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Development of Entrepreneurial Skills in the Field of Social Services – Social Entrepreneurship for Women: the Case of the Rhône-Alpes Region

***UNIVERSITÉ PIERRE MENDÈS FRANCE DE GRENOBLE
Pepse – Espace-Europe (France)***

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National Report for the EU Leonardo da Vinci Pilot Project PP-166018

***Development of Entrepreneurial Skills in the Field of Social Services
Social Entrepreneurship for Women, 2005-2006***

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I. Sector analysis in Rhône-Alpes

I.1. Physical presentation

Rhône-Alpes is one of the 22 Regions in France. The Region is a „Territorial Institution“ whose representatives are elected by direct universal suffrage. Two institutions represent the region: the Regional Council and the Regional Economic and Social Committee. The Regional Council (157 elected regional councillors) votes on a budget. To ensure harmonious development and guarantee the future of the region, Regional Council decided three major directions: education and training, economic development and employment, town and country planning. The regional Economic and Social Committee give its opinion on „all questions coming under control of the region“, and the 102 economic and social councillors for Rhône-Alpes are singularly involved in economic, social and cultural matters, at the request of the regional executive.

With its area of 43.700 km², Rhône-Alpes is the second French region and one of the largest in Europe. Its size is similar to that of countries such as the Netherlands, Belgium or Switzerland. Its population – 5.893 millions inhabitants of which 2.976 are women¹ – is similar to Denmark or Finland. This population is spread over eight Departments (Ain, Ardèche, Drôme, Isère, Loire, Rhône, Savoie and Haute-Savoie) with a density close to 130 inhabitants for km².

I.2. Wealthy, powerful and diversified economy

Economic indicators confirm physical structure. Its gross domestic product, 145.4 billions of euros², is roughly equal to 10 % of French GDP and with a working population estimated at 2.4 millions and its 197.000 firms, Rhône-Alpes region is compared to a 10 % France. However, the region cannot be epitomizing by this comparison, its takes part in a third of national trade surplus and makes 0.7 % to international trade³! Endowed with an important economic potential, Rhône-Alpes takes advantage of its sectors vitality through its innovation capacity (20 % of French patents).

The distribution according to economic sectors in Rhône-Alpes⁴ is similar to France structure and to developed economies. Services sector is growing at others expense especially agriculture. Nevertheless, thanks to specific interventions in favour of agriculture (3 millions of euros), the region encourages economic development of this sector, rural valorisation... Despite a high decrease of farms, Rhône-Alpes is the fourth region with a turnover of 3 billions of euros. Effectively, agri-

¹ INSEE – 2003.

² INSEE – 2002.

³ Exports: 37.2 billions of euros, imports: 31.1 billions of euros.

⁴ See table 1 and table 2 in appendix.

culture in Rhône-Alpes fits into quality in developing several labels guaranteeing the origin (wine, cheese, lamb...). Industrial sector is strongly diversified and covers as well traditional sector whose have been able to adapt to technical progress (chemistry, textile, mechanics) as emerging activities (computing industry, electronics, biotechnology). Grenoble, in Isère Department, is at the leading hedge of progress with two projects: Alliance (technologic research program between Motorola, STMicroelectronics and Philips – 3 billions of euros) and above all MINATEC on nanotechnology research.

Rhône-Alpes region contributes to economic development through employment regional plan, agricultural subventions, transportation policy, education and research subventions. For example, by the Urban Policy, include in plan contract 2000-2006, Rhône-Alpes region helps to struggle against exclusion and segregation. 107 millions of euros are devoted to insertion and economic development in favour of young (in problem area), to space rehabilitation, social development (sport and social program inside problem area)... In 2004, Rhône-Alpes region spends 1310 millions of euros in regional policies⁵.

In 2003, 29.669 firms have been created, its represents 10.1 % of national creations and a great increase in Rhône-Alpes (+8.8 %, same progression in France). Sectors share is stable, services represent a third of total firms, a quarter for trade (catering is the more dynamic), 11 % for education, healthcare and social initiatives⁶. 99 % of firms have less than 200 employees, 91 % have less than 10 employees. In Rhône-Alpes, as in France, the self-employment is major characteristic of firms' structure, since 48.5 % of theses have no employee. Very little firms represent 450.000 jobs on a wide range of activities: local shop, local craft, services for individuals, services for firms... With very different realities, these very little firms have some common characteristics: only one manager, man or woman, organizes all outgoings, expenses, taxes linked up to firm running and perpetuation. Freelancer, this manager gets involved in his area. Given these specificities, Rhône-Alpes region proposes programme of action in order to develop skills, help creation, support disadvantaged areas...

I.3. The Service Sector

In Rhône-Alpes, services sector represents 57 % of total employment and 68.4 % of gross added value. Its includes diversified activities of which most important are tourism, education, health and social services, cultural services and a growing activity, services created at local community level, typically involving childminding, domestic work, caring for old people... (Afterwards, to refer these services we will use local services). Service activities are gathered around cities and represented by small and medium-sized business and international firms.

Services to industry represent more than 280.000 workers in 24.000 firms and realize a turnover of 15.3 billions of euros. Computing and computer engineering

⁵ See Appendix Graph 1.

⁶ See Appendix Table 3.

is well-established with Cap Gemini-Ernst & Young (Grenoble), Sopra Group (Annecy), Esker and Cegid. Banking and insurance services make up nearly 55.000 employments in 8.800 financial structures essentially close to Lyon. Services to industry are using temporary jobs (150.000 temporary workers), which, since 20 years, are continually growing with dynamics company as Adecco. 75 % of regional activity in services to industry are localised close to urban centre (Lyon, Grenoble and Saint-Etienne).

Crossroads of Europe, Rhône-Alpes has an exceptional road and motorway network and is the first French region in goods transport. The 15.3 (International leaders in transport

100.000 employments Transport and logistic services billions of euros turnover gets between international leaders like Norbert Dentressangle, Darfeuille or Jet Services and SME (75 % of transport sector). Economic activity favours logistic sector development and sets Rhône-Alpes as the first South European centre in logistic. They are localised between Lyon and Grenoble and in Ain department.

Tourism is an important sector in Rhône-Alpes, it is organized around five subsets: mountains tourism, green tourism, health tourism, cultural tourism and business. Mountains is the first regional tourist activity (66 % of nights in hotels) within rambling, alpinism, skiing (first world ski slopes in the world – 200 mountain resorts welcome 6 millions people which 800 foreigners). Award for Rhône-Alpes, it is the first region in the world to have welcomed three Olympiads. With 25 natural reserves and two national parks, ecotourism represents 20 % of hotel rooms. Health tourism is a regional characteristic with its water cures supply (15 spas, 7 sea health resorts). Rhône-Alpines cities attract as well as urban tourism than cultural and business tourism. Lyon is a fine example with on the one hand its conference and exhibition centres (business tourism represents 70 % of hotel rooms in Lyon) and on the other hand the registration of Lyon historic centre in world heritage.

All in all, service sector employ 1.346.000 people.

Table 4: Services sector in Rhône-Alpes

| Sector | Employment | Tertiary sector |
|---------------------------------------|-------------------|------------------------|
| Services to firms | 239 579 | 18 % |
| Trading | 237 157 | 18 % |
| Healthcare, social initiatives | 196 145 | 15 % |
| Public services | 165 494 | 12 % |
| Education | 162 213 | 12 % |
| Personal services | 137 133 | 10 % |
| Transport | 97 045 | 7 % |
| Financial services | 51 686 | 4 % |
| Property services | 40 029 | 2 % |
| Associations | 20 395 | 2 % |

I.4. Education

In France, principles of a common education set out soon after the French Revolution in 1789. Education system was divided in three levels: elementary school, secondary school and higher education; this division still exists today. Afterwards, Napoleon gave to state the monopole of education system and created several prestigious education institute structured according to military code as Polytechnique. With Jules Ferry (1881-1882), during the Third Republic, school became free, compulsory and secular.

Nowadays, these principles are at the root of education system, schooling is compulsory to every child until 16 (since 1967). Ministry of education is on control of the majority of education system, it exists some private schools but they are under contract to State that is they have to conform to official syllabus coming from Ministry. So, because of French school system is strongly centralized, diplomas are national and based on common syllabus. Recruitment is also in charge of State with teacher training college (primary education) and national competitive examination as CAPES and aggregation (secondary education).

In France, education system is divided into areas known as „academies“ for educational administration purposes. Each „académie“ is administered by a government representative, the „recteur d'académie“. It is an administrative level declining the state education policy in region allowing to act according to local situation and in collaboration with territorial authorities (towns in primary education, department in the first cycle of secondary education and region in the second cycle of secondary education). Allocation of teaching posts is centralized and newly qualified teachers often begin their careers in „academies“ other than the one in which they originally lived. Another significant feature of the „academies“ is that their school holidays begin on different dates, partly to avoid congestion on popular holiday routes.

French education system⁷ is organised in four parts: nursery school, primary and secondary education and higher education. With nursery school, a child is allowed to start his education from two 2 up to 5 years old but it is not compulsory. Nevertheless, figures show that between 3 and 5 years old, 100 % of children go to school. At this standard, child develops by early-learning activities his sensibility and an aptitude for learning by himself.

Table 6: Nursery school by years and schooling rate (2003-2004)

| | Public | Private | Total | Percentage in age group |
|--------------|------------------|----------------|------------------|-------------------------|
| 2 years old | 184 205 | 40 770 | 224 975 | 28,8 |
| 3 years old | 682 006 | 92 676 | 774 682 | 100,0 |
| 4 years old | 662 347 | 91 432 | 753 779 | 100,0 |
| 5 years old | 642 795 | 91 772 | 734 567 | 100,0 |
| 6 years old | 9 230 | 1 535 | 10 765 | – |
| Total | 2 180 583 | 318 185 | 2 498 768 | 82,9 |

Field: Metropolitan France.

Source: Ministère de l'éducation nationale

⁷ See in Appendix table 5 including important figures from French education system.

From 6 years old, a child goes in the primary education for five years and will acquire basis (reading, writing, maths) and will be initiated into a foreign language and new technologies as computing. One teacher has his class inside it he is teaching all subjects.

The secondary education is composed of two cycles. First, from 12 to 16 years old, students go to education in main subjects (French language, maths, history, geography, science, foreign languages, sports...) teaching by a specialized professor. This first cycle ends with an examination, it correspond to English CGSE. Afterwards, students are going on standard education („baccalauréat“ ~ A-level in Britain) or on vocational training (short courses, one or two years, leading to diplomas CAP or BEP). Most students choose to be going on „baccalauréat“ which opens up higher education and university. In standard education, students have to determine some option according to their abilities – science, economics or arts. Baccalauréat is a national examination.

It is possible to divide higher education in three parts. The „Instituts Universitaires technologiques“ (~ polytechnic in Britain) are two years vocational training going on diploma, DUT. The Universities give a lot of training in three, five or eight years. Finally, the „Grandes Ecoles“ like Ecole National d’Aministration (competitive entrance college training top civil servants), Ecole Polytechnique (scientist and engineer training), Ecole des Hautes Etudes Commerciales (top French business school)... Universities welcome more than 200.000 foreign students of which half are coming from Africa.

Table 7: Number of students according each cycle in thousand (2003-2004)

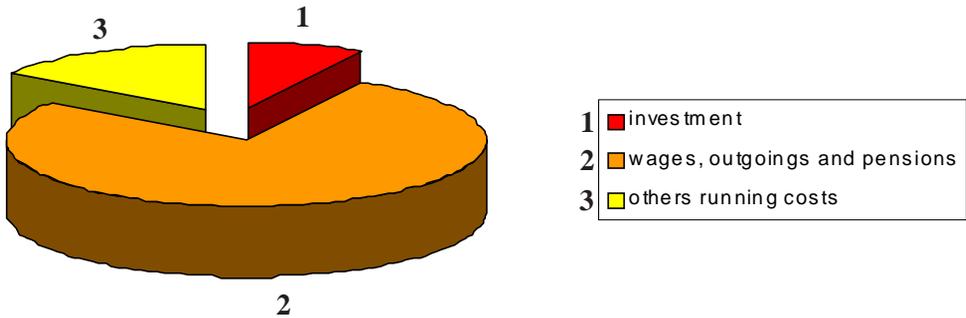
| | |
|--|-----------------|
| Primary education | 6 552,0 |
| <i>nursery school</i> | 2 598,7 |
| <i>from 6 to 12 years old</i> | 3 900,0 |
| Secondary education | 5 579,5 |
| <i>1st cycle</i> | 3 244,6 |
| <i>2nd cycle standard and technical education</i> | 1 511,0 |
| <i>2nd cycle vocational training</i> | 706,9 |
| Education controlled by other ministry | 234,4 |
| Apprenticeship | 374,8 |
| Higher education | 2 254,9 |
| <i>Class preparing for “Grandes Ecoles”</i> | 72,1 |
| <i>sections of top technicians (STS)</i> | 234,2 |
| <i>polytechnic</i> | 113,7 |
| <i>universities (out of polytechnic and engineering college)</i> | 1 287,1 |
| <i>engineering colleges</i> | 104,9 |
| <i>business schools</i> | 80,6 |
| <i>social and health schools</i> | 116,6 (p) |
| Total | 14 995,6 |

Field: France métropolitaine et Dom.

Source: Ministry of Education

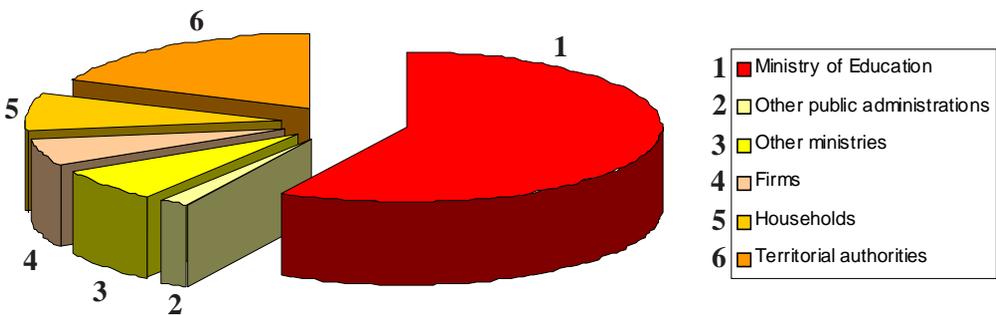
Education budget in 2003 was 111.3 billions of euros that is 7.1 % of GDP. More than half provide by State, others come from territorial authorities, households, firms, other ministries. Education expenditures are in a large part devote to wages, outgoings and pensions. In comparison with other OECD countries, French education expenditures in GDP percentage are important.

Graph 2: Expenditures distribution in education in 2003



Source: Ministry of Education

Graph 3: Contributions to finance education in 2003



Source: Ministry of Education

Rhône-Alpes gathers two „académies“, Lyon and Grenoble. Grenoble „académie“ includes five universities, one engineering college, one teachers training, one art college, one architecture college, one business school, one centre of adults’ formation and several primary and secondary schools. Even if education system is strongly centralized, Rhône-Alpes region plays an important role in several key fields such as higher education, continuing training, primary and secondary education, all in connection with the national training. At first, region’s assistance is financial and takes several forms. Equipment grant to student and apprentice decided to go to a technical college, region assists young student and his family to

purchase tools, safety clothes needed during training (grant is contained between 100 and 230 euros). Region also assists students to international mobility in order to improve their training and favour technology transfer towards regional SME. To these training courses (between 1 and 9 months), students can get 95 euros a week which may be drawn concurrently with Erasmus grant. Moreover, region is in charge of building, rehabilitation and maintenance of public education buildings. At the same time, it assists primary and secondary public schools equipment (computers and furniture), takes part in security standard and since 1986 has to take part in well running of schools (electricity, heating, water, maintenance costs). Finally, region plays an important role in adult and continuing training. Every person wishing attend a training can take advantage of regional system which consists in an accompanying programme, accreditation of prior professional experience and learning and, eventually, refresher course. With subventions, region assists to improve rehabilitation of unemployed people, to help young people, whatever their qualifications, to find a job (with refresher course, vocational training...), to help firms hiring news workers (accompanying programme), to develop SME and help new firms creation.

I.5. Healthcare

Consider as a whole, health sector represented at the beginning of 2003 around 1.800.000 jobs in France. In addition with professions regulated by the public health code (876.613), they include nursing auxiliary, hospital employees (all people in charge of hospital's hygiene) and others professions as ambulance man. Nurses, nursing auxiliary and hospital employees are around two third of health professions. Since 1985, they raised a little less by 2 % a year (with differences between professions). With 48 % of employment, hospital is the main activity sector. Healthcare professions have two characteristics: feminization, now women representing three-quarters of professional operating in the sector (in comparison with 71 % in 1983), and ageing. While feminization has traditionally been strong in the most of relevant professions, it continues to progress, and women are increasingly numerous among graduates in medical and paramedical professions. This phenomenon is particularly in evidence in professions hitherto practised mainly by men, such as medicine, dentistry and physiotherapy. However, while women now have easier access to traditionally male professions, they are more likely to hold lower-status positions. In certain rare professions, such as hospital auxiliaries, nursing assistants, eye therapists and foot specialists, the proportion of women has, on the contrary, decliner slightly over time.

In France, healthcare professions are strictly controlled, all of them require a specific diploma and some are restricted intake. It is possible to split them in three groups, medical professions, paramedical professions and administrative professions.

Table 8: Healthcare professions in France – number, gender and age

| | Number 1 st January 2003 | Women (%) | Up to 35 years old | More than 55 years old |
|--|--|--------------|-----------------------|---------------------------|
| Doctor | 201 400 | 37.2 | 7.5 | 20.4 |
| Dental surgeon | 40 648 | 33.6 | 14.4 | 22.6 |
| Pharmacist | 63 909 | 63.5 | 16.0 | 17.3 |
| Midwife | 15 684 | 99.1 | 30.6 | 11.6 |
| Nurse | 423 431 | 87.1 | 28.0 | 12.9 |
| Physiotherapist | 56 924 | 43.1 | 29.6 | 18.7 |
| Speech therapist | 14 836 | 95.5 | 30.6 | 11.2 |
| Orthoptist | 2 045 | 92.7 | 39.6 | 10.9 |
| Psychometry surgeon | 5 325 | 84.7 | 36.4 | 5.9 |
| Chiroprapist | 9 859 | 68.5 | 37.9 | 14.6 |
| Occupational therapist | 4 683 | 84.6 | 47.9 | 6.4 |
| Hearing aid specialist | 1 620 | 40.3 | 35.7 | 21.9 |
| Optician | 12 776 | 43.9 | 49.0 | 13.7 |
| Radiologist | 23 113 | 72.6 | 29.6 | 10.3 |
| All professions regulated by “code de santé public” | 876 613 | 67.6 | 22.6 | 15.7 |
| Nursing auxiliary | 415 445 | 91.0 | 31.4 | 6.8 |
| Hospital employees | 306 580 | 81.5 | 27.9 | 11.7 |
| Other | 221 658 | | | |
| Total | 1 820 296 | 75.9 | 28.7 | 10.4 |

Source: DRASS – ADELI

➤ **Medical professions**

Medical training is common to all professions the first year (and to some para-medical professions). At first, applicants have to pass „baccalauréat“, if training is open to all baccalauréats, we note that 95 % of students who pass first year examination come from scientific baccalauréat. Medical training consists of theoretical courses (6 courses between 60 and 90 hours each) and of at least 30 % practical and tutorial courses. At the end of this first year, a competitive examination grades students and allow some of them to pursue their training according to restricted intake (numerus clausus) in each training (dental, doctor, midwife...). Afterwards, training is split up three cycles and ends with a State diploma.

— *Dental surgeon*

This profession is organized and supervised by Dental Surgeon Council. In 2003, 40.648 dental surgeons worked in France of which women represented 33 %. In 2000, on 26.328 students who passed the competitive examination, 3.931 could pursue medical training and 800 in odontology. The second cycle, three years, is essentially work experience placements in dental care centre or in hospital concluded by an examination (clinic and therapeutics certificate). The last cycle takes two forms: one year ending by dental surgeon diploma, three years allowing a teaching hospital career.

93 % of dental surgeon practise as liberal profession in their own surgery and

7 % practise as salaried employee in a hospital. French diploma allows dental surgeon to practise inside European Union.

— **Doctor**

The French Medical Association supervised the profession. According to Adeli (in which all doctors have to register), the first January 2004, 194.231 doctors were registered (49.8 % in liberal profession, 35.8 % as salaried employees, 12 % have dual situation) which 18.459 in Rhône-Alpes. Women represent 37.7 % (30.1 % in liberal profession and 48.6 % as salaried employees. Training is comparable to dental surgeon (three cycles and the numerus clausus) except for the third cycle inside it students have two possibilities: general practitioner (three years training – theoretical and at least five months in a hospital and six months in surgery) and specialist doctor (students have to pass a competitive examination, afterwards it training is four or five years).

In forty years, doctor number per capita has trebled that lead to cut the numerus clausus (8.500 in 1971, 5.000 in 1983 and 3.500 in 1993). Since a decade, it is raising 4.700 in 2002 and 5.500 in 2004 (effect of numerus clausus reduction on doctor number take ten years). A characteristic of doctor profession is the feminization, now they are 37 % and should be 42 % in 2010 (inside students they were 59 % in 2002).

— **Pharmacist**

In France, pharmacists are 63.909 among which 63.5 % are women (6.506 pharmacists in Rhône-Alpes in 2003). First year training is the same with a numerus clausus equal to 2250 in 2001-2002. The third cycle is divided in two training, one short (two years) and one longer (four year), total training represents between 7 and 9 years.

— **Midwife**

The January 1st 2003, midwives were 15.600 of which 14 % were in liberal profession and only 1 % was men (1.900 in Rhône-Alpes). Ending the first year training, students have to be in a well few after the competitive examination because of quota in midwife schools (975 in 2004, only 37 diplomas in Rhône-Alpes in 2002). Definitive admission in midwife schools is subject to a medical certificate. Afterwards, training is two cycles of two years each.

Midwife profession is steadily increasing and younger than 25 years ago (mean age is 41 years old). Nevertheless, profession starts again to age.

➤ **Paramedical Professions**

Paramedical professions are specific and it is possible to identify three fields: personal care, physiotherapy and technical medicine.

— **Personal care**

> *Nursing auxiliary and paediatric auxiliary*

In nursing auxiliary professions, women represent 93 % and 99 % in paediat-

ric auxiliary professions. All of them have a professional diploma pass in one year in a school which got Prefect agreement. Training (one year, 1.575 hours) is theoretical and practical courses and internship. Both training have common courses (care notion, health education, ergonomics...) and same internship (in hospital, medicine, maternity hospital). Moreover, all trainings have specific courses ending with an examination.

> *Head of care*

This profession was created by decree in 2002 and deals with general coordination in health facilities or with management of a department (personal care, physiotherapy...). To apply, it requires having health manager diploma with ten years experience. Afterwards, applicants have to pass a competitive examination.

> *Nurse*

Nurse professions is diversified, nurse is able to practise in many activities (care, prevention, humanitarian relief). Nurse diploma is recognized in all European Union. Now, around 418.000 nurses practise in France in which 87 % are women. The majority of nurse practises in a public or private health facility (72.7 %), they can also practise in liberal sector (14.2 %) and at last, employees in firms or humanitarian associations.

Requirements to nurse training are, to be 17 years old, have „baccalauréat“ and pass selective examination. Training is on 37 and half months with internship and ending by a theoretical and practical examination. Afterwards, students have nurse state diploma and are able to specialize in anaesthetist, operating theatre or paediatric nurse.

> *Anaesthetist nurse*

Training is on 24 months and requires nurse or midwife diploma, two years experience and pass selective examination. During training, students will have 700 hours of theoretical and practical courses, 70 weeks of internship and 4 weeks of personal work. Afterwards, they have to pass examination to get state diploma. 6.044 anaesthetist nurses practise in France in which 73 % are women.

> *Operating theatre nurse*

They are 4.405 in which 88 % are women and work with the surgeon. Requirements are the same than for anaesthetist nurse. Training is on 18 months in specifics schools and close to anaesthetist nurse training.

> *Paediatric nurse*

Specialized in young children development, paediatric nurses are 11.095 of which 99 % are women. Training is on a year and requires same qualifications than for others nurses specialization. Training is composed by 650 hours of theoretical courses and 710 hours of internship. At the end, state diploma depends on examination results.

— *Physiotherapy*

> *Dietician*

Dietician work is different according to working place, he can practise in an

hospital with nutritionist, in industry inside research and marketing or as liberal profession. Diploma is a vocational training certificate. Application requires baccalauréat and passes selection on the basis of one's application. Training in two years is theoretical courses and internship. To go in for examination, applicant has to do training and justify three experience working years.

4.500 dieticians practise in France in which 98 % are women.

> *Occupational therapist*

Application requirement are more or less same to dietician with a selective examination on biology and physics. Training on three years is theoretical courses and internship. After an ending examination, students have their state diploma.

In France, 4.200 Occupational therapists (in which 85 % are women) practise in three activity sectors: physical therapy; psychiatry and social rehabilitation; and consulting.

> *Physiotherapist*

Physiotherapist do medical treatments set by decree. 56.440 physiotherapists practise in France in which 42 % are women. Application requirements are: have baccalauréat and pass competitive selective examination (only 5 % of applicants move up into training). Training on three years is 16 theoretical credits (1012 hours), 858 hours of practical courses and 1205 of internship. Grenoble has an health engineering IUP being the result of hospital school physiotherapy, Medical faculty and university department of sport grouping. Ending examination includes a personal work.

> *Optician*

Optician work is different than others health profession because of its commercial and advising activity. 12.076 opticians practise in France in which 43 % are women. Training in two years leads to BTS state diploma. Nevertheless, practise in UE requires a specialisation. European council for optometry and optics created a new diploma in order to standardize optometry. In Rhône-Alpes, an institute in Saint-Etienne has a training to this European diploma.

Opticians work essentially in private sector as manager (32 %) or employee (64 %) and some in a hospital.

> *Speech therapist*

Training is on three years (2.840 hours). Profession in evolution so speech therapists have to be well-informed on technological advances. 14.635 speech therapists practise in France in which 95 % are women.

> *Orthoptist*

Training is on three years, France has 2.355 orthoptists in which 92 % are women.

— *Technical medicine*

> *Ambulance man*

Profession of ambulance man (or woman) comes in private sector, in associa-

tions and in a hospital. There are three staff grades: ambulance driver, ambulance driver having first-aid certificate and ambulance man having specific diploma (ambulance man skills certificate).

Training to the specific diploma is on three months and include theoretical courses on health, law... and internship inside hospital.

> *Pharmaceutical assistant*

Pharmaceutical assistant can practise in a chemist's shop under pharmacist's responsibility or in pharmaceutical industry. They are around 33.000 in France and a majority is working in a pharmacy. Training is a certificate of apprenticeship on two years but different if students wishes work in a pharmacy or in a dispensary.

➤ **Administrative professions**

Administrative professions are essentially managing, health inspection or health engineering jobs. National School of public health in Rennes gives many training as such hospital director, health engineer, health inspector...

Rhône-Alpes has an „Espace Régional de Santé Publique“ (regional organization of public health) created on four associations initiative: the regional centre J. Bergeret, the health regional „look-out post“, the regional society of public health in Rhône-Alpes and the health schools. It has four missions: information, observation, assessment and training.

I.6. Social sector

Before 1964, four services relating to three Ministries were within each department: departmental direction of health, departmental direction of the population, division of the social assistance, school health service. *The decrees of March 14 and July 30 1964* gather these services in the Direction of medical and social action. They amalgamate the administrative staffs and technical in new official bodies (in particular inspectors of the medical and social action, as well as the doctors of public health). It is within this framework that developed during approximately 20 years the medical and social actions with a reinforcement of the personnel as well of the State as of the Department. This regrouping supported the cohesion of the actions led on the ground.

The decree of 22 April 1977 taken again by that of March 14, 1986 amalgamates the external services of the social security and the medical and social action in the form of new departmental and regional directions of the medical and social businesses (and either of the action), in order to as well as possible manage the implementation of an overall and coherent policy of health and to control the growth of the medical and social expenditure.

Between 1982 and 1985, a law of decentralization divided the D.D.A.S.S. in two quite distinct structures depending:

- ♦ One of the State, placed under the authority of the Prefect exerting

competences reserved for the State,

- ♦ The other of the Department, placed under the authority of the General Council President, exerting competences which raise from now on department (mother and child care, childhood, accommodation of the adult handicapped persons, elderly, departmental social assistance, disease prevention...). An agreement between the Prefect and the President of the General Council (approved by Minister of Interior and Minister of social services of Interior Department) ratified the staff, the materials and the buildings sharing.

The decree of December 6, 1994 reasserts the coexistence of the 2 levels, one departmental, the other regional and redefines the role and the missions of each one of them. In 1996, in order to ensure the durability of the French social protection system with a better control of the expenditure of health combined with a more qualitative care supply, a significant reform of the social security was taken. Thus, three ordinances of April 24, 1996, devoted to the social security structure, to the expenditures control, to the reform of the public and private hospitalization make up the core of this reform.

So, two public structures are in charge of social sector, the D.R.A.S.S at a regional level and D.D.A.S.S. at a department level. The D.R.A.S.S. mission is the observation and analyzes needs, planning and programming, the means allocation assigned to the medical, medico-social and social, the control of the measures taken to enforce the law and the coordination of the actions between the departmental and regional levels.

The D.D.A.S.S. mission the observation, the implementation of the integration, insertion solidarity and of social development policies, the actions of promotion and prevention as regards public health, health protection of the environment, controls of hygiene rules, supervision and control of the medical, medico-social and social facility.

In fact, Regional and Departmental Directions of the Medical and Social Businesses have a key role in social sector. They implement the national policies, define the regional and departmental actions in the medical, social and medico-social field. Their missions are articulated around three essential poles: healthcare (the regional policy of health, medical safety and the hospital policy); social cohesion and the social development; and social protection (ensured by the DRASS). Moreover, they have in charge of trainings and deal with its according to social needs. So they have to plan and control trainings, to organize examinations and to support schools with subventions and individual assistance.

Social sector is made of many professions. Some opportunities exist in order to favour training access. Students can get grants from ministry according to their personal resources. A Job seeker from Rhône-Alpes, who is able to justify two years working in the last six years, can be paid during his training between 305 and 620 euros a month by credits from General Council. At last, employer can conditionally give a personal training leave. Moreover, adjustments are available: direct training or block-release training.

Table 9: Social professions

| Profession | Application requirements | Length of training | Contents of training | number |
|---|---|--|---|--|
| Instructor of persons with disabilities | - Baccalauréat or - social work diploma or - pass selective examination organized by DRASS | 3 years Possibility to do it by apprenticeship mean | Internship (15 months) Theoretical courses (1450 hrs) Final examination State diploma gave by ME1 | 5.500 instructors in social action essentially working for associations, local authorities |
| Technical instructor of persons with disabilities | - Baccalauréat or - vocational training certificate or - pass selective examination organized by DRASS | 3 years only in block-release system | Internship Theoretical courses (630 hrs) Final examination (report) State diploma gave by ME | 5.000 technical instructors in all health facilities |
| Childhood educator | - Baccalauréat or - social work diploma or - certificate of paediatric aux. and 3 years experience - pass selective examination organized by DRASS | - 27 months (direct) - on 3 years (block-release) | Internship (9 months) Theoretical courses (1200 hrs) Final examination State diploma gave by DRASS | 9.000 childhood educators practicing in care centre, day nursery... |
| Instructor in recreation, sport and leisure | - three years experience in socio-educational structure or - certificate of socio-educational instructor | | Internship (4 months) Theoretical courses (900 hrs) | |
| Technician of social and family intervention | pass selective examination organized by training centre | Direct or block release Between 18 and 24 months | Internship (8 months) Theoretical courses (950 hrs) Final examination State diploma gave by SSM2 | 9.000 technicians of social and familial intervention |
| Family mediator | State diploma in social or health training and work experience | Three years at the maximum | Internship (70 hrs) Theoretical courses (490 hrs) Final examination State diploma gave by DRASS | National Council advises that family mediator practises in a network: associatif organization... |
| Guardian of social allowance | - to be 25 years old - have a state diploma of childhood educator or instructor of person with disabilities... - have three years work experience | 150 hrs (only one Institute of Social Work in Rhône-Alpes) | adaptability internship - State diploma gave by Lord Chancellor and SSM | |
| Adult guardian | | 300 years in two credits | - Training certificate gave by a commission in which members are appointed by Prefect. | |
| Medico-psychological assistant | - GCSE - to be 18 years old | 18 months | Theoretical courses (350 hrs) Final examination State diploma gave by DRASS | 21.500 medico-psychological assistant essentially in hospital and associations |
| Socio-educational executive | - 6 years experience work as an executive | Internal or external examination | examination | In all health and social facilities |
| Social worker | - Baccalauréat or - pass selective examination organized by DRASS | 3 years | Internship (70 hrs) Theoretical courses (490 hrs) State diploma gave by SSM | 38.000 social workers employed by local authorities, health facilities, associations |
| Social life auxiliary | - pass selective examination | Between 9 and 36 months | Internship (560 hrs) Theoretical courses (500 hrs) State diploma gave by SSM | Towns and associations employs 80% of social life auxiliary |

II. Methodological information

II.1. Local Services⁸

The major difficulty with concept of local services is a definition question. First, local services include a large number of activities, so each author use concept as he wants. According to National Council of French Employers, local services include: domestic works; services of improvement of living environment, environmental protection; audiovisual, culture, sport and leisure services; consumer services; all services where consumer is the last customer like catering, medical care...; mixed services (firms and households). So, by extension, local services could be represented in two groups: natural person assistances (elderly people, child minding, young with problems, training and education assistance) and environmental assistance (safety measures for goods or persons, improvements of public transport, improvements of living conditions ...). For the European Commission, local service concept is made up four subsets: Daily life services, Services of improvement of living environment, Cultural and leisure services and Environmental services. An other organization broaches subject, the AFPA (Association nationale pour la Formation Professionnelle des Adultes – Assisting the Development of Skills and Qualifications in France and Abroad) whose considers three large subsets: personal assistance (working households, elderly people, households in trouble, ill persons...), community assistance (community development, social work, local shopkeepers, craftsmen...) and assistance to organizations (caretaker, cleaning firm, consulting, firm creation assistance...).

However, despite this definition question, local services have own specificities. Effectively, if it is possible to study its as social process, local services have four specific requirements, which are an advantage (of which suppliers is able to use) and a disadvantage (as a brake on supply development). We will describe these four requirements:

— Sociability

Local services have a strong collective content insofar as solutions do not concern one person or one family but are the same for a community, a region or a country. Individual solution has important externalities. Sometimes, benefit of scale economies does not concern firm producing service, but solution applicability to several consumers or social groups. In these cases, an innovation in a particular place et well defined field can be imitated. Moreover, local services are places of sociability, meeting, sharing knowledge... So services place is not only production place, also it is social development place involving networking and specific costs.

— Intimacy

Service is producing effects on persons, family and social group in his dimensions the most intimate. This involves two strong consequences: faith in service producer is very important and, in order to preserve intimacy, self-production is an important trend.

⁸ This section is based on André Barcet, «Formes et effets de la structuration de l'offre de services de proximité», Centre National de la Recherche Scientifique – Gate, février 1997.

— Relationship

Services analysis emphasized on service relation and co-production. Services assume employees with specific skills, which are not only about technical fields but also behaviour and inter-personal skills. In some services (leisure, elderly assistance, childminding), these skills are essential.

— Global

In first place, services dynamics is not production act, interest is provision of service that is its effects. Important is state that provision of service is able to fulfil. If services offer attempts to fragment, to define functions, individual, family or group does not see service as a function to fulfil but as an effect on their personal dynamics.

So, consequences of these requirements involve differences between demand expectations and offer feasibility. It is necessary to take this social tension into account. From that, local services development is possible. We quickly present their evolution in France in the following table.

As regard local services demand, several mechanisms are present: price, relation between income and spare time, market fragmentation, relation between goods and services... Consequently, service production is dependent on solvency demand since, in several cases, supply is the result of potential demand.

In definitive, local services are not necessarily subject to insecure employment, casual job... They are fundamental in daily and social life and do not only organized around city or district but in family and private relationship too. Consequently, producers have to be able to fit into network and to accept a permanent quality control.

Table 10: Services plans differentiation

| | Usual services | Public services | New social services | New market services |
|--------------------------------|---|--|--|--|
| Period | Old | 1880-1980 | 1980-1997 | 1980-1997 |
| Contents | <ul style="list-style-type: none"> - Small shopkeep - Local craft - Local medicine - Domestic service | <ul style="list-style-type: none"> - School - Postal service - Banking - Insurance | <ul style="list-style-type: none"> - Leisure and cultural services - elderly person - service to persons and family - assistance | <ul style="list-style-type: none"> - industrialised services - restructured services - culture - catering - maintenance - security and preventive acts |
| Place type | <ul style="list-style-type: none"> - street - district - village | <ul style="list-style-type: none"> - canton - village | <ul style="list-style-type: none"> - country - city - suburbs - district | <ul style="list-style-type: none"> - urban area |
| Social providers status | <ul style="list-style-type: none"> - freelances - corporative organisation | <ul style="list-style-type: none"> - administrative services - salaried | <ul style="list-style-type: none"> - mutual - association - salaried - voluntary workers | <ul style="list-style-type: none"> - personal structure - trading company |
| Faith criteria | <ul style="list-style-type: none"> - everyday nature - relationship - demand logic | <ul style="list-style-type: none"> - everyday nature - supply logic - equality of citizens | <ul style="list-style-type: none"> - relationship - mutual aid - social cohesion - demand logic | <ul style="list-style-type: none"> - quality - adaptability - service relations - supply logic |

II.2. Gender ⁹

In appendix

III. Labour market situation in Rhône-Alpes

III.1. General situation

After the 1999 census population, total population in Rhône-Alpes region amounted to 5 814 000 persons of which 2 838 000 were men (48,8 %) and 2 976 000 were women (51.2 %). Active population reaches 2 602 343 of people, that is 152 000 more people than in 1990, of which 88.7 % are working, 11 % are unemployed and 0.3 % are in the Army. If male active population did not move much, as a contrary female is still increasing (+11.7 % between 1990 and 1999). We note this development in all Departments.

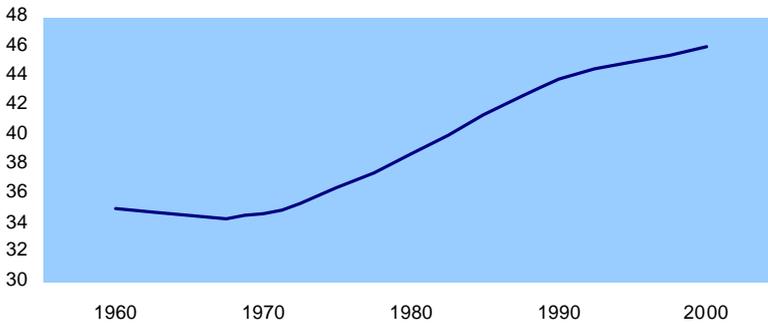
Table 11: Labour Market in Rhône-Alpes, 1999

| | Rhône-Alpes | Distribution (in %) |
|---------------------------|--------------------|--------------------------------|
| Total population | 5 814 000 | 100 |
| Men | 2 838 000 | 48,8 |
| Women | 2 976 000 | 51,2 |
| Labour force | 2 602 343 | 100 |
| Men | 1 412 179 | 54,3 |
| Women | 1 190 164 | 45,7 |
| Working population | 2 308 436 | 100 |
| Men | 1 275 690 | 55,3 |
| Women | 1 032 746 | 44,7 |
| Unemployment | 286 969 | 100 |
| Men | 129 636 | 45,2 |
| Women | 157 333 | 54,8 |

Source: INSEE, census population of 1999.

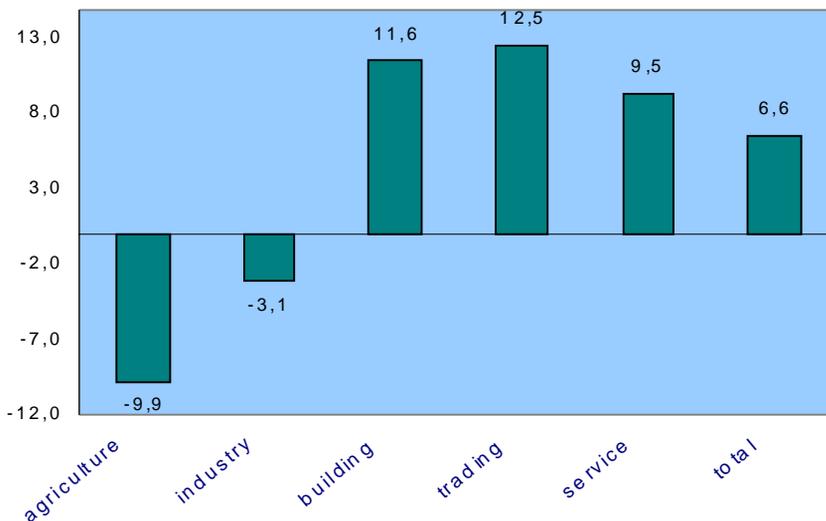
Between 1990 and 1999, activity rate was stable around 56.6 % despite increase of women activity (men activity rate is 63.3 % while women activity rate is 50 %). Probably because of increasing of studies length, activity of people less than 25 years went down. Same fact for people older than 55 years, because of they go out of activity more and more lately.

⁹ Sophie Louargant.

Graph 4: Growth of women's share in active population (1960-2000)

Rhône Alpes (in %) – *Source: INSEE-RP*

In 1999, Rhône-Alpes region had 2.3 millions of jobs, that is a rise to 5 % since 1990 in comparison with 3 % in France. Job creation in Rhône-Alpes is 11 % of total jobs created in France. In sector terms, employment development is very different. Between 1990 and 1999, services sector was the more dynamic, + 238 000 jobs. Weight of services in employment is in steadily expansion, including trading, services sector rose to 68.5 % in 1998 up 71.6 % in 2004. Therefore, Rhône-Alpes region is not in the French regions with the more important service sector, essentially because of Rhône-Alpes, in particular Grenoble, is at the leading edge of new technologies. On the other hand, industry sector tends to follow the same downward trend than agriculture even if industrial sector is more important in average than in France.

Graph 5: Employment development, 1999-2004 (in %)

Source: INSEE

III.2. Unemployment

Unemployment rate in Rhône-Alpes was 8.6 % in June 2003, that is 191.447 people. Unemployment in Rhône-Alpes follows national trend, being steadily under the french average (except 1993), since 1997 difference is around 1 percentage. As regards general trend, after a decrease during five years (1996-2000), unemployment began to go up from 2001 (graph 6).

Between 2001 and 2002, for the first time, the rate of female unemployment became lower than it of male. In 2003, female unemployment was 48.1 %, that is around 1300 people less than males (graph 7 and table 12). Women and men are still not equal face to employment, in particular with wages question. Nevertheless, this difference could be favour women when unemployment rate grows up in 2001.

Graph 6: Unemployment rate changes

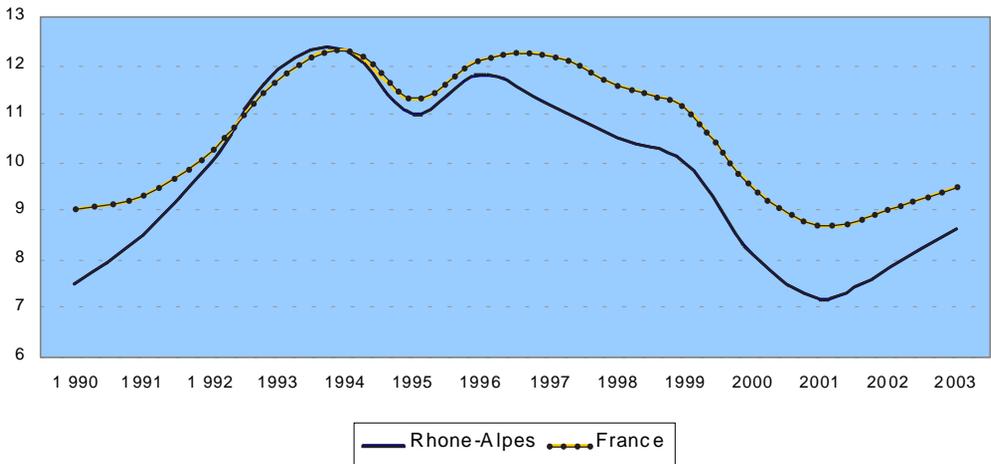
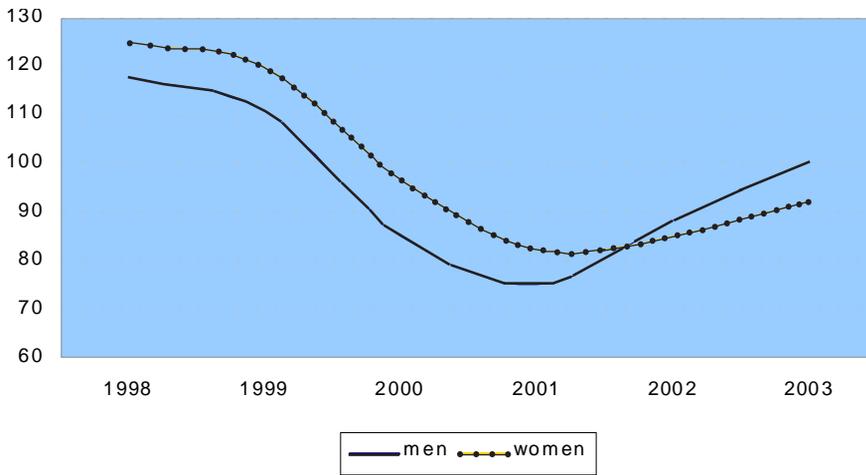


Table 12: Job application by gender in Rhône-Alpes (1998-2003)

| | Total (2003) | Distribution (in %) | % change | |
|--------------|-----------------|------------------------|-------------|--------------|
| | | | 2003/2002 | 2002/1998 |
| Men | 99 408 | 51,9 | 12,4 | -14,4 |
| Women | 92 039 | 48,1 | 7,7 | -26,6 |
| Total | 191 447 | 100 | 10,1 | -20,7 |

Source: ANPE-MASTS

Graph 7: Unemployment rate changes by gender in Rhône-Alpes

Source: ANPE-MASTS

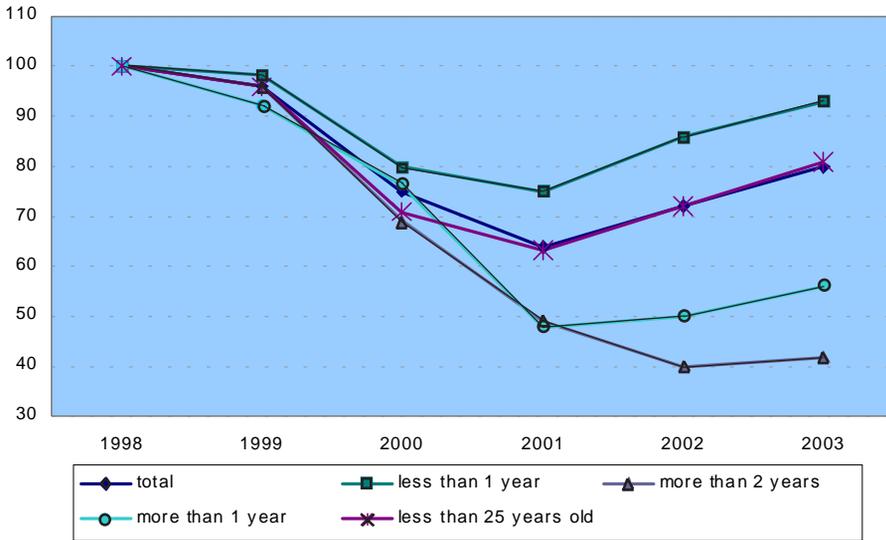
Since 2001, rise of unemployment concerns everybody whatever gender, age or qualification. As regards age, three-quarters of unemployment affect people between 25 and 49 years old, younger and older jobless were in same proportion around 15 %. Three-quarters of job seekers are unemployed since less than one year. Despite this dull picture, we observe that, since 2001, long term unemployment rise more slowly than general rate while the very long term unemployment is decreasing since 1998, in 2003 it remains unchanged.

Table 13: Job application in Rhône-Alpes (1998-2003)

| | Total | Distribution (in %) | % change | |
|----------------------------|----------------|------------------------|-------------|--------------|
| | | | 2003/2002 | 2002/1998 |
| less than 25 years | 29 490 | 15,4 | 11,5 | -19,5 |
| 25-49 years | 132 183 | 69,0 | 10,7 | -21,3 |
| 50 years and older | 29 774 | 15,6 | 6,1 | -19,3 |
| less than 1 year | 140 369 | 73,3 | 8,6 | -6,7 |
| more than 1 year | 51 078 | 26,7 | 14,4 | -43,8 |
| of which more than 2 years | 16 718 | 8,7 | 4,3 | -58,2 |
| Total | 191 447 | 100 | 10,1 | -20,7 |

Source: ANPE-MASTS

Graph 8: Change in job application by age and time in Rhône-Alpes (1998-2003)



Source: ANPE-MASTS, 1998 = 100

If we consider education and qualification level, we observe that more than the majority of job seekers have not a higher education. Surprisingly vocational training certificate represents more than 40 % of job seekers though it should be straight lead on employment. On the other hand, a high education is not a guarantee, 23 % of job seekers went universities. Distribution between men and women is roughly the same.

Table 14: Unemployment and education levels by gender (2003)

| | Men | | Women | |
|--|---------------|------------|---------------|------------|
| | total | % | total | % |
| End of compulsory education (level VI) | 13 481 | 13,6 | 12 222 | 13,3 |
| Vocational training certificate (level V) | 46 804 | 47,1 | 38 116 | 41,4 |
| A-Levels (level IV) | 15 186 | 15,3 | 18 127 | 19,7 |
| 2 years higher education (level III) | 11 166 | 11,2 | 11 629 | 12,6 |
| 3 years higher education and more (level I and II) | 11 731 | 11,8 | 11 058 | 12 |
| Others | 1 040 | 1 | 887 | 1 |
| Total | 99 408 | 100 | 92 039 | 100 |

Source: ANPE-MASTS

Unemployment affects essentially skilled jobs, the three-quarters of men workers and half of women workers.

Table 15: Unemployment and skill levels by gender (2003)

| | Men | | Women | |
|---------------------------|--------|------|--------|------|
| | total | % | total | % |
| Unskilled worker | 14 592 | 14,7 | 8 048 | 9,1 |
| Skilled workman | 22 295 | 22,4 | 4 448 | 4,8 |
| Unskilled employee | 12 561 | 12,6 | 21 141 | 23 |
| Skilled employee | 21 662 | 21,8 | 41 503 | 45,1 |
| Technician and supervisor | 13 251 | 13,3 | 9 224 | 10 |
| Executive | 14 172 | 14,3 | 6 529 | 7,1 |
| Others | 875 | 0,9 | 786 | 0,9 |
| Total | 99 408 | 100 | 92 039 | 100 |

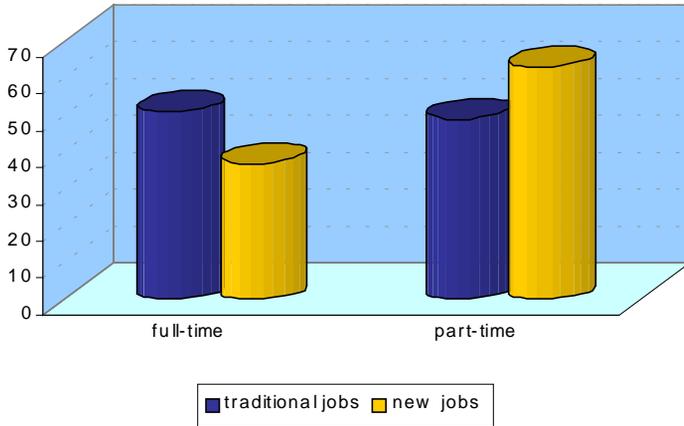
Source: ANPE-MASTS

III.3. Labour market in social sector

The expression „social worker“ is a generic term convenient to group various professions. In fact, social professions provide a daily presence with persons with disabilities, needing assistance because of social or family situation, of their age or their health state. Such definition, social employment is a woolly group. As regard as extensive conception (including all persons use to work in social field), the number of salaried persons in public or private facilities was 93.500 at the end of 1990's in Rhône-Alpes (according to INSEE without household and State's wage-earners). This number represents 11 % of wage-earners in service sector and 5 % of salaried employment in Rhône-Alpes. With a such definition, women make up 73 % of the workforce in social sector (54 % in service sector and 43 % in all economy). Employment is strongly concentrated in firms with 10 or more employees: they are 87 % of total employment (81 % in service sector and 79 % in all economy).

Some social professions are old, with fixed and accepted trainings. They are traditional social professions as childhood educator, social worker... Nevertheless, precariousness-poverty-phenomenon in 80-90's led to „new jobs“ in social sector going with public policies. They are located essentially in social integration and development. It is difficult to count these new jobs which were not subject to a specific training. According to DRASS in Rhône-Alpes, we are able to evaluate to 55.000 these new jobs in Rhône-Alpes of which two-thirds are working part-time.

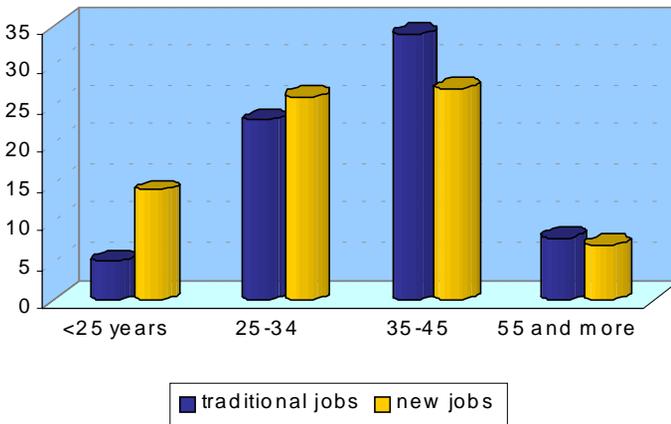
Graph 9: Social jobs according to time



Source: DRASS – „Les emplois sociaux dans Rhône-Alpes“ – nov. 2000

37 % of workers in social sector have „new jobs“ (around 18000 people) and so two-thirds are working in traditional jobs. Workers in „new jobs“ have a profile different from traditional jobs. Usually, they are younger, 40 % have less than 35 years old in comparison with 28 % in traditional jobs. Jobs are also more insecure, 19 % are fixed-term contract (12 % in traditional jobs) and part-time is more important (63 % to 48 % in traditional jobs). Moreover, workers in „new jobs“ are usually less skilled (37 % have no diploma to 26 in traditional jobs).

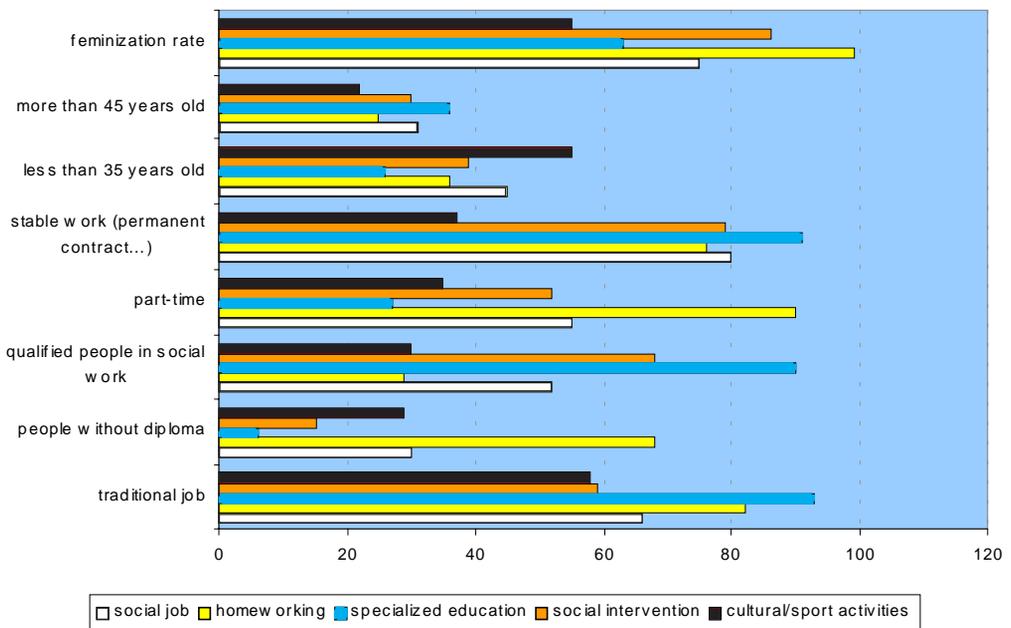
Graph 10: Social jobs according to age



Source: DRASS – „Les emplois sociaux dans Rhône-Alpes“ – nov. 2000

In social services, home working and specialized education are the more important. Women make up 99 % of home working (except child minders paid by private persons) and usually workers are old, 11 % have less than 35 years old and 45 % have more than 45 years old. Part-time is use in majority, 93 %, and workforce is not very skilled (70 % have no diploma). Employment in specialized education is around 13.000 people. Women are only 63 % (less than in all social sectors) and workers are younger than others social job (36 % are less than 45 years old). Usually, jobs are permanent.

Graph 11: Social jobs characteristics



Source: DRASS – „Les emplois sociaux dans Rhône-Alpes“ – nov. 2000

III.4. Labour market in health sector

Every year, SAE survey takes an inventory of equipment and staff in all public and private hospital facilities. Of course, this picture gives not a total representation of health sector in Rhône-Alpes, all the same we can observe that half of non medical staff is composed by nursing (three-quarters of Care services). In medical staff, special trained medicine and surgery represent half of total employment and half of them practise in liberal professions too.

Table 16: Non medical staff in public and private hospital facilities (2003)

| Professions | | | | Part | | |
|---------------------------------------|--------------|------------|--------------|--------------|--------------|--------------|
| | Total | in % | total % | time | in % | total % |
| Midwives | 1314 | 1,9 | 1,3 | 519 | 3,7 | 2,6 |
| Health care worker | 2946 | 4,3 | 3,0 | 284 | 2,0 | 1,4 |
| Specially trained nurses | 2382 | 3,5 | 2,4 | 719 | 5,1 | 3,6 |
| Non specially trained nurses | 25626 | 37,6 | 26,2 | 3949 | 28,0 | 19,5 |
| Nurses auxiliary | 21419 | 31,4 | 21,9 | 4279 | 30,3 | 21,2 |
| ASH | 10926 | 16,0 | 11,2 | 2573 | 18,2 | 12,7 |
| Psychologist | 1075 | 1,6 | 1,1 | 607 | 4,3 | 3,0 |
| Rehabilitation staff | 2499 | 3,7 | 2,6 | 1185 | 8,4 | 5,9 |
| Total Care services | 68187 | 100 | 69,8 | 14115 | 100,0 | 69,8 |
| Management staff | 873 | 3,0 | 0,9 | 129 | 2,1 | 0,6 |
| Directors of nursing cares | 91 | 0,3 | 0,1 | 7 | 0,1 | 0,0 |
| Other administrative staff | 11056 | 37,6 | 11,3 | 2457 | 40,2 | 12,1 |
| Support team (social and educational) | 1326 | 4,5 | 1,4 | 510 | 8,3 | 2,5 |
| - of which social services auxiliary | 659 | 2,2 | 0,7 | 279 | 4,6 | 1,4 |
| Pharmacy staff | 750 | 2,5 | 0,8 | 229 | 3,7 | 1,1 |
| Laboratory staff | 1946 | 6,6 | 2,0 | 720 | 11,8 | 3,6 |
| Radiology staff | 1510 | 5,1 | 1,5 | 397 | 6,5 | 2,0 |
| Other medico-technical staff | 284 | 1,0 | 0,3 | 64 | 1,0 | 0,3 |
| Others technicians and workers | 10946 | 37,2 | 11,2 | 1327 | 21,7 | 6,6 |
| Total without Care services | 29441 | 100 | 30,2 | 6110 | 100,0 | 30,2 |
| Total non medical staff | 97628 | - | 100,0 | 20225 | - | 100,0 |

Source: DRASS – ADELI

Table 17: Medical staff in public and private hospital facilities (2003)

| Professions | | | Part | |
|----------------------------|--------------|------------|-------------|------------|
| | Total | in % | time | in % |
| General medicine | 963 | 8,4 | 453 | 9,0 |
| Specially trained medicine | 4025 | 35,0 | 2110 | 41,8 |
| - of which anaesthetist | 569 | 4,9 | 112 | 2,2 |
| Specially trained Surgery | 1584 | 13,8 | 1022 | 20,2 |
| - of which obstetrician | 302 | 2,6 | 196 | 3,9 |
| Psychiatrists | 873 | 7,6 | 293 | 5,8 |
| Odontologists | 103 | 0,9 | 100 | 2,0 |
| Pharmacists | 431 | 3,7 | 272 | 5,4 |
| Others | 1438 | 12,5 | 803 | 15,9 |
| Interns | 2088 | 18,1 | - | - |
| TOTAL | 11505 | 100 | 5053 | 100 |

Source: DRASS – ADELI

An unequal repartition

Since 1999, URCAM of Rhône-Alpes aims to bring down regional disparities and to adapt supply et demand. A first survey took place in 2002 on „Assessment of healthcare in Rhône-Alpes“ in order to determine needs of each district (canton) in Rhône-Alpes and work out a map. After that two thought have been manage, the first to emphasize geographical zones where healthcare and health private supply were inadequate, and the second to analyse targeting areas with additional indicators as death rate, morbidity, consumption...

Here, we will briefly introduce method and results but a more detailed survey is available on the web site <http://www.rhone-alpes.assurance-maladie.fr>.

Theses works represent a decision assistance tool and allow a diagnosis for bring in health network (medical houses, ward duty, private surgery, preventive actions...)

➤ **Methodology**

District choice as geographical level

District level was taken because it allows a good compromise between data availability and geographical subtlety.

Districts targeting

Districts targeting method based on two requirements relative to care needs, to private care supply then, in a second time, to others requirements:

- *Requirements relative to care needs*

Districts with high or very high care needs were aimed (level 3 or 4)

- *Requirements relative to private care supply*

Local care supply was favoured as general practitioners, nurses and physiotherapists. Districts with a low density for one of this three care supply were aimed according to following modalities:

- The 20 districts of Rhône-Alpes with the lower density of general practitioners, that is to say a density lower than 53 to 100.000 inhabitants;
- The 20 districts of Rhône-Alpes with the lower density of nurses, that is to say a density lower than 53 to 100.000 inhabitants;
- The 20 districts of Rhône-Alpes with the lower density of physiotherapists, that is to say a density lower than 53 to 100.000 inhabitants;

After that, the survey took other requirements.

- *Others requirements*

To the final targeting, survey took bordering districts supply, geographical isolation and inhabitants number.

Supplementary indicators to the targeting districts

The second step consists in analysing targeting areas with additional indicators as death rate, morbidity, consumption...

- **Death rate causes**

The retained causes are the 10 big causes of mortality according to International Statistical Classification of Diseases (ICD).

- **Morbidity causes**

Morbidity is studied by Long Term Ailments (only on four LTA causes: cardiovascular ailments, tumours, psychiatric disorders and diabetes).

- **Healthcare Refunded spending per district inhabitant.**
- **General practitioners density per age brackets in 2002 (-65, -60, -55).**
- **Beds capacité and places of health and social welfare structures**

➤ **Results**

- 66 targeting districts out of 311 districts in Rhône-Alpes (21.4 % of districts and 10.4 % of inhabitants)
- essentially, in disadvantaged urban and rural areas.

- **12 districts with low private supply (general practitioners and/or nurses) out of 66.**

- ♦ **1 district with low supply and very high needs:**

Valgorge district (07) characterized by an high social and morbidity index. Nobody set up as a doctor or nurse in this district with a low (1044 inhabitants).

- ♦ **3 districts with low supply and high needs:**

Coucouron (07) got one doctor for 2062 inhabitants that is to say a low medical density (48 for 100.000 inhbt). On the other hand, there is a sufficient number of nurses (3) and physiotherapists (3). This district is characterized by an high age index.

Rémuzat (26) has no doctor for 1324 inhabitants and an aggravating social index.

Valbonnais (38) has neither nurse, nor physiotherapists for 1550 inhabitants. With one doctor, this district is characterized by an high age index.

- ♦ **8 districts with low supply and medium needs:** Annonay-sud (07), Belmont-de-la-loire (42), Brenod (01), Lamure-sur-Azergues (69), St Etienne-de-Lugdars (07), St-Chamond-Sud (42), St-Jean-Soleymieux (42), St-Just-St-Rambert (42).

- **6 districts with very high needs (level 4) and satisfactory private supply:**
 - 1,9 % of total districts 0,6 % of rhône-alpine population.
 - 5 districts have an high death rate (Champagne-en-Valromey, Saint-Ramberten-Bugey pour l'Ain, Noiretable, Saint-Georges-en-Couzan et Saint-Just-en-Chevalet pour la Loire) and one district have an high morbidity rate (Nyons).
 - No district have both high death rate and high morbidity rate
 - Excepted Nyons, theses districts have a low density. (less than 5 000 inhabitants).
- **48 districts with high need (level 3) and a satisfactory private supply:**
 - 15 % of total districts.
 - 21 districts have an high health index, and 27 have an high age index.
 - 19 districts have less than 5 000 inhabitants, 17 between 5 000 et 10 000 inhabitants, 6 cantons between 10 000 et 20 000 inhabitants (Annonay, Lagnieu, Bourg-Saint-Andéol, Thonon-les-Bains Ouest, Viviers, Vals-les-Bains) and 6 more than 20 000 inhabitants (Valence, Neuville-sur-Saône, Saint-Chamond, Givors, Crémieu, Tarare).

➤ **Conclusion**

In Rhône-Alpes, there are few inadequacy areas between private supply and health needs. Only four districts have both high needs and low supply.

IV. Women entrepreneurship

IV.1. Entrepreneurship definition

(Extracts from CNRS report directed by Verstraete T., «*La création d'entreprise par les chercheurs de la fonction publique: exploration des dimensions appelées par la loi sur l'innovation*», n° 99-587, 12 juillet 1999, janvier 2003 and from Thierry Verstraete, «*Essay on the Singularity of Entrepreneurship as research domain*», ADREG edition, May 2002.)

The entrepreneurial phenomenon can be modelled as follows:

$$E_{ph} = F[(C \times P \times S) \subset (E \times O)]$$

E_{ph} = entrepreneurial phenomenon; C = cognitive dimension; P = praxeological dimension;

S = structural dimension; E = entrepreneur(s); O = organization.

With $EPh = f [(C \times P \times S) \subset (E \times O)]$, researches could work on this model to fit within a federative program. The contribution of scientific work to this phenomenon would focus on the understanding of the entrepreneur knowledge regarding his ability to start up ventures (C); the singularity of the actions called by the act (P); the structure of the contexts within which the phenomenon appears (S); the entrepreneur (E) as an individual, notably his life history and other general aspects (such as his abilities, intentions, affectivity and feelings) allowing to know him better; and eventually, the impulsed organization (O).

In other words, a research program in entrepreneurship aims at bringing knowledge on each of the dimensions (C, P, S), on their interactions, and on the relationships they apply to, namely those between the entrepreneur and the created organization (E and O).

The levels of analysis proposed earlier are just some of the orientations that may constitute a research project for the domain. The paths addressed below are part of this, and require empirical investigation that has not, as yet, been addressed by the French-speaking research community. The related methodological questions will not be examined here due to lack of space, but most of the objects fit into the epistemological and methodological position of the authors, and would benefit from being examined from different standpoints, even if, as pointed out by Bouchikhi (1993), a constructivist posture appears to facilitate the study of entrepreneurship viewed as a process of complex interactions between the entrepreneur and the environment, not forgetting criteria such as luck and performance.

The cognitive level refers to the entrepreneur, and includes research aimed at providing information on entrepreneurs as people for educational and practical purposes. We still have a lot to learn about their paths, relations networks, profiles, behaviour, motivation and the learning they need in order to develop and master the entrepreneurial phenomenon. The thinking skill or reflexivity of entrepreneurs, in the sense given to the term by Giddens, is certainly one of the research objects that has not received sufficient attention in the past from researchers. The current theme of „improvisation“ could be a way of understanding how reflexivity is expressed in today's hyper-competitive environments (Benavent, Verstraete, 2000). Because it involves emotion, it is not an easy subject, but it is likely to contribute greatly to our understanding of entrepreneurs and their organizations, and how the organizations are managed (Pailot, 1995, 1999, 2000a,). To some extent, the theme evokes managerial roots. There is also the theme of vision, which is essential in understanding the link between thought and action, and the concept of decision-making agenda as proposed by Gartner in the United States and Vidaillet (1996, 1997) in France, based on the work of Mintzberg and Stewart. Research at the cognitive level could also be based on the categories proposed by Cossette (2000). Following on from work on organizational cognition (especially Scheider, Angelmar, 1993; and Meindl, Stubbart and Porac, 1994), Cossette draws a distinction between cognitive processes, products, styles and processes.

The structural level concerns the context within which the phenomenon is expressed. The more common term of „environment“ is unsuitable if it is taken to mean whatever is exterior to the organization. The environment is in some respects the stage (*cf.* Weick's model) and the organizational structure is built into the broader structure around it (see Friedberg, 1993; see also Granovetter, 1985, whose notion of embedding could also be used, especially if the entrepreneur is regarded as a creator of networks). The changing nature of the context makes the notion of definitive knowledge unrealistic. The context or environment should be regarded as an organizational system into which the organization is built. The infrastructure required to promote and support entrepreneurial behaviour is one of the themes still to be developed in entrepreneurship, and is currently receiving a great deal of attention from researchers, especially in terms of the role played by public institutions (*cf.* subsidies, incubation, level of protectionism, technology transfer, training and so on) and the private sector (finance, consulting, training, etc.) in providing various forms of assistance and resources. The information resource appears to be particularly crucial (Julien, 2000).

Clearly, contexts are not the same throughout the world, and elements are needed to understand how the entrepreneurial phenomenon is expressed in „regions“ such as Africa, Asia and countries whose economies are in transition (e.g. privatization policies). The so-called „individualist entrepreneurship“ model, where the primary values are personal success and wealth creation, would be difficult to express in such contexts. It is not a question of ignoring economic globalization, but of resisting the temptation of a single, established model that would serve only to further disadvantage developing economies.

IV.2. General situation

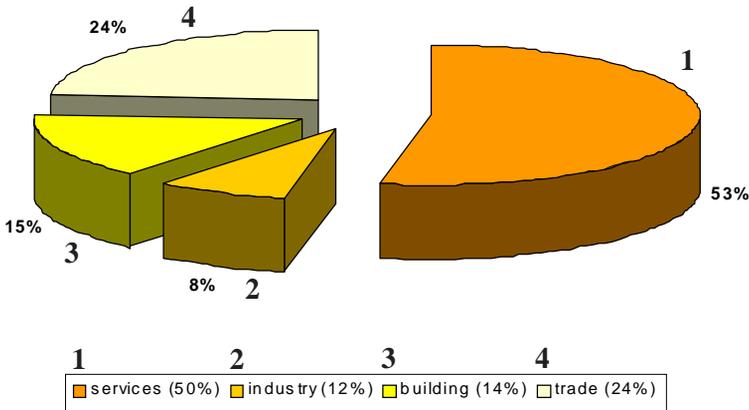
In 2002, for the fourth year running, company creation was increasing in Rhône-Alpes, 27.268 new firms (+1.7 % in comparison with 2001 while in France it was -0.1 %). As in 2001, 53 % of company creations were in services, sector which is 50 % of firms in Rhône-Alpes. This rise (2 %) is due to creations in sector of „education, health and social action“ (+6.3 %) which is 12 % of firms in Rhône-Alpes.

At first, in 1999, 80 % of women aged 25 to 49 were working (41.5 in 1962). According to a poll opinion did in 2000 by IFOP, 13 millions of French want to create a company, whose 50 % are women. In reality, only 28 %, of people who set up companies, were women.

In our survey, we will base on Hurel and Danmanville's paper¹⁰ and see in first part profile of women who set up company, what is about these companies and what we can learn about that. At last, we will conclude by a non exhaustive list of training and education in social, health and entrepreneurship sectors in Rhône-Alpes.

¹⁰ Danmanville Perrine et Hurel François, «Les femmes et la création d'entreprise», APCE, collection focus.

Graph 12: company creations in Rhône-Alpes in 2002¹¹



Source: INSEE, «L’année économique et sociale 2002», dossier n° 147.

IV.3. Profile of women in entrepreneurship

In comparison with men, women in entrepreneurship are:

➤ **Older**

The average age of women creator was 38.9 years in 1998 (38 for men). This difference tends to go down since it was 2.2 years in 1994. After 50, women are more of men because of their children are grown-up and they are able to start a new professional life: 14.1 % of women created a company after 50 (10.3 % of men). Before 25, women are more of men too (8.5 % to 7.3 % of men) but this ratio reverses between 25 and 39, probably during motherhood time.

➤ **More opportunist**

In 1998, their reasons were:

- Will of entrepreneurship and independence (50.4 % of women)
- An opportunity (35.1 % of women to 31.6 % of men)
- New idea (12.8 %)
- Successful examples (9.3 %)

➤ **Coming from inactivity**

Contrary to a received idea, female creators do not come more from unem-

¹¹ Figures in legend are share of each sector inside companies, figures on the chart are company creations.

ployment than men (33.6 % to 35.3 %). Nevertheless, in 1998, women were twice more numerous than men to create a company after an inactivity time (24.6 % to 10.8 % of men). In this case, female creators clearly favour personal services (57 %).

All the same, these female creator are usually older than men, 26 % are more than 50 (16 % for men). Moreover, they are a weaker education level, have not many advices, training and loans. Average sustainability rate after 3.5 years is to 40 % (46 % for all female creators).

➤ **Few connections with entrepreneurship**

Between 1994 and 1998, we note a strong increase of women creation without connections with entrepreneurship: in 1994, 54.8 % of female had around them an entrepreneur. They were only 50.8 % in 1998.

➤ **Less experienced**

In 1998, 85 % of women took up in company creation to 75 % of men, that is a 10 points difference. Female creators are also less experienced in the activity of their company. In 1998, only 50 % had experience in the same activity, to 59.5 % of men.

➤ **With diplomas but less skilled**

In 1998, 28.9 % of female creators held a two (or more) years' higher education diploma, to 27 % of men. 48.9 % of female creators held a diploma at least equal to school leaving certificate (44 % of men).

Paradoxically, if we consider professional qualifications, 37.8 % of female creators were in the employee professional group (23.9 % of men) and only 9.3 % were executives to 17 % of men.

That is a well-know phenomenon, sign of unequal treatment of men and women regard to diploma and skills: with same diploma, women have a less skilled job.

IV.4. Companies created by women

They are:

➤ **Predominately in personal services**

In 1998, companies created by women are essentially in services sector, 70.3 % in personal services, 60 % in health and social action, 41.7 % in trade, 38.7 % in clothing trade, 37.7 % in gathering and 35.6 % in education.

We notice that women with a three years' higher education diploma invest in services for business, 75 % of women with such diploma created company in services of which 51 % in services for business.

➤ **At first, not well prepared**

More than two-thirds of female creators (68.2 %) do not go to specific training in company creation. Women turn less to advising; in 1998 48.2 % have never use advising support. Moreover, only 33.1 % did market research, 34.1 % did research on their potential demand.

These results correspond to characteristics of services sector in which it is more difficult to apply market research, marketing...

➤ **Financially size smaller**

At beginning, financial means are less important, less than 8000• for 46 % of female creator (to 37 % for men) in 1998, investment was inferior to 15000• for 74 % of female creator (to 70 % for men). And yet, we know that amount of initial assets are important on sustainability and turnover.

➤ **Smaller and less sustainable**

In 1998, 79 % of female creators have no full-time employee at the beginning (to 76 % for men). After three years, they were 71 % to 59 % for men.

Furthermore, in 1997, 25 % of women envisaged an activity development (to 31 % for men) and 17 % forecasted difficult situation in a year (to 14 % for men).

Regard to 5 years sustainability rate, it was to 41 % for women and 45.4 % for men.

IV.5. Lessons

Those results remind that professional equality between men and women is far to be established, women are still less paid with same qualifications. What lessons could we draw from women entrepreneurship?

➤ **A socio-cultural context**

If women are important in employees, except in executive staff, company creation is still men's business. Nature of professional experience is decisive, female creators do well in business if they create a company in the same sector in which they use working. Usually, women do well after 40. Aspects of which we have to take into account are: motive, opportunity, qualification and the previous activity.

➤ **An important potential**

According some evolutions, company creations by women are an important potential. The first is the steady growth of women activity rate since 1960's. Second is increase of their qualification and education: now in higher education there

are 120 women to 100 men and 25 % of women have a higher education diploma to 20 % for men. Third is evolution of the family structure, fecundity rate is falling, men take care of children and do housework.

At last, development of service activities, main job source in western countries is a decisive fact, in particular because of new schemes between work time and spare time. Moreover, tertiarization of economy favours female creators.

IV.6. Trainings

a) Exemples of existing trainings in Rhône-Alpes

Nearly all universities offer trainings around „entrepreneurship“, many private schools have courses and public services give assistance. It would be impossible to describe all trainings in every structure, so we choose to presents two programmes existing in Rhône-Alpes: „la maison de l’entrepreneuriat“ (house of entrepreneurship) and assistance offered by Chamber of Commerce and Industry of Grenoble.

➤ „La maison de l’entrepreneuriat“

Creation of „houses of entrepreneurship“ inside higher education institutions is among propositions that Ministry of research want to develop within the framework his policy in favour of innovation. Entrepreneurship covers development and promotion of spirit of entrepreneurship and company creation. Creation of „houses of entrepreneurship“ affects all higher education of a same institution or same region. They will be encouraged to:

- open up universities to companies and strengthen links between them,
- display a voluntarist policy in favour of entrepreneurship,
- pool their experiences and resources in entrepreneurship field,
- assure promotion of entrepreneurship with regard to their students, teacher and researcher.

Novelty of this concept is fond of his characteristic inter-institutions (higher education institutions) and that is a training job and not assistance to creation. Since end of 1990’s, French state is aware that company creations are a mean of economic dynamism. Nevertheless, trainings are still unusual. So it was necessary to develop teaching aids to students whatever their standards or their subjects. According to J.P. Boissin, director of the „house of entrepreneurship“ in Grenoble, there are sources of jobs unexploited from creativeness and dynamism of students.

In Grenoble, structure was created in September 2002. It associates five higher education institutions with different profiles: three universities, one business school and one engineering school. Common ambition was to federate teaching actions and resources and it was concretised around professional project leaders. Structure is very light and experience in training is essential to capitalize on their ac-

tions. House of entrepreneurship in Grenoble intends for all students (all doctoral students, whatever their subject, can register to an entrepreneurship credit of 24 hours). In 2004-2005, 1000 students were registered. In order to affect students, throughout the year, house of entrepreneurship did some cross disciplinary meeting inside institutions, specific meeting according students' profiles, credit of 24 hours... It is an inter-universities diploma „company creation“. Students' reactions were (90 %) in favour of introduction of such training in their academic career but they wish they are optional. As regard of institutions taking part in this training, house of entrepreneurship has two behaviour: if it is an inexperienced institution (in entrepreneurship) it offer a turnkey training, if it is experienced institution it is a matter of consolidation and mutual enrichment.

In collaboration with INPGrenoble (Pierre-Mendès France university), J.P. Boissin created a master in strategic management and engineering of organizations. This training intends to students with a creation project or wishing work in consulting. During the first year, several courses are teaching as entrepreneurship approach, creativity, economy of innovation, sociology of innovation and an internship. During the second year, students have to choose a specialization: Pole 1 „company creation“ (creation process and entrepreneurship, business plan, financing plan, corporate law) and Pole 2 „company buyout“ (buying process, management, audit and evaluation).

➤ **Assistance offered by Chamber of Commerce and Industry of Grenoble**

All Chambers of Commerce and Industry in every department offer an assistance to company creation, any person wanted to create a company has to register at CFE (company procedures center). Grenoble CCI assists everybody having a creation project, this service include training, consulting and a tailor-made assistance. Its service is in seven points:

— **The Tuesdays of company creation**

All Tuesday, CCI organizes a free meeting (on appointment) to reply to first questions of company creators.

— **Passport to entrepreneurship**

Issued by CCI, this „passport to entrepreneurship“ marks agreement of partners network to assist applicant, it is the key of all services offered by CCI and its partners.

— **Diagnostic Interview**

With an adviser of CCI, diagnostic interview is aiming to refine project, to indicate precautionary measures, identify needs of company creator.

— **Personalized assistance**

Personalized assistance is mobilization of network for a determined time, up to 6 months. Objective is to study market, to tackle law, fiscal and social aspects, to do a provisional budget.

— **„Ecobiz“**

Operating as a club, „Ecobiz“ offers a method of working, information, and tools to build a creation project.

— **Search for financing**

CCI makes easier to find financing.

— **Registration to CFE**

Any person wanted to create a company has to register at CFE, CCI is acting as an intermediary between creator and Clerk’s Office, commercial Court, social welfare bodies...

— **Continuous support after creation**

CCI commits to assist development of creator during three years.

Aware of entrepreneurship importance, French State offers several financial assistances to favour a better town and country planning (tax on profits exemption, council tax exemption, subventions), to struggle against unemployment (social security contributions exemption to company creator), to favour innovative projects, to favour projects in specific activities... Local authorities also offer financial assistance through region, department...

b) Proposal of training by Espace-Europe and UPMF

Our training program aims to offer women opportunities to develop their knowledge and skills in entrepreneurship. It will deal with three main points to project idea from meeting with people working in social, health and education up to conclude with the final project. The first part will deal with all questions to ask before entrepreneurship (to the idea from financial preparation), the second part will organize meetings with real matters in France and finally the third part will have an update on projects and make appropriate responses to particular projects.

V. The project construction

→ The idea

Whatever entrepreneurship project, each of them starts with an idea. That it arises from experience, ability, creativeness or a simple combination of circumstances, the idea often takes the shape of an intuition or a desire that deepens itself and mature with time.

A big variety of shapes exists: more the idea is new, more it will be necessary to wonder about the future customers to accept it (ex.: personal and local services); more it is banal, more it will be advisable to wonder about its real utility in relation to the existing offer on the market.

➤ Idea definition

Whatever is its origin, idea doesn't represent initially anything concrete. To become a realistic project, first thing to do is of good to define it, that is to say to summarize it in some precise, concise and strong lines.

This exercise is going to permit to write this famous idea, to happen to define clearly different aspects of it while thinking to:

- Features of considered service,
- Its utility, its use, anticipated results,
- Principles of working as concerns future firm.

At this stage of reflection, it is necessary to become aware of them «less» (weakness, hiatuses) of the offered service, but also, a contrario, of them «more» (innovative or specific character) and of its competitive advantages.

➤ Conditions of Success

To take no chances, it is necessary to wonder if we:

- are the right person for this project,
- have to verify that one is the man of the situation,
- have correctly considered the idea potentialities,
- have a lucid vision of our project nature,
- have protect our project,
- are not isolated,
- have a good knowledge of the process,
- have completed resources necessary to our project ,
- have faced with market,
- know how to manage time,
- are able to apply good marketing, financial plan...
- know law and regulations.

➤ A particular example: take over a business

Several kinds of firms could be taken over (liquidation compulsory, personal bankruptcy, cessation...) so it is important to know what is our goal, if activity could go on, what happens with former employees...

→ The personal project

Whatever is the origin of project, it is indispensable, to give it a maximum chances of succeeding, to verify its consistency with personal project.

Unfortunately, too often this stage is neglected to concentrate only on the economic, commercial and legal feasibility of the project.

It is a mistake! The gestation of an idea must imperatively take more personal elements into account. To choose create doesn't sum up to a choice of goods and services to produce and to sell, it is also a choice of life style, that must be in consistency with the requirements of the project.

- ♦ To verify this consistency supposes:
- ♦ To define his/her personal project,
- ♦ To analyze the constraints and requirements inherent at the project and to insure that they can be surmounted,
- ♦ To verify that there are any contradictions and value the gaps and the corrective actions to lead.

➤ Personal report

Firm success doesn't depend only on outside events. The turnover development, the growth of market shares, the profit are necessary events economic to the everlastingness of an enterprise, but no sufficient.

Two questions are then primordial:

- What are my personal obligations and goals?
- What expertises are necessary to carry the project through to a successful conclusion?

• Personal obligations

Entrepreneurship leads to some changes in personal situation, to enter in a world where unexpected and up and down are the rule. So it is important to see if actual obligations are compatible with situation caused by firm creation.

Examples: minimum welfare income (considering present expenses), family expenses (considering children, couple income...), time obligations, family background (is the project shared with family, friends?), living environment (project implies move?), health....

• Motives and goals

One doesn't create an enterprise without precise reason. To search for mobile push him in entrepreneurship will allow to verify the degree of will, of ambition,

of energy that he is ready to dedicate to his project.

Examples of incentives: create to find a solution to his own situation (unemployment, get a new income, move...), develop a firm (prove something, develop an idea), work with somebody (spouse...), independence, power, exploit own expertise, search a social position...

- A person

People have to wonder on his competences and experience, his ability and potentiality and his personality.

The most prominent features of his/her personality could be adapted or no to the qualities and skills that it is necessary to possess to carry the project through to a successful conclusion. (a timid people could not be a good marketing people).

The personal capacity of action, of physical resistance, of psychological solidity, of self-help, of capacity to rebound... will be often determining for the success of the enterprise. The potential necessary is naturally different from a project to the other. If the activity requires, for example, to work 6 days per week with a daily presence of about 14 hours, the creator should verify that his/her health will allow him it.

Some technical, commercial expertise, of management will prove to be oriented or missing for the purpose of the project. In the same way, some previous activities, in particular professional, can be an important asset if they are in relation with the project. The professionalism is a condition of success, as well as a relational lie in the concerned middle. On the occasion of a creation, the knowledge and the experience acquired ask to be completed by an adequate formation often. In France, trainings allow recognition of professional experience and validation of skills.

- Coherence one person / one project

The gaps between time, organization, expertise necessary to the project and the assets and personal skills are going to allow to take a decision:

- ♦ to go to a second phase: foundation of the project,
- ♦ to renounce to a project that presents too many risks,
- ♦ or to defer it to look for a complement of time, financial resources or formation.

In this last case, the corrective actions must be considered while valuing their cost and their delay previously. According to the cases, it could to be about for example:

- ♦ to give themselves time to create,
- ♦ to complete his/her financial resources, to found some liquidities, to solicit his/her near (family and relations), or to modify some objectives of the project in order to lower the cost of it,
- ♦ to increase his/her skills, to consider a formation, to supervise some of his/her faults and to valorize his/her/its strong points, or to search for partners having an experience and an ability complementary.

→ Market Research

After having verified consistency of the economic project in relation to his/her own constraints and personal assets, we can go to a new stage: the development of his/her project of enterprise creation.

The market research takes a key place in this stage; indeed it must allow:

- ♦ to know and to understand of his/her market,
- ♦ to define his/her marketing,
- ♦ to choose his/her/its first commercial actions.
- ♦ to realize his/her market research

➤ **To know and to understand of his/her market**

A market research is before all a matter of common sense. It must allow to bring some specific answers to the following questions:

- What are we going to sell and why?

We must refine features of our services maximally: specialization, quality level, advantages, range, presentation, complementary benefits, etc... And search for the origin of our idea: why propose such service and not something else?

- Does have who to sell?

It is important to define his/her clientele as precisely as possible:

- Its distribution: firms, associations, institutions, couples, families...
- Is about of a homogeneous or heterogeneous clientele?
- What are its features? Size, activity, firms turnover; age, social category, etc.
- What are its level of consumption or rate of equipment?
- Is it concentrated, dispersed, passing trade, of proximity...?

➤ **Does have what need corresponds the service?**

What are the future customer expectations? Time, place, money saving need of security, of comfort, of novelty, etc.

What advantages is the enterprise going to bring them? Guarantee of quality, of punctuality, of suppleness, of lead times, timetables, spread of the choice, etc....

➤ **How to sell?**

What operating and selling modes are they considered?

It is important to think for a long time at this point to adapt the services to the way of life of clientele: purchases after test, on references, after demonstration, at home, after estimate, etc...

➤ **What are the competitors?**

It is imperative to analyze the direct competitive assets (same service) and of the indirect competition, that is to say offering a different service but satisfying the same need: fame, accessibility, advertisement, selling surface, spread of the range, proposed tariffs, etc....

➤ **When are the favourable time to the service purchase?**

– The activity of the aimed clientele is it subject to a calendar, a planning, or of the particular timetables, etc...?

– The demand is it prompt, accidental, periodic, seasonal, regular, etc....?

– The purchases are they programmed, uncertain, of emergency, etc....?

➤ **Where to implant the enterprise?**

Is there interest to settle close to the supplying sources or close to the clientele?

Does the site been fundamental for his/her success. When a local is noticed, it is not necessary to hesitate to spend several days in the district, to question the tradesmen, to supervise the flux of passers by attentively, to observe the trades competitors.

➤ **How to estimate his/her estimable turnover?**

As matching up with the collected information, one must be in measure to estimate the number of potential customers on his/her zone and to measure their possible consumption volume in order to build an justified estimable turnover.

This information can be tie with the information on the competitors or by professional statistics.

➤ **How do a survey?**

A market research includes two types of investigations: the qualitative survey and the quantitative survey.

The *qualitative survey* consists to question in a deepened way a limited number consumers: about twenty for example.

Its goal is to know their needs but also, and especially, their behaviours, their attitudes, their incentives, their brakes. In other words, it is about understanding „the reason of the how“ of their possible purchase.

To settle the interviews guide of a qualitative investigation, from open questions, and to manage it then, the recourse to a specialist of the marketing is necessary.

On the other hand, the *quantitative survey* allows to question briefly a number important of targets – 200 to 300 people for example – to estimate, by extrapolation, „how many customers“ and „how many purchases“ one could get.

The establishment of a questionnaire for a quantitative investigation – where each interview takes 2 to 3 minutes – can be achieved by the creator if the population is targeted well, homogeneous and of small sized.

For it, we have to apply the following principles:

- ♦ To define very precisely his/her objectives: What does we want to know

exactly?

♦ To ask some questions on checked recent facts (how much, where, when?...) and on assessments of price.

♦ To avoid questions on opinions or intentions.

♦ To write simple and unequivocally questions.

♦ To use some questions closed only multiple choices.

♦ To ask the lucid questions calling precise answers.

♦ To ask logical questions while going from the simplest complicate.

♦ To limit the number of questions.

♦ To prefer method of administration direct and targeted: „face-to-face“ and non mailing.

➤ **How determine a price?**

The price determination is a very important strategic act that will influence inevitably on the decision of purchase of the potential customers.

The level of price of a product or a service must be determined according to financial and commercial elements:

♦ Its cost price, that will permit to know the minimum selling price to cover the loads hired by the enterprise for his/her/its putting on sale,

♦ The prices practiced by the competition (market price),

♦ The psychological price.

| Financial types | Financial origins |
|--|---|
| Personal saving | Creator |
| Assistance or subvention to the person | Government, local communities, foundations |
| “honour loan” | Government loan made with no guarantee of repayment as micro-credit |
| Personal bank credit | Commercial banks |
| Capital sharing | Investment group, risk capital |
| Prime and subvention | Government, local communities |
| “lease credit” | Banks |

→ **Examples of assistances in France**

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French Ministry of Education

French Social Services Ministry

French National Employment Office (ANPE)

Rhône-Alpes region

Agence Pour la Création d’Entreprises

Chamber of Commerce and Industry of Grenoble

DRASS-DDASS Rhône-Alpes

Abbreviations

DRASS – Direction Régionale des Affaires Sanitaires et Sociales

DDASS – Direction Départementale des Affaires Sanitaires et Sociales

INSEE – Institut National de la Statistique et des Etudes Economiques

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Appendix

Table 1: Employment by sectors in Rhône-Alpes

| Sectors | numbers | percentage |
|-------------|-----------|------------|
| Agriculture | 59.791 | 2.5% |
| Industry | 497.495 | 20.6% |
| Building | 152.113 | 6.3% |
| Commercial | 329.989 | 13.7% |
| Service | 1.374.777 | 56.9% |
| Total | 2.414.165 | 100% |

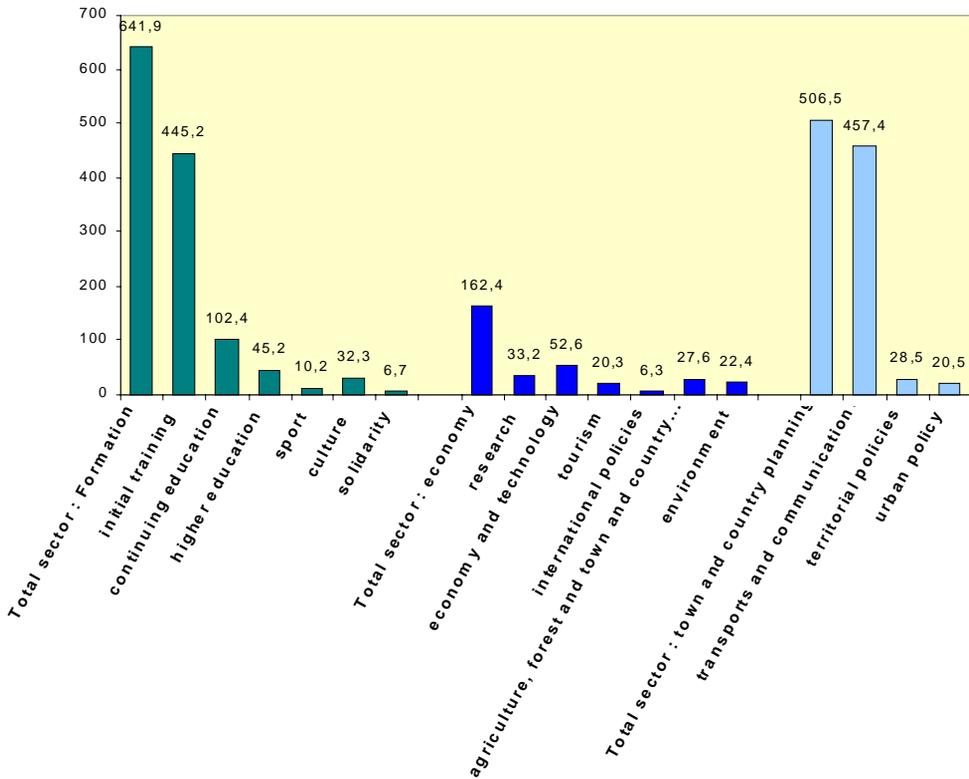
Source: INSEE – Estimations d’emploi, 31 décembre 2004.

Table 2: Gross Added Value by sector (current price)

(Millions of euros and percentage)

| | Rhône-Alpes | | France métropolitaine |
|---|-------------|---------|--------------------------|
| | 2001 | 2002 | 2002 |
| Gross Added Value (total) | 129 185 | 133 947 | 1 378 900 |
| Agriculture, sylviculture, fishing (en %) | 1,5 | 1,4 | 2,6 |
| Industry (en %) | 25,8 | 24,6 | 19,5 |
| Building (en %) | 5,4 | 5,6 | 4,9 |
| Market Services (en %) | 49,2 | 49,9 | 52,7 |
| Non Market Services (en %) | 18,1 | 18,5 | 20,3 |

Source: INSEE – Comptes régionaux – données 2001 définitives et données 2002 provisoires

Graph 1: Regional Policies in 2004**Table 3: Firms number at January 1st 2003**

| | Rhône-Alpes (thousand) | Region/France (%) |
|-----------------------------------|---------------------------|----------------------|
| Food-processing industries | 7 713 | 10,2 |
| Consumer goods industries | 7 710 | 9,1 |
| Automobile industry | 378 | 13,8 |
| Capital equipment industry | 6 543 | 13,1 |
| Intermediate goods industry | 11 884 | 15,2 |
| Energy | 1 496 | 12,3 |
| Building | 36 716 | 10,5 |
| Trading | 74 997 | 9,6 |
| Transport | 10 461 | 9,2 |
| Property business | 7 663 | 9,0 |
| Services to firms | 44 930 | 9,2 |
| Services to persons | 53 069 | 12,0 |
| Education, healthcare, social (1) | 33 589 | 9,7 |
| Total | 297 149 | 10,2 |

Source: INSEE – Répertoire Sirène (1) Private sector.

Table 5: French education sector characteristics in 2003-2004

| | |
|---|-------------------|
| Number of pupils, apprentices and students | 14 996 000 |
| Primary and secondary education (number of children) | 12 133 000 |
| public | 10 106 000 |
| primary education | 9 875 000 |
| secondary education | 1 511 000 |
| vocational training | 746 500 |
| Students number | 2 255 000 |
| university | 1 426 000 |
| others | 306 000 |
| Number of apprentices | 375 000 |
| others (health, social, agricultural... training) | 233 000 |
| Staff number | |
| Primary and secondary education | 1 323 000 |
| teaching staff (including private schools) | 894 000 |
| public schools teachers | 749 000 |
| non-teaching staff | 429 000 |
| Higher education | 145 000 |
| teaching staff | 88 000 |
| non-teaching staff | 57 000 |
| Number of primary and secondary education facilities | 68 590 |
| public | 60 081 |
| primary education | 64 174 |
| secondary education | 4 416 |
| Education expenditure in 2003 (billions of euros) | 111.3 |
| Ministry of Education budget in 2003 (billions of euros) | 62.8 |
| Ministry of Education budget in 2004 (billions of euros) | 64.6 |

Source: MEN-DEP

GENDER ¹

➤ Definitions

As OECD underlines, *gender mainstreaming* is an approach for achieving equality between women and men in all areas of decision-making in the public and private sectors. It aims at realizing the full potential of all members of society to contribute to social cohesion, competitiveness and growth.

Greater equality between women and men can only be based on an understanding of their relative roles and needs as revealed through gender analysis. Conversely, enhancing the role of women through equal opportunity is helpful to implementing gender mainstreaming. But affirmative action alone does not necessarily build the capacities and capabilities, systems and institutions needed to fully achieve the implementation with gender issues.

The European Union made a choice between *empowerment* and *mainstreaming*:

- First approach is based on the notion of mainstreaming.

Mainstreaming is a strategy that aims to make gender equality, a regular part of the mainstream policy process. It is recognition that women and men do not have the same situations, needs and resources and that these differences can affect the way of the labor market access. Actually, there are two points of view, the integrative approach (European Union priority) and the participative approach (more used in planning development). The integrative approach develops equality strategies. „*Gender mainstreaming*² involves not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective). This means systematically examining measures and policies and taking into account such possible effects when defining and implementing them.“ The participative approach gives a preference for the knowledge and recognition of the problematic men-women with training on this field and on the position of institutions about gender.

- Second approach concerns the notion of „empowerment“.

This word is used in many different organizations. The idea of „power“ is at the root of the term empowerment. Power can be understood as operating in a number of different ways:

- > Power over: this power involves an either/or relationships of domination/

¹ Sophie Louargant.

² http://europa.eu.int/comm/employment_social/equ_opp/gms_en.html

subordination. Ultimately, it is based on socially sanctioned threats of violence and intimidation, it requires constant vigilance to maintain, and it invites active and passive resistance ;

> Power to: this power relates to having decision-making authority, power to solve problems and can be creative and enabling ;

> Power with: this power involves people organizing with a common purpose or common understanding to achieve collective goals ;

> Power within: this power refers to self confidence, self awareness and assertiveness. It relates to how power can individuals can recognize through analyzing their experience how power operates in their lives, and gain confidence to act to influence and change this³.

➤ **Application in the field of tourism**

The application is the result of a scientific project (thesis, PHD⁴), it was finished in 2003. The main purpose of the thesis is to understand the position of women within local tourist development, to have a better view of their socio-professional groups and of the reasons why they get involved. In fact, what she assumes is that female characteristics and needs are more important than the places and opportunities in which they interact with men.

The kind of questions we find in French development issues, are the following:

- ⇒ What are men used to doing ? / Where are men ?
- ⇒ What are women used to doing? Where are women ?
- ⇒ What are men 's budget time?
- ⇒ What are women 's (budget time)?

The search for confrontation data is based on a qualitative process in the sense that implementation tools are used: for example analysis of discourse and life's stories (narrative) with interviews. This set of tools contributes to uncover women's motivations and their implication in the social Category of men.

The objectives of research:

- ⇒ *Objective 1*: Identify and explain the link „gender-place-territory“
- ⇒ *Objective 2*: Show how far the field of rural tourism is a place that reveals the gendered

³ Z. Oxaal, S. Baden Gender and empowerment, BRIDGE, report N°40, 1997.

⁴ Sophie LOUARGANT, 2003, L'approche de Genre pour relire le territoire. Les trajectoires hommes - femmes dans les projets touristiques ruraux (Ardèche méridionale, Ligurie, Fès-Boulemane) Université Joseph Fourier (Grenoble 1) - Directeur de thèse : Hervé Gumuchian., 428p.

⇒ *Objective 3*: Analyse if the social and spatial trajectory of farmers has an impact on the place construction and valid the taking into account of time in the gendered approach

⇒ *Objective 4*: Demonstrate that actual experience is linked to imagination and representation to a specific relation to the norm of agricultural tourism

⇒ *Objective 5*: Analyse the necessity of a „comparatist“ approach to justify the way the common Western Mediterranean representations are built.

Are the kids attributes of agricultural tourism the medium on which manage discrediting representations towards women are based

A concept of „territory“:

⇒ *Guy Di Méo*, a French geographer tries to analyse the territory as a social ideological, cultural, economical and political appropriation; various social groups contribute to that appropriation by projecting their singular representations. The singularity of women is characterized by an appropriation that depends on place, time and activities. In Geography, women’s singular experience is important to understand the interactions between women and their social and spatial background. The narrative intends to express things experienced in women’s daily life. Through life’s histories, I can figure out the individual logical process („intimate“ details) as well as the personal social context.

⇒ Gender influences many levels of our social organisation: public and political actions, the construction of social and spatial representations.

Methods:

The reconstruction of life’s histories, the interpreting of these stories and of course their re-interpretation is of great importance. This introspective thought process involved by life’s stories results in defining the « trajectory » of these men and women, *but what is even more interesting is to see how a system of values (metastructures) connected to agrotourism influence their representations and consequently their trajectory, how they apprehend the world, that is to say the inner values system inducing their representations .*

These representations become of an another nature when you compare them with other norms such as contextual points of view: cultural, ethnic, religious, economic or political. In fact, why chose the comparison *as* one of the basis of the research?

Groups and individuals have the ability of symbolising and they use it to create symbolical places, to act on the construction of collectives identities and to legitimate the exercise of their authority. At the individual level, the production of

meaning comprises the direct individual experience of a limited number of places and also the accumulated representations of an infinity of places that we can only know indirectly. Gendered values interact with decision making and the way local authorities manage the geographical areas; those places are then envisaged used according to those gendered definition and organisation.

The typical symbolical places are those that depend on the symbolic notion to be identified as places.

The question is :

Are places the expression of the territorial production of meaning through a system of gendered values in which gendered norms-issued from a dominant agricultural tourist model-contribute to feed the process of construction-re-construction of rural territories?

My hypothesis are the following :

1. The values present in the women life's project reveal the existence of gendered distinction in their social relationships and their spatial transcriptions
2. Agricultural tourism is an activity in which the appropriation of places generate a sexual, gendered identity
3. The actual experiences allow to identify these identities and to determine the interaction with a gendered norm which is inscribed in the territory
4. The lifes stories are an explorer approach which allows understanding the representation, the praxis and the spatial expression – comparasing actual experiences instead of the background in western Mediterranean countries.

Indeed, the multiple temporalities with which women must comply are a major attribute in the gender construction. The micro-local level allows to valid these hypotheses. That is illustrated by Paul Claval when he says: „in geography, the post-modern approach is based on the analysis of individual trajectories as this is only way to take several things into account: their diversity, the complex interactions with their background, their various actual experiences and the dialectic of their relationships with their own group and those they interact with“.

Methods

Obviously the problem is not to observe and study the context, nor to underline the strategies of gender policies (even if they will be taken into account) – but rather to gather the representation of their actual experiences thanks to life's

stories and the representation they have of the other women abroad in a kind of „mirror effect“.

It is definitely interesting to see that:

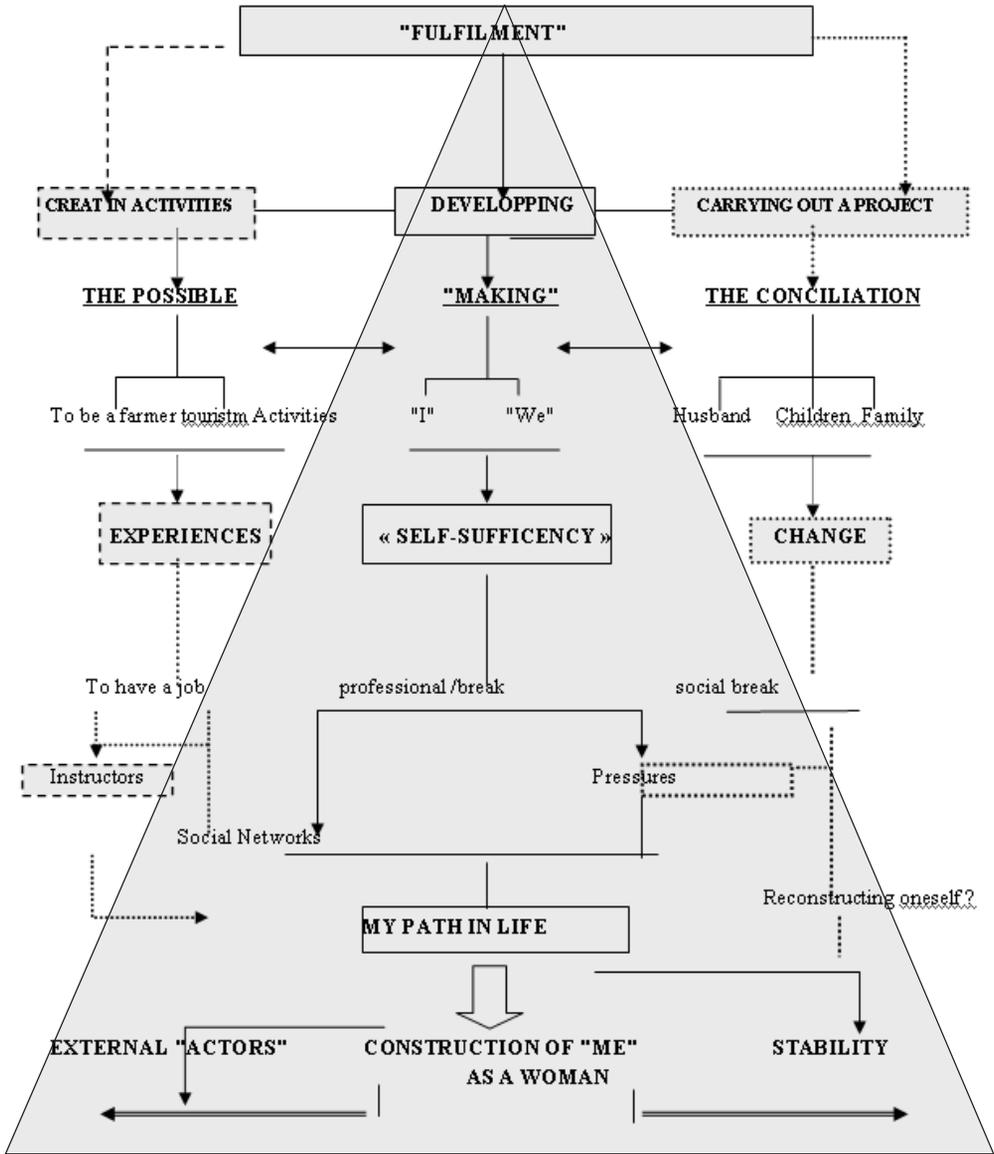
The singular experience of women takes an important place in geography in order to understand their interactions with their social and spatial context. *Life's stories have more to do with actual experience than with a mere textual transcribing of their daily life.* Throughout the story, the ambition is to grasp at the same time the process of the person and the person in his social context:

In this approach, the subject must speak of his or her life at a given moment. The presence of another person might just help him to speak about his or her trajectory in the context of the case study. *The person might never have had the opportunity to make this introspection otherwise.* This introspection becomes the trigger for the story.

The structural analysis method applied to lifes' stories is relevant to succeed in interpreting the women's narratives. It consists in linking together the different sections of a story and the structuring construction of acting people (the acting people); this is how we discover the logic of the story as Roland Barthes describes it. According to him, there are 3 levels of description in the story. First, the „functions level“ corresponding to a division of the text into sequences, second the „actions level“ of the story, third the level that separates the narrative and the argumentation from the speakers, each level is useful to clearly understand the narrative. It is advisable to favour the return of the narrative back to the function level of the account – as if in a causality effect – to point out the similarities observed. That's why the „possible field“ should take the „acting person“ into account so that it might not be disconnected from the individual's real life. The outcome is that we understand that the people's life is articulated in steps of time and that we get an analytical „scheme“. (*see next page*)

➤ **Trajectories men-women in the creation of tourist activities**

The objective of this project is to produce a reference document and a communication tool for understanding the processes of construction of type of local development in relation to the creation of tourist activities. With this intention, a methodological protocol is proposed, based on the completed work of the Ph.D. thesis of Sophie Louargant (UMR PACTE, TERRITOIRES, Grenoble – Sophie.Louargant@ujf-grenoble.fr) relating to the trajectories man-women in the creation of tourist activities, of Emmanuelle George-Marcelpoil (emmanuelle.george-marcelpoil@cemagref.fr – Grenoble) at the CEMAGREF and Mathieu Estermi (Consulting development- Item- mathieu.esterni@wanadoo.fr, Grenoble). In this case, it was a question to use in several phases, various sources of information (qualitative and quantitative) in order to propose analyses, this dy-



Women farmers diagram, Sophie Louargant, 1999

dynamic on Natural Regional Park of Chartreuse⁵. Their aim is to contribute to the knowledge and the analysis of the practices, of the agents, in order to explain the role of men and women in rural tourism and services. The question of program would address in this case studies: is Gender actually linked to place, territories (local management) and political representations?

⁵ Sophie Louargant, Emmanuelle George-Marcelpoil, Mathieu Esterni, 2005 ©

Methodology

The first phase of study is related to make a list of works, publications, reports, documents relating to the creation of tourist activities in Chartreuse or in other Natural Park. The main objective is to propose the constitution of related documentation base, a reference frame of theoretical and practical knowledge (synthesis and typology of work, experiments, methodologies...). In France, tourism in rural areas is more and more seen as an alternative to agriculture, in association with spatial restructuring. So we are made to have a new vision on the social fabric and milieus even if the roles dedicated to women didn't actually change. Indeed women in agro-tourism are still confined in reception activities (for example Bed & Breakfast). It is important here to analyse local public planning, the experiments in regards organization's and public's actions („actors on the territory“, a socio-logical approach of organisation in politics and plan).

This comparative analysis will be carried out starting from making a **theoretical framework and synoptic tables**⁶ (with typical references of skills women and men).

- The first phase of study is related to make a list of works, publications, reports, documents relating to the creation of tourist activities in Chartreuse or in other P.N.R. The objective is thus to propose the constitution of related documentation base, a reference frame of theoretical and practical knowledge (synthesis and typology of work, experiments, methodologies...). It is important here to analyse pragmatic actions, the experiments in regards of creation of activities and to apprehend the creation of activities via the analysis of the existing organization's and public's actions and tused by the actors on the territory. This comparative analysis will be carried out starting from making a theoretical framework and synoptic tables.

- The second phase of this project, proposes an analysis of the practices, representations of the agents, and territorial actions in regards of creation of activities. Two possible axes are considered:

- > The first proposes to observe the current and potential mobilization of the tourist resources man-women in the creation of activities. It proposes as well also to observe the practices, logics and trajectories of these agents in regards of territorial development: which types of tourism should be developed? For which reasons? Which types of activities? Which conditions of creations of activities? Which expectations? Which assets? Which public? Which strategies? Which difficulties were encountered? Which wishes?

This phase of the project is used for the gender diagnoses and analysis of the social gender reports. The aim is to build in the same time a device enabling to discover the existing one and that being able to be developed.

⁶ Sophie Louargant, Emmanuelle George-Marcelpoil, Mathieu Esterni, 2005 ©

> The second proposes to know the challenges, the strategies, the representations associated with gender, presented in the territorial development and the decision-making. This stage of study will be carried out starting from seminars and of participation in the public meetings and/or strategic of the regional park.

Results⁷

This research has produced some cartographic element very interesting. They allow understanding very quickly the main informations (it will be very interesting for the support of institutions).

As for the field of agro-tourism now:

These initiatives deserve all our attention insofar as the demographic, social and economical fallout guarantee a positive evolution: « *These women farmers are the ones who initiates innovating projects and thus doing, prove their ability to understand what is good for rural areas.* ». Only 2 point three percents of the farms are concerned by agro-tourism and two recent phenomena emerged: Firstly second homes and secondly new local tourist activities implying a change in their way of life; datas about agro-tourism vary according to two centres: on the one hand the professional organisations of farmers whose aim is to diversify their production and on the other hand the agents preoccupied by money, profitability and efficiency. In France, women jobs represent 48 to 53 % of the direct tourist jobs but they mainly consist in home-made produce, crafts activities and the fallout of accommodation, that's what we call the multi-activities. On a Gender Mainstreaming Conference, 23-24 November 2000, Violeta Neubauer underlines that « one of the main objectives of the Conference was to explain what is not always understood: that gender mainstreaming has clearly an added value compared to « traditional » equality policies and that it will, if well implemented, put people at the heart of policy-making, lead to better government and make full use of human resources, involving both women and men. The biggest problem seems to be the lack of gender knowledge among the actors involved in caring out a gender-mainstreaming project. A lot of different people (staff, managers, politicians) have a role to play in the implementation of the policy process, and they have to have at their disposal all the necessary information and training. There is a lack of trainers-gender experts do not necessarily have the expertise to train people on equality issues and gender mainstreaming“. More co-operations at international level are necessary for the development of concrete instruments in order to put gender mainstreaming into practice. It is essential to share experiences of obstacles and goods practices, showing the techniques uses and concrete results achieved ».

⁷ Sophie Louargant, Emmanuelle George-Marcelpoil, Mathieu Esterni, 2005 ©

More about gender

Entrepreneurs, or individuals starting up new firms, are crucial to productivity and growth in OECD countries. And these entrepreneurs are increasingly women. New enterprise creation is being fueled by growth in technology and service sectors, and women entrepreneurs are taking advantage of these „new economy“ phenomena to go into business. Studies show that the female to male start-up ratio is higher in countries showing the fastest growth, including the United States, Australia, Canada and Norway. Yet women are still broadly under-represented in the OECD enterprise sector overall, accounting for about 28 % of entrepreneurs. They continue to face special barriers to enterprise creation and development, which are often linked to the characteristics of their firms (e.g. small size, service sectors), but can also result from gender-related discriminatory practices. Gender analysis shows that women-owned businesses are an untapped source of business and job creation. This should be a growing policy concern for governments.

The main messages emanating from the Conference can be summarized as:

- Governments and organizations should express explicit high-level support for gender mainstreaming in economic policy;
- Governments should review their budgets, programs and policies to ensure that gender considerations are taken fully into account, including in core policy sectors such as finance, industry and labor;
- Governments should share experiences with gender-based analysis and gender mainstreaming with the aim of improving performance and developing „best practice“ approaches;
- International organizations should practice gender mainstreaming in their analyses and programmes and set leading-edge examples for national governments;
- OECD Committees should regularly review their work programs, including collection of statistics, analyses and policy recommendations, where relevant, to ensure that gender considerations are taken fully into account;
- The OECD should enhance its ability to conduct gender-based analyses and to collect gender-disaggregated statistics through specialized staff training and designated personnel in the organization;
- The OECD and its social partners, BIAC and TUAC, should initiate a comprehensive project on gender issues in the public and private sectors;
- The OECD should proceed with the implementation of gender mainstreaming and consider a possible horizontal project to assure it is undertaken in a co-ordinate way across the organization.

Many studies are devoted to this topic. Some studies analyses the indicators for measuring the progress in the gender equality as a third of the Millennium Development Goals. The indicators to monitor progress in achieving this goal are: closing the gender gap in education at all levels; increasing women's share of wage employment in the non-agricultural sector; and increasing the proportion of

seats held by women in national parliaments, or in the political participation.

There is considerable evidence for the claim that access to education helps to empower women, as it brings change in a number of different ways:

- By effects at the level of individual cognition and behavior.
- It improves access to knowledge, information and new ideas as well as the ability to use these effectively.
- Improves women's ability to process and utilize new information, although more rapidly for certain issues than others.
- Benefits in improving family health and welfare.

The study underlines that gender relations, like all social relations, are multi-stranded: they embody ideas, values and identities; they allocate labor between different tasks, activities and domains; they determine the distribution of resources; and they assign authority, agency and decision-making power. This means that gender inequalities are multidimensional and cannot be reduced simply to the question of material or ideological constraint. It also suggests that these relationships are not always internally cohesive. They may contain contradictions and imbalances, particularly when there have been changes in the wider socio-economic environment. Consequently, a shift in one aspect of social relations is likely to initiate a series of adjustments with unpredictable consequences.

In the context of improvement of gender equality, European Commission proposes Institute for Gender Equality

The Institute will be an independent center of excellence at European level. It will gather, analyze and disseminate reliable and comparable research data and information needed by policy-makers in Brussels and in the Member States. It will have a documentation center and a library, which will be open to the public.

The Institute will stimulate research and exchanges of experience by organizing meetings between policy-makers, experts and stakeholders and it will raise awareness of gender equality policies with events including conferences, campaigns and seminars. Another vital task will be to develop tools for supporting the integration of gender equality into all Community policies.

The creation of an institute for gender equality was requested by the European Council in June 2004 and has also been demanded by the European Parliament. It will start operating twelve months after the regulation establishing it has been adopted by Parliament and Council and should be up and running in 2007. It will be funded by the Commission, with a proposed budget of 52.5 million EUR for the period 2007 to 2013.

Creation of tourist activities: the case of „National Park of Chartreuse“

The territory is the subject of many researches in geographical and social sciences. In this main context, this thesis proposes to realize a new study of the territory's concept by the gender's approach. Thus, we will examine in this thesis the relationship between men and women in practical and socio-spatial processes' construction.

To do that, a theoretical frame had been determined (First part). From a literature periodical on the evolution of the gender's approach in geography, a choice had been made: the one to explain the sexual social relation's variability presents in the territory's construction. At a „micro“ scales, this variability is expressed in different acts, codified practices, concrete situations and men and women's strategies. Those reveal an interiorization of sexual values' systems. This interiorization is reproduced during time scales and is expressed on the territory by an imprint, socially constructed, which is the feminine territorialities. Those territorialities tend to change and progress: women participate with efficacy to the projects' realisation and become territory's actresses by their determined mobilization. Thus, the most of the time, the territorial configurations progress at the male image. Gender's concept is good to understand territorial processes. At a „macro“ scales, the operative character of the gender's dimension is mentioned in the „empowerment“ and „Mainstreaming“ principles, which aim at reinforced „the women's power and place“ on the territory.

The analysis of the project on the male and female creators of tourism activities on the Mediterranean rural territories is the manner to reveal and understand territorial processes (Second part). In adapting themselves with the local contexts, women had developed new practices on the territory. Here, the objective is to understand the social relationship between genders presents in the activities' creation on three different territories registered in the Mediterranean basin – Southern Ardèche, the Liguria, the Fès-boulemane Region – We have to determine similarities and differences included in the constitution of the „gender-territory“ link. Too allowed that, a comparative approach had been done in the collect of information (a combined methodology of information research) and its analysis. Three steps compose this comparative approach. The first one corresponds to the data analysis concerning sexual specificities, spatial and touristic's data; and explains the territories' configuration. The second step tends to explain and understand actors' practices and the gender's dimension in the rural tourism. The third one is composed by a phase of meetings realized with male and female creators of activities who told their „life's stories“. The given of sexual-specifically data, outlet from diagnostics concerning rural tourism, relates from disparities between men and women in activity. The result of the second step shows that the operational mobilization of the gender's notion in concrete actions in favour of rural tourism is done according to different modalities.

The last step (Third part) had been developed according to the „life’s stories“ to determine respectively: the existing time steps in the creation of touristy activities, negotiations accomplished within couples engaging projects; relationship between activities’ creators and actors in charge of the project of tourism development integrating a „gender’s“ dimension. The „lives’ stories“ analysis allowed to determine the trajectory of each couples and to elaborate life’s biographies. Five „median“ profiles can be identified, putting in exergue the conception’s variation of the touristic activity, but also, choices negotiated in the project. This analysis is completed by an analysis of the ideas linked to the couples’ project. This statistical analysis of textual data had been realized with the aid of the software Alceste. Results show three main themes around the activity’s creation subject: The time’s life articulation, the activity’s visibility, and the relationship between this activity and its territory. This approach allowed understanding the different elements composing sexual values’ systems in the touristic activity of Mediterranean rural territories. Singular territorialities of male and female creators of activities appear and variable spaces of share emerge, in which the „inter-gender“ territorialities are established.

The territory’s organisation (traditionally marked by the sexual division) is destabilized by the conception of feminine activities networks. Thus, the gender’s approach mobilized to give a new concept of the territory put in evidence a link’s existence between gender and territory and a variability of a social relationship between genders present on the Mediterranean rural territory.

GRILLES D’ENTRETIENS

✓ Thème : individu – personne

✓ ETAT CIVIL

- Lieu de naissance – date
- Famille : origine familiale, sociale : urbain-rural – Parents, grands-parents
- Mariage-alliance – vie matrimoniale-divorce
- Enfants
- Formation initiale, études , formation professionnelle

✓ CREATION DE L’ACTIVITE

- Emergence du projet – Motivation dans la création
- Inscription Chambre des métiers, chambre d’agriculture : statut déclaré –

indépendant-conjoint collaborateur

- première activité et changement de trajectoire, rupture-continuité
- Choix du lieu – accès au foncier, gérance, héritage emprunt,
- Aides dans la démarche
- Lien avec le PNR et les acteurs , communes etc
- Organisation de l'activité quotidienne ou pas
- Tâche : saisonnalité – accueil- gestion-réservation de clientèle-publicité-Internet, pub, Gîte de France, à quelles normes,

✓ **FONCTIONNEMENT**

- Nature de l'activité : pluriactivité, agriculteur, tourisme, métier, type d'activités, transformation de produits agricoles
- Transformation : coopérative- réseaux ou vente à la ferme, au marché, coopérative, lieux de vente, labellisation PNR, Chambéry , Grenoble

✓ **PARTAGE DES TACHES**

- Structure de l'organisation du travail en exploitation. Composition précise, elle dans les tâches domestiques
- Pourquoi y a t'il cette répartition ? en fonction des goûts, des compétences des contraintes, de l'un ou de l'autre dans l'activité ?
- Travail agricole : domaine d'activité et temps de travail
- Travail dans l'accueil touristique : domaine d'activité et temps de travail.

✓ **FINANCEMENT**

- Est-ce que votre activité est pérenne financièrement ?

✓ **SATISFACTION DE LA CREATION ?**

- Femme isolée, contraintes, sociales, est-ce que vous êtes satisfaits , est-ce que c'est un choix, est-ce que vous participez à la vie locale ?
- Si elles ne participent pas, est-ce que c'est le fruit de l'urbanité ?

✓ **FREQUENTATION**

- Quelle type de clientèle? Quel réseaux?
- PNR? Chargée de mission tourisme, Quelles prestations? Est-ce que c'est lié à la randonnée, environnement – pédagogie de l'environnement?

| <p>Consigne : Bonjour, je suis Sophie, je prépare un doctorat de géographie. Je cherche à savoir comment les hommes et les femmes vivent dans cette commune, ce territoire, pourquoi ils sont à cet endroit et pas ailleurs, pourquoi ils exercent une activité dans ce lieu. Ce qui m'intéresse c'est que vous me racontiez votre histoire de vie, pourquoi et comment vous êtes là aujourd'hui ?</p> | HOMME | FEMME |
|--|-------|-------|
| | | |
| <p><u>Thème : temps de vie</u> Lieu de naissance Lieu de vie Mémorisation de ce lieu , Représentations de ce lieu Influence dans la trajectoire individuelle Famille Parents, grands-parents Mort - naissance Mariage-alliance Union : dans quel lieu comment, représentation de cette union Lien entre activité et union Lieux de profession Sociabilité Solitude Changement de trajectoire Mobilité</p> | | |
| <p><u>Thème : installation et création de l'activité</u> Rupture- Choix personnel Commodités Représentations des rôles de chacun Représentation de ce qu'est une norme en agro-tourisme Choix du lieux- Renouveau reconstruction, continuité Statut agricole (Cte, Gaec...)</p> | | |

| | |
|------------------|--------|
| Noms : | âge : |
| Lieu : | sexe : |
| Temps de récit : | |

| | | |
|--|--|------|
| <p><u>Thème : emploi – Formation- réseau d’acteurs- Sociabilité</u> Acteurs intervenant dans sa trajectoire Centre de formation Ami, maire.. Représentations de l’emploi Femmes ou hommes en milieu rural Diversification Evolution de l’exploitation Rôle du religieux</p> | | FEMM |
| <p><u>Thème : tourisme</u> Représentation du touriste Perception de la filière Rôle sur le territoire</p> | | |
| <p><u>Thème : ressources</u> Revenus Négociation Capacité Représentation-</p> | | |
| <p><u>Thème : le temps-le futur</u> Le temps de vie Temps de tous Avoir le temps Représentation du temps au lieu</p> | | |
| <p><u>Thème : les déplacements - accessibilité</u> Fréquence de déplacement Lieu comment ils le vivent Isolement/Ou bien-être</p> | | |
| <p><u>Thème : Lieux</u> Montagnes méditerranéennes Lieux repères-Lieux de réunion Lieux symbolisés - Lieux référents Sentiment d’appartenance</p> | | |

| Capacités d'accès aux ressources | Types de cultures agricoles | | | Types d'activité touristique | | | | Types d'activités artisanales | | | Lieux du quotidien - | | | Ressources naturelles | |
|--|------------------------------------|------------|-------------|------------------------------|----------------|---------------|-------------------|-------------------------------|-------------------|------------|----------------------|-------------|-------------|-----------------------|------------|
| | élevage | maraîchage | autres | Gîte rural | Chambre d'hôte | Ferme-auberge | Activité, loisirs | Tissu tapis | Vente de produits | Autres | services | domestiques | commerciaux | Bois Eau | |
| Hommes | | | | | | | | I- | | | | | | | |
| Femmes | | | | | | | | | | | | | | | |
| Capacités de fabrication transformati ons des ressources | | | | II- | | | | | | | | | | | |
| Hommes | | | | | | | | | | | | | | | |
| Femmes | | | | | | | | | | | | | | | |
| Accessibilité | Transports chemins Véhicules, ânes | | Sociabilité | Fonctions d'accueil | | Transports | | Rôle de création | | Transports | | | | | Transports |
| Hommes | | | | | | | | | | | | | | | |
| Femmes | | | | | | | | | | | | | | | |

