and solutions in the sociopolitical situation of themselves, will increase the critical awareness and they will be more aware of their sociopolitical status. The teacher can motivate the student to keep a journal during his internship. The way an internship is evaluated can also contribute to increasing empowerment (Francis, 2008). She claims that having faith in an adequate evaluation, the knowledge of a student about the evaluation process and the autonomy and influence of the student on this process will contribute to empowerment. The behavioral dimension is placed in the internship as follows; because an internship takes place in a

company, the student will indirectly be involved in this organization. Moreover, empowerment fortifies the relationship between schools and local communities (Moritsugu, Wong & Duffy, 2010). Research also shows that a high level of involvement will conduce the development of youngsters (Botvin, Baker, Botvin, Filazzola & Millman, 1984; Bowlby, 2010; Hirschi, 1969; Kim, Crutchfeld, Williams & Hepler, 1998; Lerner, Dowling & Anderson, 2003).

Zimmerman (1995) states that empowerment differs between people, contexts and times. Burkina Faso is a West African country where there is a collectivistic culture. These societies are Shame-cultures: if an individual of a group breaks the rules of the community, all members of the community will be ashamed, based on a feeling of collective commitment. Shame has a supposedly social character: one only feels ashamed when others know about them violating the norm (Hofstede, 1991). According to Hofstede (1991), another indication of this culture is a strong hierarchy. A culture depends on the context in which empowerment exists. No research focusses on the influence of a collectivistic culture on empowerment has been found.

RESEARCH-QUESTIONS AND HYPOTHESES

The concrete problemdefinition is: Does empowerment occur in internships at Baraka? To answer this question, the following subquestions have to be answered: What are the contents and the setup of the internships? To what extent and how, following the literature, can be expected that the content and setup of the internships contribute to empowerment? What do the students think about the changes they experienced and to what extent do they attribute this to the internship?

The expectation is that in both the content and the design of the internships in Technical Education in Burkina Faso, there is not a lot of focus on empowerment. Because of this the expectation is that there is not a lot of change in empowerment because of the internships and that the students do not or have little experience of their own empowerment due to their internship.

LIST OF CENTRAL CONCEPTS

Empowerment

Intrapersonal dimension of empowerment

Interactional dimension of empowerment

Behavioral dimension of empowerment

Internship

Technical and Vocational Education and Training (TVET)

METHOD

In February and March 2012, during a visit to Burkina Faso, 28 semi-structured interviews were taken, two observations of classical lessons were completed and documents about the internships at a Technical Vocational Education of C.RE.D.O. (Baraka) were collected. There were four groups of key informants, namely: 16 students, 8 teachers, 2 headmasters and 2 internship supervisors. All key informants were connected to Baraka during the internships. First, there was a pilot of two interviews, held under students of Baraka, to check if the questions and the terms were understood. In this pilot, there was also attention paid to the thoughts of the students about missing parts in the interviews, which they thought were important.

The students that were interviewed have done an internship during the last big holidays. In total 32 of the 84 students have been a trainee, from this group, 16 students have been selected. This selection was focussed on a division of gender, age and major, similar to the division of these at Baraka. The majors at the school are: metal construction, electrical engineering and building construction. Because of a lack of time, not all students were interviewed. All teachers that were teaching the students during the preparation of the internships have been interviewed. Also the two headmasters of Baraka have been interviewed. The first headmaster has founded Baraka in 2006, and the second headmaster was employed from 2009 to 2011. The in 2011 employed headmaster hasn't been interviewed, because he wasn't working for Baraka at the time the internships were prepared and done. Two internship supervisors were interviewed, these supervisors work for the company the internship was done at. There was a deliberate choice for one internship supervisor from a large enterprise and one from a small one. A small company consists of no more than 6 employees, who usually are related, and most of the time was found on the side of the road, between other small enterprises, such as eating facilities. Due to a lack of time, not all supervisors of the interviewed students have been interviewed.

To get more insight in the contents and setup of the internships, the choice was made to divide the internship in three stages: the preparing stage, the internship stage and the rounding up stage. In table 1 the division of the control variables of the different stages is shown.

Table 1: Division of control variables of empowerment in stages of the internship

Preparing stage	Internship stage	Rounding up stage
The way of setting goals	Guidance of the teacher	Faith of student in an adequate evaluation
Choosing of the trainee post	Guidance of the supervisor	Knowledge about the evaluation process
Accessibility of the sources	The way experiences and problems are discussed	Influence on evaluation process
Internship contract	Development of competence	

The questions that were asked, were adjusted to the informant, the roles of teacher and supervisor were separated. For example, the students were asked how they were guided and if they felt inspired by the teacher and supervisor. The teacher and the supervisor were asked in which way they guided the student and if they think they inspired the student. The headmaster was asked how he thinks the guidance should take place and how he sees the inspiration of the student by the teacher or supervisor. Each subject was introduced with an introductory question, followed by deepening questions.

To understand what the students thought about their own transformation, they were asked about the effects of their internship and if they experienced any changes in their future prospects. The teachers were also asked if they noticed any alterations in the students. These alterations were questioned on the different dimensions of empowerment. In the intrapersonal dimension one can imagine that a student, after his internship, has the feeling to be able to make better choices and set more fitting goals. Within the interactional dimension, one can think of a student who thinks he is being more supported by his network or maybe has the feeling being more capable of changing his sociopolitical situation. In the behavioral dimension this could be a participation of the student in the organization or community.

The interviews, with the exception of the interview with the first headmaster, are being held in cooperation with an interpreter. None of the interviews were in the mother tongue of the researcher or informant.

During the visit to Burkina Faso, there were no going concern internships, so there have been observations to regarding the interaction between the students and the teacher. During these observations, there was no assistance of an interpreter. Some of the conversations were spoken in one of the native languages of Burkina Faso, these were not properly understood.

Because all the subjects were questioned in the interviews with all groups of key informants, there is triangulation. The validity of the answers of the different groups are verifiable in that way. Herewith it must be noticed that the group of supervisors is not presented in proportion. There were documents collected about the internships at Baraka to

include in the results. These documents pointed out to not be from Baraka and were therefore not included in the results of this research.

RESULTS

This research looks at internships in Burkina Faso and checks if empowerment occurs in these. Firstly, the characteristics of the researched groups will be shown. Thereafter, there will be an outline per stage of the internship concerning the contents and setup of these internships. Subsequently, the results of the recurrence of the three dimensions of empowerment within the different stages will be shown. Next, the results of the effects of the internship on the different dimensions are outlined.

SAMPLE CHARACTERISTICS

The 16 students in this research are between the ages of 18 and 22 years. Three students have chosen for the major of metal construction, these students are all male. Six of the students follow the major electrical engineering, one of them is female. Two of the seven students who were majoring in building construction are female. Nine students did their internship in a large enterprise, five in a small one. Two students eventually didn't do an internship, because they were needed in the family farm of their parents. The eight teachers are between the ages of 24 and 45 years. Three of the teachers are between the ages of 24 and 27 years and five of them are 38 to 45 years old. The three younger teachers also did an internship when they were attending this school. The first headmaster is a Dutch man of 37 years old, the second headmaster is a Burkinabese man who is 52 years old. The internship supervisors are both from Burkinabese origin and they are both around the age of 40.

The internships are done during the big holidays. The school, where the students live during the year, is closed then and the students return to their parents for the holidays. This is also where the internship is done. Three quarters of the students noted their parents didn't live in Bobo-Dioulasso and that a lot of them live in a village where they keep a farm. The teachers also stated that the students sometimes find it difficult to convince their parents of the benefits of the internship.

THE CONTENTS AND THE SETUP OF THE INTERNSHIPS

After the review of the contents and the setup of the different stages of the internship, the different dimensions are the next item. The different stages of the internship will be discussed based on the intrapersonal, the interactional and the behavioral dimension of empowerment.

PREPARING STAGE

Students, teachers and the second headmaster stated the preparing stage commenced in April, the students started the fourth and last part of the school year. In the first week of this part the students received an outline from the teacher during the French lesson. The teacher also asked them to write a letter of application and deliver this at the enterprise they wanted to have as a trainee post. In this letter, they gave information about their past and current education. The student asks in his letter if it is possible to do a month of internship in the specific company and writes down his availability. He ends the letter with the hope on a trainee post and a greeting.

The teachers and headmasters stated that they expected the students to bring their letters of application under the attention of the enterprise themselves. Some of the students noted they had to bring the letters to the enterprises. Half of the students posted the letter and awaited the reply. A few students had a family member or acquaintance who worked in a suitable enterprise and asked them to take their letter. They expected it to better that the executive of the company already knew someone who knew the student. One student went to the enterprise himself and asked the executive if it was possible to do his internship there. This student felt it was of importance the company saw him before they read his letter. A handful of students have asked help of the teacher and asked him if he could take the letter to the company of their interest. These were the students who couldn't find a suitable enterprise on their own. Students stated the reaction of the enterprises took about a month.

Three of the students, who all did their internships in a large enterprise, said they spoke with the internship supervisor before commencing their internship. They talked to them about the department the student should be put in. The interviewed supervisors didn't talk to the student they supervised before the start of the internship. .

THE INTERNSHIP STAGE

The internship lasted for a month. Students noted they went to the company on the discussed time and date. Some of the students were conducted through the company by their supervisor on their first day. These were all internships in large enterprises. The students in the smaller enterprises noted they were introduced to the other employees. The supervisor of the small

enterprise said the student first has to seize their spot by taking part in the daily life. The supervisor of the large enterprise said he prepared the coming of the student by setting up a plan of the departments the student could join each week.

Teachers, students and headmasters claimed there were two evaluation ways for the internship. The first was they had to write an internship report, which was evaluated on language by the French teacher and on technical content by the Engineering teacher. The second way is that the supervisors completed a form with a number of issues on which they should assess the student. Both supervisors said they evaluated the students in this way. One student noted he didn't finish his report yet. He also stated that the collection of the internship reports had not been completed and the reports were not yet checked. He also thought that other reports had not been checked. Students indicated that they did not know how they had scored on their reports. Teachers indicated that the reports of the students were checked at the moment. The first headmaster said that assessment of the reports was an important issue and that the students with the best reports could give a presentation to other students. The second headmaster stated that it was difficult to find time to evaluate the internships.

INTRAPERSONAL DIMENSION

Students, teachers and directors indicated that in advance no individual goals were established for the internships. They and the supervisors did indicate that the overall purpose of the internship was to learn in practice what was taught in theory in school.

There were no criteria indicated for the students to which the placement had to meet. All students sent their letter to only one company. Teachers and headmasters indicated as the only criteria that the trainee post had to meet: it had to have to do with the students' major. They also indicated that the availability of the enterprises where one can do an internship was limiting. In the interactional dimension, there will be more on how the students picked their trainee post.

All groups of key informants claimed there were no internship contracts drawn up.

INTERACTIONAL DIMENSION

The students responded differently on the question how they chose the company where they wanted to do their internship. Some of the students claimed they didn't know what enterprise to pick. They asked the teachers for help with this. The teachers also pointed out they helped several students with finding a trainee post. One younger teacher noted that he helped one of the students to go to an enterprise where he had done his internship himself. An older teacher

said he knew some enterprises from previous years. The second headmaster stated that a student only was guided by a teacher when asked for. A few students noted they discussed the suitability of several enterprises with their friends and family. The discussion was about if they knew anyone that already works for the specific enterprise. One student and one teacher told they visited a company with the whole class to see if it was suitable for an internship.

Key informants of all groups indicated there are not a lot of sources for preparing an internship. An indication for this is the network of the teachers the students use when they say to have difficulties.

Some of the teachers noted that they explicitly paid attention to the theory of what a student could encounter during his internship. This is an indication that the teacher is focussed on the daily experiences and problems of the student. The English teacher stated that he prepared his students on their presentation in a large group of co-workers, by doing role-playing games. This happened in a classical manner and he also said this was only done when all the obligated lessons were finished. One student told that the building engineering teacher paid extra attention to different building techniques to prepare a student on his internship in a construction company. Multiple students stated that they learned a lot in the lessons about things they also encountered during their internships. Observation shows that the students receive practical lessons at school. On the school grounds, one can find walls that were built by students, there is a room with electric motors and a room with complicated electrical set-ups. Teachers and students indicate that between the lessons, there was attention for the preparing of the internships. Teachers told that they tried to prepare the students by giving them a lot of advice on what they might encounter. Students claimed they asked the teachers a lot of what they could expect during their internships. The advice the teachers gave the students were: be on time, show respect to co-workers, behave well in the team, show some initiative during the work, work hard and gain a lot of knowledge and competence. The students also stated these was the advice they received. The first headmaster claimed he found it of importance that the teachers prepared the students in this manner. The second headmaster stated he thought it was important that the students got to know the working life, so they could be motivated in finding a job later on. Teachers also said they adviced the students to have confidence and that it is important to work in a team, but also to be able to do tasks individually.

The teachers said they couldn't evaluate the students during the internship, because there was no budget for transportation. One of the teachers told that he, if he received the phone numbers of the parents, he could call them to ask if the student already started their internship

and if there were any complications. One of the students, who did his internship in Bobo-Dioulasso, stated it was possible for the teacher to visit him on his trainee post, but that he never received any visitors. The other students also said that there was no guidance from the teachers during their internships. The first headmaster claimed that there was a budget for the teachers to guide the students during their internship, the second headmaster claimed there was no money during his attendance. The internship supervisors said there was no contact with the teacher during the internships. All students, teachers and headmasters were surprised about the question if there were any feedback moments at school during the internships, because the school was closed during that time. An indication of the guidance by the teachers is that the students know in advance what they should state in their internship reports. Two of the students claim they wrote a few things down during their internship to use for the internship report. Half of the students say they did not bear in mind the report during the internship. One teacher said he let the student write down his experiences, because he also was the one who had to write the report. Another indication of the guidance by the teachers is that the students stated they remembered the advice their teachers gave them and that following this worked out well during their internship.

The experiences of the students regarding asking questions during the internship differ a lot. About half of the students state they could ask a lot of questions to their supervisor. The answer of one student also shows that there was an outline by an employee of the company on who was responsible of answering questions the student might ask. The other students said they could not ask a lot of questions, because the co-workers asked them the questions. This was mainly because the co-workers never had an education. All of the students who were able to ask questions did their internships in a large enterprise and all of the students who were asked questions themselves did their internships in small enterprises.

There were different responses to the question if a student could go to their supervisor when there were any difficulties. Two of the students pointed out difficulties at the beginning of the internship. With one of the students, the supervisor wasn't present for the first week of the internship, so the student did not know what to do. Another student claims that his supervisor did not want to help, because he wasn't getting paid for the guiding. In both cases, there was no opportunity for the student to talk to his supervisor about this. The first student awaited the presence of the supervisor and the latter student awaited quietly, until his co-workers realized he was different and did want to work. Another student claims he could only talk about issues with his family members. One student said she could talk to her supervisor about her issue. This issue for her was she was the only girl in the workplace, she did her

internship in a large enterprise that constructed building products. The supervisor helped her by saying she was not any different than her co-workers and this helped her to cooperate with them more easily.

Students, teachers and supervisors all claimed that the students learn a lot during their internship. Next to technical skills, they learn how to work in a team and get to know the working life.

Students and supervisors stated the student did not have any problems fitting into the team during the internship. Student who did their internship in a small enterprise, were placed in a fairly high position, because they were the only ones educated, they did still have respect for their co-workers. Students in a large company state they could work well together with their co-workers.

The students say that during the rounding up stage, they had faith in the judgment of the teachers and the supervisors.

One teacher told that the student receives the form for the evaluation of the supervisor in an envelope, but that the envelope is sealed, because otherwise the student would already know how he will be judged and this could influence his behavior during the internship. The students also say that they did not know what they would be judged on by their supervisor.

The advice the teachers gave the students in the preparing stage are an indicator for the evaluation, because these are similar to the subjects on which the supervisor judges the student. Both teachers and students point out that the student knew in advance what had to be written in the internship report.

The teachers and the supervisors claim that the student does not have influence on the way he is judged.

BEHAVIORAL DIMENSION

Students and supervisors claim that the student would be committed to the organization during his internship. Some of the students stated they went back to the company several times. One student said that this was the way his ex co-workers talked to him when he got back: 'master, master, it has been a long time, why do you abandon us?' He said he explained to them he had to go to school and could not work all the time. The supervisor of the small enterprise pointed out that the student who did his internship there would come by regularly for chitchat and that he would bring his little brother in after a while also. The supervisor of the large company stated he did not know if the student he guided still had contact with his co-workers.

Students and teachers both pointed out that the students learn a lot during the internship. The teachers point out they noticed a difference between the students who did do an internship and the ones who did not. The ones that did were able to do more stuff during the lessons, but they also had more self-esteem and a more positive outlook towards the future. The students said they had the idea they were more able to make better decisions in the future. Two students, who worked in smaller enterprises, said they wanted to start their own company in the future and be an executive. These students both had have to explain a lot to co-workers and they gained a fairly high position in the company, they experienced this as pleasant. One of these students was surprised about how he knew much more than his co-workers. Three other students who went to a small company also claimed they had much faith in the future and they also thought they could help others gaining this faith. The students that did their internship in a large enterprise pointed out they learned a lot of things that could help them in the future, such as skills and practical knowledge.

In the intrapersonal dimension the students claimed the following: they think they can make better decisions for the future, they gained more faith for the future and they thought they had more control.

In the interactional dimension the students pointed out they knew how to adjust to a team and that this was good for their future and they had faith in the receiving of support of co-workers in a coming internship or job. One of the students told he learned that his co-workes are different from each other and that everyone took their job seriously.

In the behavioral dimension the students said they thought it was important they already knew a company, their chances of finding a job was much higher due to this.

CONCLUSION

There has been researched if empowerment occurs in internships in Burkina Faso. For this there is researched how the content and the setup of the internships at Baraka are arranged. Thereafter is checked to what extent and how, following the literature, can be expected that the content and setup of the internships contributes to empowerment. Then a line out was made of how the students think about the changes they have experienced in their own empowerment en to what extent they attribute this to the internship. The literature shows that on three dimensions of empowerment, the intrapersonal, the interactional and the behavioral dimension the control variables increase empowerment. By taking semi-structured interviews

of students, teachers, headmasters and internship supervisors and observing classical lessons, answers were searched on the research questions.

In the intrapersonal dimension, the fact that the students are free in their choice of enterprise, contributes to empowerment. The students do not have criteria for their choice, but they try picking the enterprise through their network of teachers, family and friends. In the interactional dimension the getting aware of their sociopolitical situation contributes to empowerment. Mainly students who did their internship at a small enterprise find that they get a fairly high position among co-workers quite fast. This is due to the lack of education most of these co-workers have and they find they can ask a lot of questions to the student. The students who did their internship at a large enterprise, find that they are of use to the enterprise. Even though not all of the control variables are found in the content and the setup of the internship, the students do experience changes. They think they gained more faith towards the future and they have the idea to have more control. The teachers also see differences between the students that did do an internship and the ones who did not. The students who did do an internship were able to do more in the lessons, but they were also more confident and they had a more positive outlook toward the future. This research shows that the awareness of the sociopolitical situation and the confirmation of their skills are most contributing to empowerment.

Because of the use of triangulation, the validity of the results is high. All the subjects were discussed in all groups of key informants, so every subject can be looked at from different points of view. In this manner, statements from different groups of key informants were validated. The validity could be less high because of the use of an interpreter. During the interviews, the researcher noted that the answers of the key informants were somehow summarized, because of this, there was a lack of possibility of asking supplementary questions. There might be a lack of nuance due to this. Another flaw might be that there were some answers that were socially desirable. During the interviews, the researcher noticed that the students preferably gave the same answers as the other students. Due to this personal thoughts and experiences might be faded somewhat. Whilst these thoughts and experiences are very important in research on empowerment.

DISCUSSION

Angelique (2001) states that an internship is effective when it complies with all dimensions of empowerment. This statement can be falsified based on this research. Following the literature

there could be an expectation of little empowerment of the students by the internship, because the control variables in the intrapersonal dimension virtually aren't expressed in the contents and setup of the internship. Nevertheless, students seem to be more positive towards the future and have the idea they have gained more control over their own life. This research shows that mainly control variables in the interactional dimension contribute to empowerment. It would be interesting for further research to research in what way every dimension contributes to empowerment. Zimmerman (1995) starts this by stating that empowerment differs between people, context and time. To use empowerment in an optimal way, it is important to gain insight into how the dimensions of empowerment are associated with the factors that cause the differences between people, context and time. Culture plays a part here. The collectivistic culture of Burkina Faso could influence the way empowerment is achieved. Empowerment increases the control an individual can have on its own life. One distinguishing mark of a collectivistic culture is hierarchy. The lower person in the hierarchy has to fit the one that stands above him. When this person gains more control over his own life, something in the proportion will change. The effects this could have on the current culture are interesting to research.

This research could be improved by including the students that didn't do an internship. Then one could show that the changes the students faced are because of the internship. Empowerment can also be caused by factors that weren't researched. Especially in the light of the points mentioned above, such as culture, other factors could be increasing empowerment. Even factors of which is thought they have an increasing effect on empowerment, could in fact have a negative effect on this. Participating in a community is, according to the literature, empowerment-increasing. In a community where hierarchy is appreciated, this could actually cause the opposite effect.

This research shows that mainly the interactional dimension contributes to empowerment of students at Baraka. This fits within a collectivistic culture. The affinity between people is very important in this culture, which happens in interactions between people.

Ultimately, the results of this research fit the situation of this country. The students are in a C.RE.D.O. school for a reason. They are from poor and marginalized families. Due to the sponsorship of C.RE.D.O., they now belong to the 10% of the youngsters that are in higher secondary education. This is quite a change in their sociopolitical situation. It is perfectly possible that the student realizes this for the first time during his internship.

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