Abstract
A multitude of initiatives that have emerged during the last 30 years, in several countries across all continents, confirm a new type of local development. The latter is characterized by a territorialized participative approach, which involves several activities and several partners, promoting a new development model in a modern management environment.

Through this paper, we will try to highlight the concept of local development, to present the various contributions of the University in its territory that promote the participatory approach of socio-economic and socio-cultural development. Finally, we will highlight some international experiences that illustrate examples of how the University is anchored in its territory, including incentives that open up the University and facilitate access to the University campus from the outside world.

Key words: The local development, the University, the territory, the anchorage of the University in its territory.

Introduction
The profound changes in the world economy, and in particular the forms of competitiveness, are reversing the modes of production: it is now the demand of the market which is at the origin of the organization of the production chain. The key word is more programming flexibility but, as flexible networks of small production units or integrated development poles seem better able to carry those macro-units.

The theory of endogenous development took shape in the late 1950s by John Friedmann and Walter Stöhr. This is a proactive approach, focusing on a limited territory, which designs development as an approach from the bottom, focusing on indigenous resources. It appeals to local industrial traditions and particular emphasis on the inclusion of cultural values and the use of cooperative arrangements. Local development has a political and economic reference which is taking off with the decentralization policies of the 1980s.
The regions are one of the territorial levels of the legal division of the national space. They play a key role in planning and land use planning. Their impact on local development is real, since the region asserts itself as the benchmark for industrial development, for certain public services, such as the University, postal and transport, as an administrative level of coordination and action. Regionalism is one of the ways through which a tendency is founded on a rationalist model which aims at the relevance between administrative structuring and geographical and economic realities.

Since universities are located in regions, they are asked about the nature of the contribution they make to the development of universities. The right question in our research can be formulated as follows: what role can be played by the University in order to actively contribute to local development process?

1. CONCEPTUAL FRAMEWORK

We will expose and analyze the different currents, concepts and approaches that have a relationship with the term local development

1.1 Conceptual approach

There are two currents regarding the developmental thread; the one that is drawn from the bottom (at the territorial scale), which is contrary to that drawn from the top (at the central level of the state). In reality, since the 19th century, the model of development which prevailed is a "development from above", could no longer ensure the equitable distribution of wealth among the different regions of the same nation.

In addition, the phenomenon of regional disparities, poverty, unemployment, disinvestment, and the depletion of natural resources have increased the vision of development. This new vision emphasizes the involvement of several institutional and non-institutional actors in participatory social action through partnership, with a view to finding appropriate solutions in a local environment, away from macroeconomic solutions. The creation of development in a decentralized way has been a trend very popular in the north and south since the 1980s (www.gate.cnrs.fr).

There are two approaches to local development:

- **The economic approach to the concept of local development**
  In economics, the concept of industrial district forged by the British economist Marshall at the end of the 19th century can be considered as a theoretical basis for local development. Indeed, this concept describes the presence, within a small territory, of a range of small and medium-sized enterprises organized around an industrial craft, or even several trades, whose development depends on strong relations (cultural, social ...) that they maintain between themselves and with the local communities (BECATTINI, 1992).

- **The geographical approach of the concept of local development**:
  According to the advocates of this theory, it is the notion of an innovative environment that can constitute a theoretical basis for local development. According to Aydalot, a pioneer of the territorial economy, there are more or less favorable environments for development, depending on the nature of the relations that enterprises maintain with their territory of insertion. In other words, companies develop networks of exchanges and cooperation through what is tangible and intangible specific to their territory (AYDALOT, 1987).

1.2 definition of local development concept

In Europe, the authors speak mainly of local development which occurs on the territorial scale, that is to say, the environment is considered as a factor of development. While in the United States and
Canada, the literature speaks much more about community development, based on social relationships and strong involvement of local actors.

According to Vachon: "local development involves, among other axes efforts on the individual. The person is at the center of development, so it is about strengthening human capital" (VACHON, 1993).

According to Carvalhe: "Experience shows that there is a close interrelationship between the country's economic growth, the existence of a democratic framework and the conditions for the development of the poorest regions of the country" (Ministère de l’industrie algérien, 2011).

Thus, local development can be said to be a process whereby the community participates in shaping its own environment in order to improve the quality of life of its citizens.

The aim of local development is to ensure that the actors of a local community can participate in the formulation of local development plans, in accordance with the main orientations of the country.

Local development faces three main challenges: responding to the needs of the people who now have an active and responsible position, ensuring economic and social development on a territorial scale, and putting the fight against poverty and inequalities in actions (figure 1).

**Figure 1: The virtuous circle of local development**

Source: Ministère de l’industrie, de la PME et de la promotion de l’investissement,

1.3 **The actors of local development and their strategies**

Local development involves two groups of actors (figure 2):

- **Institutional actors (structural components)**
  Referring to decentralized public management and funding structures, these actors "have legitimate authority and / or authority in a recognized institutional framework" (DEBUYST, 2001).

- **Non-institutional actors (the socio-economic components)**
Individuals (groupings and / or collective associations) and the interaction between the various actors involved in local development.

**Figure 2: Strategic framework for local development**

- React together;
- Draw a common destiny;
- Privilege the innovation of individuals;
- Framing the individual effort to succeed in collective action;
- Foster a participatory approach to empower all stakeholders;

**Source**: Ministère de l’industrie, de la PME et de la promotion de l’investissement, op.cit, p.13

The success of this process depends exclusively on the symbiosis between the two components, and the presence of some conditions (LOGIE, 2000):

- The establishment of permanent and specific information and decision support systems, the services of elected officials and other actors in the territories;
- Strengthening the capacity of local and regional authorities to exercise their various mandates and powers transferred;
- Establishment of investment funds at national or regional level;
- The articulation between sectoral approaches and territorial development processes.

**1.4 Decentralization; The battle horse of local development**

Over the past two decades, several Third World countries have embarked on processes of administrative and political decentralization, with disengagement from states and a rise in local dynamics. This process modifies the context of local development and leads to the search for a link between local development projects and decentralization, with the implementation of communal development projects.

The institutional emergence of local authorities, allows better follow-up in both: project approach, needs assessment, accountability, management and financing.

The link between local / territorial development and decentralization can be translated as (www.afd.fr):

- The establishment of permanent and specific information and decision support systems, the services of elected officials and other actors in the territories;
- Strengthening the capacity of local and regional authorities to exercise their various mandates and powers transferred;
- Establishment of investment funds at national or regional level;
- The articulation between sectoral approaches and territorial development processes.
In the event that the country has not adopted a national decentralization policy, support for local development will be provided through granting committees made up of representatives of villages or civil society organizations (Ministère de l’industrie algérien, 2011).

Decentralization can generate tensions between the State through its deconcentrated services, local elected representatives and their services. However, decentralization policies are recent, and the implementing texts are often incomplete. The state is not always committed to it. Local and regional authorities, aware of their embryonic capacities and the weakness of their own resources, are not always active and this political inadequacy is an additional obstacle. But decentralization is a long, complex process that requires the dual and unconditional engagement of national and local policy makers (DEBERRE, 2007).

1.5 The Role of the State

According to Heilbroner; Capitalism was able to develop only through a symbiosis with a powerful state that left individuals with economic initiative (DEBERRE, 2007). The new classics such as Robert Barro, emphasized the role played by the state through public investment in growth through public infrastructure (roads, airports, street lighting, water distribution network, etc.) Stimulate the productivity of private agents and consequently the activity. However, with growth, the State levies more tax and therefore can finance new infrastructure (BARRO, 2000). According to Joyal, the state is a key player in the same way as private enterprise, voluntary sector, education, although local development necessarily has administrative decentralization (JOYAL et al, (2000). Even the most famous advocate of non-intervention by the state (Adam Smith) insists on three essential objectives of the state:

- Defend national people and property;
- Create and maintain public works for the collective interest;
- Supervise actions to improve efficiency.

Thus, the role of the State is essential in order to frame actions, and to ensure a better effectiveness of local development.

2. THE ROLE OF THE UNIVERSITY IN ITS TERRITORY

We will try through this section; to highlight the main stakeholders of the University, in addition to the various contributions of this organization in its territory and to highlight the new tasks of the University in its geographical and social environment.

2.1 Stakeholders of the University in its territory

Universities are generally institutions with a light management apparatus and their beneficial effects on a region may simply be the outcome of the academic staff's own priorities for teaching and research. On the other hand, regional institutions may not have clearly communicated the needs of the region to universities, and in particular to those of academics who are responsible for implementing curriculum and research (as opposed to universities). It may therefore happen that many opportunities for productive engagement have been missed.

To highlight these opportunities, universities will have to engage in dialogue with the various stakeholders in the regional development process. These stakeholders are likely to include (www.enseignementsup-recherche.gouv.fr):

- The central administrations on which the financing of higher education depends;
- Elected local and regional authorities;
- Employers and employers’ organizations (eg chambers of commerce);
- Cultural organizations;
- Regional media;
- Lower levels of the education system, including schools and colleges;
- Recent graduates and current and future students.

2.2 The socio-economic contribution of the University in its territory

We will try to focus on universities in the United Kingdom in order to learn lessons about their successes regarding their inking in local society and their active contributions to local development.

2.2.1 University's contribution to local economic development:

- **Technology transfer**
  
  Technology transfer is one of the main external linkages and generally the most important in terms of local interaction. This interaction reflects industry demand, local development prospects (endogenous development, establishment of new factories), public pressure. The transfer of products integrating technical knowledge is not the most important form of interaction. Interaction is to a large extent an intangible form (knowledge acquired through work and movement of people).

  Firms and scientists need to find the right partners around the world; On the other hand, small local firms are much less likely to use science and finance research.

- **Non-technological support to industry**
  
  Schools of management have a very important role to play as decisions about investing in technology and its proper use depend on the openness and competence of those who lead. Some management schools specialize in the needs of small businesses, but this may compromise the achievement of research objectives. Non-scientific knowledge (eg, foreign policy, languages) has an important role to play in expanding market opportunities for local firms.

- **Domestic investment**
  
  Few internal investment bodies are able to disseminate in sufficient detail the scientific strengths or skilled personnel resources of local universities.

  The trend towards decentralization of some companies creates opportunities to raise the level of local factories: the chances of reinvestment are considerably increased when the local presence is strong and especially when it involves links with higher education (UNESCO, 1998).

- **Vocational education**
  
  Professional diplomas of the level of the license with alternate professional training courses; enterprise initiative in higher education; continuing professional development (law, architecture, planning, social work, management, education, health). Recognition of post-graduate courses; new disciplines (eg, nursing); Investors in people.

- **Tourism**
  
  Universities are "attractions" for visitors, but these are generally of minor importance: they contribute to increase the length of stay and total expenditure without being the reason for the visit. Home during conference holidays representing 6.4% of the conference market in terms of days.
Thirty universities organize management training centers throughout the year, representing 15% of the UK market.

2.2.2 The University's Contribution to Social and Community Development

- **Community education and local recruitment**
  New universities are more likely to recruit at the local level; about half of the old universities estimate that they recruit less than 20% of their students at the local level, while half of the new universities recruit more than 40%. Local recruitment is highest in Scotland, and 70% of Strathclyde University students are from the region.

- **Access and expansion of admissions**
  New universities have a higher proportion of their students who are adults or who are admitted with unconventional qualifications. Some of the old universities are now moving in the same direction (for example, Salford University with a 2 + 2 degree). The number of universities with admission agreements with the post-secondary education sector is as high in the case of the old universities as in the new ones.

- **Non-professional lifelong education**
  The volume of this activity varies considerably from one University to another; It is in industry-oriented universities (for example, Heriot-Watt, London Business School) that it is the least important. Non-vocational continuing education is less developed in new universities, which place more emphasis on vocational education (UNESCO, 1998).

- **Public lectures and other communication modalities**
  78% of universities hold free public conferences and 17% charge for these conferences. These are often organized in consultation with local bodies.

- **Local sports facilities**
  Older universities offer more opportunities, but they generally refrain from advertising their equipment so that it can serve primarily their own needs. Many facilities have been developed in consultation with the local authorities and there is certain reciprocity for student access to external facilities.

- **Access to libraries and other services**
  90% of universities offer some access to their main library, but refrain from letting it know. In terms of information, the demand is mainly for professional documentation and European legislation. Other services include exhibition space, language centers, bus services.

- **Contribution to Cultural Vitality**
  In small towns, multi-purpose University arts centers have become important cultural centers for the region, while in larger cities, University facilities play a supportive role.

- **Museums and art galleries**
  Out of a total of 300 University collections, 76 are classified by the Commission of Museums and Galleries as being of "national importance". Several benefit from special funding from the Higher Education Funding Council for England; 54 are open to the public (FLORIDA, 1995).
• **Services rendered by the University to the community**

Universities are important elements of the community sector because of their training in the practice of social work, medicine, etc. Universities also contribute to the community through social research in areas such as police studies, housing, health services.

• **Links between students and the community**

125 student action groups provide 15,000 volunteers who work with voluntary and official community organizations. The economic value of this activity is estimated at 6.9 millions £; the student-organized collections raise around £ 2 million a year for the projects they organize in the service of the community (UNESCO, 1998).

The American experience has shown the interest in using volunteers to serve the local community; the students acquire training and skills that they can then use to solve problems and negotiate. This “education for citizenship” brings the needs of the community closer to the educational mission of the University.

2.3 The new tasks of the University in its territory

• **Interconnections between the different sectors**

The University is able to contribute to this process on a broad front, notably by highlighting the interconnections between these different sectors (economic, technological, environmental, social, cultural and political). Regional engagement even provides an opportunity to reaffirm the unity of the University as an institution located in a specific place.

• **Collaboration between University and education system**

All universities in the same region have an interest in increasing their participation in the lifelong learning process. The restructuring of the academic offer will involve collaboration within each level of the education system and between these levels, including schools and colleges.

• **Partnerships and ethics**

Partnerships are long-term and need not only to identify additional sources of funding but also to generate dialogue that influences the behavior of participants.

• **Assessment and information system on flows of students and graduates**

The terms of the University's regional engagement must be assessed and the corresponding flow of information measured. Obtaining information on the flow of students taking University programs and then moving to the regional labor market is a fundamental task for the University.

• **Human resources development**

New tasks require new skills from administrators and teachers and must be taken into account by the University in its human resources programs.

2.4 The conditions for an effective contribution of the University in its territory:

These conditions include:

• **Set priorities for the intervention**

Whatever the extent of this contribution may be, the University should give priority to those areas where it can contribute the most cost-effective contribution to the development of the region.
• Act with a regional identity
Development processes have global, economic, technological, social and cultural motivations, but these have very different interactions with the specific trajectories of regional development. The University will have to develop a collective understanding of its region to determine the elements that are particularly suitable for its commitment.

• Supporting regional policy
Regional and national institutions have a series of policies to promote regional development. The University needs to understand these policies and identify areas in which it can provide support and facilitate the achievement of policy objectives.

• Leadership and supervision of institutional actions
Universities must not only comply with established policy, but also have the capacity to develop lists of tasks to be accomplished at the regional and national levels. It is not simply a question of injecting good ideas into the process; it is also necessary to build the institutional capacity to advance these ideas.

• Update programs to regional needs
Mechanisms are currently being put in place in some universities to respond to research missions to the regional agenda, but less progress has been made in adjusting teaching and learning to regional needs.

• Research and Information
To assist in the development of the regional development program, the University will need to use its global network and external sources of information and adapt the information gathered to regional needs.

• Reaction capacity
Economic development is both opportunistic and strategic. If opportunities arise (for example, diffusion of new technology, mobile investment projects, new tax incentives, new regulations) are not captured in the region, then other regions or countries who will benefit. The University must put in place mechanisms to respond to new situations, for example by launching new courses or new research programs.

3. INTERNATIONAL EXPERIENCES ON THE CONTRIBUTION OF THE UNIVERSITY TO LOCAL DEVELOPMENT
We will try, through this section, to illustrate some examples on the anchorage of the University in its territory, including incentives that open up the University and that facilitate access of the outside world to the University campus.

3.1 Anchoring of the University in its territory
We will present some international experiences on universities that actively contribute to local and territorial development in France.
3.1.1 The anchorage of the University of Bordeaux in its territory

The Bordeaux conurbation plays a leading role in University life. It is home to 80% of the students in Aquitaine and brings together nearly 80,000 students in all its territories, ie 10% of the population of the agglomeration. Bordeaux is the second largest city in France with more than 500,000 inhabitants for the share of students in its population. (Center for Research and Higher Education - PRES), which brings together the 4 Bordeaux universities, the Polytechnic Institute of Bordeaux, ENITAB and Science Po Bordeaux, this project aims to make the Bordeaux campus a large University anchored in the heart of an attractive and dynamic territory of which it is one of the essential levers of competitiveness.

The University of Bordeaux has thus adopted three emblematic strategic orientations:

- Promotion of new pedagogical approaches focusing on the student's career path and professionalization at each level of qualification;
- The definition of a scientific strategy structured in three departments (science and technology, biology / health, human and social sciences) and eleven poles of excellence;
- The transposition of the pedagogical and scientific project into the spatial organization of the University, at the level of the Bordeaux conurbation, according to a global coherent vision on the one hand and at the level of each site on the other.

It is also a question of taking advantage of the projects of local and regional authorities and participating in the development dynamics impelled by these communities on these strategic sectors of Bordeaux and its agglomeration.

The State announced on 6 May 2009 in Paris the allocation to the University of Bordeaux for an amount of € 475 million constituting a capital whose financial investment will enable the University to develop 50% of its real estate project as well as taking account of maintenance for 25 years. The financial participation of the Regional Council of Aquitaine - in parity with the State on the amount of investments - allows the University to develop its entire renovation project. In October 2010, the urban community of Bordeaux committed itself to financing urban development and integration projects in the amount of € 100 million over the next ten years: development, public spaces around tram stations, projects entering the notion of campus life.

It is in this context that the University of Bordeaux is committed to building a new University model and at the same time becoming a leader in sustainable development within the framework of Operation Campus. Beyond its fundamental objectives in teaching, scientific, real estate and quality of life, this unifying project is a tremendous opportunity to implement long-term governance and strategy for a more liveable and fairer campus for the entire University community - as well as for the neighboring and campus populations of the campuses - the engine of economic development on its territory and lastly respectful of its environment on all its sites.

With the Grenelle de l'Environnement (Grenelle Environment Forum) as a point of reference to be reached and surpassed, the University of Bordeaux intends to set up a pilot site for a sustainable Campus(www.le308.com):

- The permanent integration of human dimensions in the real estate project: accessibility, safety, health, legibility, comfort, improved living environment.
- A radical energy transformation of buildings as part of their renovation.
- The development of its architectural and urban heritage, inherited in large part from the late fifties and early sixties.
• A travel plan for all domains of the University campus, in order to reduce the individual use of the car and its impact, based on efficient public transport networks and the development of alternative modes.

3.1.2 The anchorage of the University of Paris 8 in its territory

Since 1980, Paris 8 University has been located in Saint-Denis, benefiting from a metro station on its doors since 1998.

Paris 8, University-world, naturally found its place in this cosmopolitan city strong of a legacy with multiple imprints.

On 18 May 2010, the city and the University signed a partnership charter, based on five common objectives, in keeping with the relations they have maintained over the last thirty years on social, cultural, urban and economic issues (www.univ-paris8.fr):

• Strengthen collaborations between the University and local socio-economic and cultural players;
• Strengthen the position of urban development actor in Paris 8;
• Strengthen the anchorage of the University in the Dionysian territory and the integration of the University community into local life;
• Promote the improvement of students' material life;
• Support the professional integration of students.

3-1-3 Anchoring the Cote d'Azur University in its territory

The landscape of French higher education and research is recombined around 25 sites (8 in Paris and the Paris Region and 17 in the Region), which will benefit from contracts with the State. The universities and institutions currently under contract (about 150) have prepared their groupings through the development of Site Policies which will serve as a basis for future contracting.

In this framework of territorial coordination of higher education and research, the academic actors of the Côte d'Azur have decided to commit themselves to a common site policy that highlights the scientific advantages of their territory. They chose to coordinate their forces within a Community of Universities and Institutions (ComUE) with a research vocation, named: University of Côte d'Azur (UCA).

UCA's ambition is to increase the visibility of the site and its national and international influence, to synergize the distinctive competencies and to organize the complementary and multidisciplinary nature of the partner institutions and institutions. It is based on specific forces that make the territory remarkable. Among its missions (www.unice.fr):

• Develop and implement synergies between the various actors in order to build a world-class research and innovation establishment that is perfectly established in its territory;
• UCA is a candidate for the Future Investment Program to finance Excellence in Research and Training (IDEX-ISITE) in all major areas of knowledge;
• Give UCA a leading role in transdisciplinarity, recreating places of intellectual expansion;
• Act at the level of the territory by multiplying the interactions between academic research and private R & D;
3.2 Some unpublished initiatives bringing together the interest of the University and its territory

3.2.1 A Green Campus at the University

The Paris Ouest Ouest Nanterre La Défense is a campus set in its territory and whose influence is measured by the multiple effects of its action on society. Since 2012, it is decided to give a stronger impetus to this dimension in three converging directions: sustainable development and energy transition; the social and solidarity economy; the social responsibility of universities (www.ecocampus.u-paris10.fr).

Founded on structuring partnerships with Caisse des Dépôts, Crédit Coopératif and the City Student Foundation, based on increasingly close ties with local authorities, from the city of Nanterre to the Conseil the Île-de-France region, through the Mont Valérien Agglomeration Community and the Hauts de Seine General Council, this resolute action aims to make the University a laboratory of ideas and practices for social innovation, so that this institution plays all the intellectual, cultural and, more generally, experimental role it deserves and which must fully participate in its missions.

By launching an ambitious energy action plan, providing for the setting up of the first incubator of the social and solidarity economy, placing itself at the heart of the initiatives of the Observatory of the Social Responsibility of Universities, University Paris Ouest Nanterre La Défense is putting itself in order to meet the challenges of tomorrow.

3.2.2 The University's shared gardens with the neighboring community

The aim of these gardens is to open up the University campus and create links between University students, other campus users (service personnel, teachers, documentalists ...) and the inhabitants of neighboring districts. This is the case of the University of Bordeaux which has been able to forge lasting links between the inner and outer world of the University of this City.

The project "Shared Garden Fresco: a bridge between the University and the Campus" was awarded the Culture Action prize of the Cnous Cnous network in 2012.

The principle is to create a shared garden accessible to all members of Bordeaux universities teachers and administrative staff included, but also to the gardeners.

3.2.3 The science boutique at the University open to citizens

The science shop or science shop is a device already operating in several countries of the European Union (Netherlands, Germany and United Kingdom) or in Canada. The Science Shop makes it possible to bring to the service of grouping citizens such as associations, councils of cartiers, etc., having voluntary activities of collective interest, scientific knowledge. Like a public service, the Science Shop offers students projects free of charge in response to requests from civil society, which go beyond a particular need to a collective interest (www.université-lyon.fr).

The Science Shop collects social demand, the criteria for this request are: (no commercial interest, general interest, free structure and interdisciplinary for the research team) and transmits it to the scientific community in order to constitute a team interested in the issue raised. Once the research has been carried out, in close collaboration with civil society applicants, the results are published in free circulation.

This incentive was the work of several universities, such as the University of Lyon which was solicited to solve the risks of floods that affects the localities of this city. Other universities
provided such services, such as the University of Groningen (Netherlands), which was solicited to solve the problem of public lighting without harm to bats.

### 3.2.4 Refugee higher education and the social responsibility of universities

This incentive aims to facilitate the access of countless refugees to higher or continuing education. The year 2007 was the beginning of an international consortium of 29 Catholic universities to help the 15,000 refugees from the Dzaleka camp (Malawi) from the DRC, Burundi and Rwanda. The year 2009 was marked by the launch of the Jesuit Commons Higher Education at the Margins / JCHEM program. The training offer, which began in 2011, offers a 3-year humanities training course and another 6-month training. Training has a direct relationship with the needs of these refugees (community journalism, micro entrepreneurship, psychology, English) (www.jesuitcommons.org).

University teachers are changing: new fields of research are opening up to them, as well as new collaborations. Within the camp, education and training have a multiplier effect: those who have received lessons are then able to pass on knowledge to others.

### CONCLUSION

The concept of local development is based on a multidisciplinary theoretical background. The conduct and actions that relate to it attempt to bring civil society closer to the local state. More than a concept, local development is a process of organizational learning, a collective praxis.

In the fields of higher education and research, large organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD) their contribution to social responsibility. They play an advisory role to the public authorities and coordinate the governmental activities of their Member States. In the reports of these organizations, which are mainly addressed to political leaders and managers of institutions, we find analyzes on the scope of this concept at the University. More specifically, social responsibility is often included in the wider framework such as local development and sustainable development.

Responding to the needs of inhabitants of a local or regional territory in matters of social life and culture, this is now one of the missions of a socially responsible University. In several countries, the construction of this social model, which interacts with its environment, is underway. Numerous practices testify to this movement of recomposition of University activities. However, the University community is not always aware of the new role that the University plays in this field.

However, the recent orientations that we have presented overturn the representations of the University community. It has not used to think of its organization in a decentralized way, but rather, in a republican tradition, in relation to the State as the main interlocutor. In fact, we have truly emerged from the model of peripheral centers where the State is the sole driving force behind University education, in order to enter a horizontal rather than a vertical model of management, favoring on the one hand the autonomy of each partner and, And their coordination at a territorial (local) rather than central level.
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