**Government of Russian Federation**

**Federal autonomous educational agency of higher professional education “National Research University – Higher School of Economics”**

Department of public and municipal administration

Chair of Regional Studies

**SUSTAINABLE REGIONAL DEVELOPMENT**

## for the direction 081100.62 «Public and municipal administration»for preparation of bachelor students

The author of the discipline is Carol Scott Leonard, Ph.D. in History (Russia), professor and chair of the kafedra of Regional Studies of the Department of public and municipal administration at NRU-HSE; cleonard@hse.ru

The study plan has been approved at the meeting of the Chair of Regional Studies

« 25 » October 2013

Head of the Chair Leonard C.S. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [signature]

Recommended by the section of УМС
«Public and municipal administration» «\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_ 2013

Chairman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [signature]

Approved by the SC of the Department of public and municipal administration

«\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_2013

Academic Secretary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [signature]

Moscow, 2013

*Present study plan cannot be used by other departments of the university and by other universities without permissions of the Chair – the owner of the study plan.*

**The application and the terms of reference**

This study plan establishes minimal requirements of knowledge and skills for students and describes thematic content and direction of academic activities and requirements for the students. The study plan is intended for leading instructors, class assistants and the students of the concentration “Management” 080500.62 during the third year of the bachelor degree program in public and municipal administration, that is, for those enrolled in the discipline of Regional Sustainable Development.

The study plan has been developed to meet the requirements of the following documents:

1. Federal educational standards for higher professional education for the concentration 080500 Public and municipal administration (qualification degree “bachelor”), approved by the order of the Ministry of Education of Russia #123, on February 15, 2010;
2. Working study plan for bachelor degree with concentration - 080500.62 of public administration and economics of public sector of the Department of public and municipal administration of NRU –HSE, approved in 2012.

**The goals of the discipline**

The goals of the discipline “Sustainable Regional Development” are to develop an understanding of and practical analytical skills useful for shaping and assessing public policy at the regional level. The aim is to provide third-year students with analytical and research competences in order to carry out managerial decision-making process. These competences will enable future public managers to use and develop reports, statistical analyses, prognoses and policy agendas for conceptual work or practical change, and to refine government programs in accordance with classical and recent theories of sustainable regional development. In the course of this discipline, third-year students will receive the following practical knowledge and skills: objectives and instruments of regional governance, interdisciplinary research skills, conceptual understanding of governance challenges in a federation, practical means of effective regional budgeting in a federation, technical and analytic skills for discovering and reporting on sectoral, demographic, thematic, and other regional-level governance concerns, assessment of regional investment potential, collection and use of regional geographic and economic data, incorporation innovative management in regional decision-making, and fostering public/private partnerships for sustainable development. As a result of successful completion of this discipline, students will be develop research projects in regional studies, incorporate theoretical models in regional analysis, develop regional budget plans and long-run prognostics for sustainability, and understand various perspectives, including that of regional stakeholders, for their incorporation into governance and administration at the regional level.

**Description of competences**

After finishing this discipline the students will develop the following competences:

To understand the challenges of regional governance;

To appreciate the importance of integrated market-preserving policies;

To use various instruments for developing and assessing regional projects;

To analyze and interpret statistical data for management of regional resources;

To apply theoretical approaches to regional policy and management decisions;

To understand the principles and contribute to the effectiveness of regional organizational performance.

**Description of knowledge and skills:**

* To know the principles, challenges and trade-offs essential in regional governance;
* To be able to identify key goals, sectors, constraints and opportunities for promoting regional investment;
* To use theoretical spatial modeling in regional prognosis and development of policy impact scenarios;
* To incorporate findings from different disciplines in regional policy and budget formation for sustainable development;
* To understand principles of budgeting and finance for sustainable development in regions;
* To access and update knowledge about innovative processes and products for regional management and governance;
* To understand the concepts of global importance in regulatory regimes for sustainable development;
* To identify and incorporate into research different kinds of regions in terms of scale, economic contribution to sustainable growth, and usefulness for accounting and long-run planning.

While mastering the discipline, students learn the following competences:

| Competence | Code from ФГОС/ НИУ | Descriptors – basic indicators of accomplishments  | Forms and methods of training that enable students to form the competences  |
| --- | --- | --- | --- |
| Understanding of the value and use of different types of regions  |  | Capable of explaining the diverse use of different regional entities for governance and accounting objectives  | Students are capable of selecting appropriate units of analysis and policy development  |
| Analyze the effectiveness of regional policies  |  | Capable of identifying sectors and stakeholders affected by regional policies  | Explanation of conceptual base for this analysis; game theoretic methods for practice  |
| Understand performance indicators for regional budget policy  |  | Capable of evaluating the potential and actual effects of policies and budget allocation decisions  | Experience in using statistical data for prognosis, scenario planning, and performance evaluation  |
| Understand region-specific challenges in Russia, including geographic and economic factors |  | Capable of distinguishing and presenting policies appropriate for different regional environments  | Experience in group presentation of policy plans and analytic reports for at least two regions in Russia |
| Familiarity with and use of data sources on Russia’s regions, competence in comparative analysis with regions of other countries  |  | Defines the dimension of challenges by region and capable of placing those challenges in a global perspective of regions elsewhere  | Develops a database and policy-relevant empirical support for a comparison of regional challenges in Russia and the EU and US  |
| Capable of using spatial analytic tools for modeling the potential and real impact of policies in the spheres of transportation, agglomeration, migration and inter and intra-regional trade  |  | Capable of outlining the problems and benefits of policy planning for projects in various spheres of regional planning  | Database training on Russian data by sector and issue relevant to at least two different economic regions of Russia  |
| Identifies key challenges and constraints for investors in regions by sector  |  | Theoretical understanding of diverse available tax and other incentives and practical regulatory design for effective investment policies  | Prepares regional investment strategy (one region) based on empirical research and modeling of alternatives  |
| Understands the role of technological innovation in sustainable regional development  |  | Comparison of economic and welfare consequences for regions of different innovation strategies  | Chooses appropriate policies for different regions and compares outcomes among regions  |
| Understands welfare implications of diverse strategies of tax and expenditure  |  | Knows how to incorporate demographic and socio-economic indicators into regional prognoses | Students assess socio-economic indicators for spatial policy planning  |

**The place of the discipline within the structure of the department study plan**

This discipline forms a part of the state and regional administrative instruction foundation and prepares students of the third year of bachelor’s degree to master theoretical and practical instruments and competences for research and practical applications. The significance of this discipline for the department is that it provides students with understanding and skills to use current methods and analytic frameworks for planning regional policy and conducting empirical research for diploma thesis.

In order to successfully master this discipline, students must have the following knowledge and skills:

* To be able adequately to formulate the goals of regional administration;
* To build a plan to evaluate the results of government activities;
* To identify, locate, and independently evaluate pertinent literature in English and Russian languages;
* To build a multi-faceted and multi-disciplinary plan for the development of regions;
* To assess the performance of regional budgets;
* To contribute to policies and management projects for improved welfare and regional growth.

For the concentrations of the chairs of public administration and economics of public sector at the Department of public and municipal administration, this discipline qualifies as the discipline by choice.

The concepts and practical experience provided in the discipline emerge from the staged level of study within the kafedra and incorporate broad principles and skills important for policy development and public administration. They advance the collection of data and analytics skills and knowledge of reading and sources for regional studies ensuring that students who complete this course will be able to excel in a future career and to write a qualification diploma using these perspectives.

As regional administration improves in Russia, in part by acquisition of international knowledge about experiences elsewhere and in part by understand own laws, regulations and federal objectives, the study of effective formation and realization of government policies and strategies requires professionals to master a broad range of concepts and techniques emerging, especially, from traditions of spatial modeling and statistics. The importance of planning, modeling and providing excellent prognoses of programs is the foundation for rational decision making in the regions.

Upon the completion of the discipline “Sustainable Regional Development”, students of the 3rd year of study should be able to assist in regional planning, advise on and carry out regional analytic strategies, prepare a regional budget, estimate the impact of innovation and new technologies on the administration and economic prognosis of various regions of Russia, and understand the principles of sustainable development from a regional and global perspective. They should be able to develop an investment plan for a region, based on understandings derived from their own conceptual understaning and empirical research.

Students should be able to:

* Know current understandings about regional governance, regional identity, and the role of different kinds of regions in economic development;
* Formulate goals and objectives for regional policy-makers and managers of regional public/private partnerships and other programs by sector and by theme;
* Know the challenges and trade-offs in regional policy;
* Use ethical standards of research and conduct statistical and other surveys for illustration and analysis of policy;
* Formulate research questions, identify the location of appropriate empirical collections, and draft sample budgetary proposals;
* Present their ideas and research results to an academic and policy audience;

**THEMATIC PLAN OF THE DISCIPLINE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Name of Theme  | Total Hours  | Auditorium Hours | Independent Work |
| Lectures | Seminars |
| 11 | Basic concepts and theories of the course  | 9 | 2 | - | 7 |
| 22 | Sustainable Regional Development: Spatial Concepts and Method  | 11 | 2 | 2 | 7 |
| 33 | Identifying Regions and their Contribution to Growth  | 9 | 2 | - | 7 |
| 44 | Financing Social Obligations in multi-level governance  | 14 | 4 | 2 | 8 |
| 55 | Analysis and Scenario-building for Sustainable Regional Development  | 11 | 2 | - | 7 |
| 6 | Mid-Term Examination | 2 | - | 2 | - |
| 77 | Investment strategy for sustainable regional development  | 14 | 4 | 2 | 8 |
| 88 | IT and Networking for sustainable regional development  | 11 | 2 | 2 | 7 |
| 99 | Private/public partnering for sustainable regional development | 9 | 2 | - | 7 |
| 910 | Place Branding for Russia's Regions  | 11 | 2 | 2 | 7 |
| 111 | Innovative Regions: Case studies and economic analysis  | 11 | 2 | 2 | 7 |
| 112 | Regional programs for sustainable development: Policy instruments for Russia’s regions  | 14 | 4 | 2 | 8 |
| 113 | Finance and Credit in Sustainable Regional Strategies  | 11 | 2 | 2 | 7 |
| 114 | Managing the Regional Development Process: The Outcome Orientation  | 9 | 2 | - | 7 |
| **Total:** | **144****-2** | **32****-4** | **18** | **94** |

**Forms of mid-term and final examinations for students**

|  |  |  |  |
| --- | --- | --- | --- |
| Type of examination | Forms of examination | 3-rd year | Parameters |
| 3 | 4 |  |
| Ongoing  | Test  | + |  | 10 written assignments - **30%**;  |
| Homework |  | + |  |
| Final exam | Written examination |  | + | 2 written individual assignments - **30%.** |

## Evaluation criteria of knowledge and competences

Each of the mark is graded on ten-point scale.

The mark of running control (M running control) consists of the arithmetical mean of scores for test and for homework (M homework):

**M running control = k1 \* M test + k2 \* M homework,**

**where k1 = 0,5, k2 = 0,5**

The mark of classwork (M classwork) reflects the activity of the students at the seminars. Cumulative score (M cumulative) is the sum of scores for running control, for the classwork (M classwork) and score for the independent work (M independent work), there is the formula for cumulative mark:

**M cumulative = n1 \* M running control + n2 \* M classwork + n3 \* M independent work,**

**where n1 = 0,5, n2 = 0,4, n3 = 0,1**

Teacher assign the marks for independent work accordant with following  criterias: the number of learned sources of literature and web sites for the development of knowledges for discipline; the activity of the student at the seminars.

The resulting mark (M resulting) for the discipline consists of  the arithmetic mean of the examination mark (M exam.) and cumulative mark (M cumulative):

**M resulting = p1 \* M exam. + P2 \* M cumulative,**

**where p1 = 0,5, p2 = 0,5**

The rounding procedure is arithmetical.

During the second Repeating an examination Commission does not consider cumulative assessment results when placing the resulting estimates , in accordance with paragraph 65 of the Regulation on the organization of knowledge control ( protocol approved by the Academic Council of the HSE 24.06.2011 № 26).

Repeating an examination carried out in writing , in accordance with paragraphs 62 and 66 of the Regulation on the organization of knowledge control ( protocol approved by the Academic Council of the HSE 24.06.2011 № 26).

**THE CONTENT OF THE DISCIPLINE AND READINGS**

**SUSTAINABLE REGIONAL DEVELOPMENT**

The purpose of this discipline is to teach students to analyze regional policy and the environment and conditions in which it is made, to develop long-run prognoses and scenarios, to assess outcomes of regional policies and to understand the role of programs within larger policies. The instructor builds this program on the assumption that students of the 43h year have basic knowledge of research process, a good understanding of the principles of public policy, statistical methods and data compilation, and familiarity with the geographic and economic development of Russia. It combines a development of theoretical and practical approaches to regional policy with exercises and assignments that require skills and competences in management of regional budgets, policy approaches, and the large range of interdisciplinary concerns that regional managers have.

Activities in class consist of a lecture, practical exercises and discussion of issues and assignments. Independent work of students takes 6-8 hours out of the classroom and consists of readings assigned literature and performing practical assignments.

**Theme 1. “ Basic Concepts and Theories of the Course.”**

This lecture introduces the issues covered in the course: identifying the concept of sustainable regional development, policy planning for sustainable regional development, long-run budgeting challenges of fiscal equalization and growth, disciplinary overlap of economic geography and geography, conceptual frameworks of agglomeration economies; model-building for regional planning; the role of technology in contributing to sustainable regional development; regional governance strategies for the attraction of investment. Class goals: Students select and discuss research topics for their qualification thesis (ВКР), define the significance of their study, and start formulating research questions.

*Class assignment 1* – each student will discuss aspects of regional policy of particular intrest in small groups.

*Class assignment 2* –(as in the social science research methods class), each student will personally engage in the topic and write down a theme for future research, or two potential topics for practical experience in the field of public administration and regional studies.

**Required readings:**

1. Colombo, A. 2012. *Subsidiarity governance: theoretical and empirical models*. New York: Palgrave Macmillan.
2. Danson, M. 1997. *Regional governance and economic development,*London, Pion.
3. OECD. 1997. *Regional Competitiveness and Skills*. Paris: OECD Publishing.

**Additional reading:**

B Федеральные законы; Порядок разработки и реализации федеральных целевых программ и межгосударственных целевых програм. Сборник законов РФ, 2000;

**Theme 2. Sustainable Regional Development: Spatial Concepts and Method**

This lecture concerns sustainability in its broad outlines and in regard to spatial considerations. It identifies challenges that can occur for government programs in resource-intensive production in regions of mineral resource abundance, and discusses market-preserving policies that can help ease these challenges with community involvement, stakeholder participation and labor market adjustments. It also emphasizes the importance of statistical applicatioins that model regional developments, and this statistical component of the lecture will be the subject of seminars and assignments.

*Class assignment 1*: Students discuss input (data) necessary for developing a spatial model of agglomeration economies for Russia’s regions.

*Class assignment 2*: Describe the impact of sectoral development in Russia with regard to regions particularly affected: which regions are most affected and how, by which sectors. What are the policy implications?

**Required readings:**

1. Colombo, A. 2012. *Subsidiarity governance: theoretical and empirical models*. New York: Palgrave Macmillan.
2. OECD. 2008. Regions Matter: Economic Recovery, Innovation and Sustainable Growth

**Additional readings:**

1. Stubbs, M. (2008). "Natural green space and planning policy: Devising a model for its delivery in regional spatial strategies." Landscape Research 33(1): 119-139.
2. Лычкина Н.Н. (1999) Системы принятия решений в задачах социально-экономического развития регионов // Компьюлог. 2,32:11-18.

**Theme 3. Identifying Regions and their Contribution to Growth**

This lecture is about the roles of regions of various sizes and scales. It covers challenges for advanced countries in persisting cross-regional inequalities, competitiveness of individual regions and how to build regional resilience, It discusses particular regional issues, such as rural/urban differentiation and migration of skilled labor. With emphasis on regional government in the BRICS, the lecture also covers key problems in competitiveness in general, stimulating unban prosperity and sustainability, easing regulatory policy during industrial policy spurts, human capital development, measurement of performance, and supporting regional innovation.

**Class goals:**

*Class assignment* 1: Divide the Russian Federation hypothetically into NUTS scaled regions.

*Class assignment 2*: Compare and contrast the usefulness of examining Russia’s regional breakdown at the level of okrugi, economic regions, and administrative “regions”.

***Graded home assignment* :** Students will write a paper defining the empirical base used for assessing policy initiatives as required by how a region is defined.. mini, meso and macro scale regions.

**Required readings:**

1. Myrdal, G. (1957). Economic theory and under-developed regions. London, G. Duckworth.

2) Гранберг, А. Г. (2004) *Охновы региональной экономики*. ГУ ВШЭ .

3) В. Г. Глушкова, О. Б. Хорева, Региональнаш економика, М 2013.

4) Bradshaw, M. J. (2010). A new economic geography of Russia. London, RoutledgeCurzon.

**Sources**

1. <http://epp.eurostat.ec.europa.eu/portal/page/portal/nuts_nomenclature/introduction>
2. <http://atlas.socpol.ru/>
3. <http://www/minregion.ru/activities/territorial_planning>

**Additional readings/websites for consultation:**

1. Markusen, A. 1999 Fuzzy concepts, scanty evidence, policy distance: the case for rigour and policy relevance in critical regional studies. *Regional studies*, 33 (9): 869-884.

**Theme 4. Policies for human capital improvement in Russia's regions**

This lecture focus on a topic of intense current interest in scholarship, the role of human capital in development and growth; it asesses the importance for regional development of efforts to improve human capital, and how this improvement is assessed statistically for Russia.

**Class goals:**

*Class Assignment 1:* Students must compare three regions, Leningrad, Tatarstan and Krasnodar, in terms of public investment in human capital (education, labor market, skills) and outcomes in the three areas.

*Class assignment 2:* Students must argue in team assignments which requires more funding and more policy emphasis in “transition” circumstances (transformation from communism to the market economy) in Russia and Central and Eastern European regions: infrastructure investment, human capital or the business environment.

**Required readings**:

1) OECD *Promoting Growth in All Regions* (2012).

2) В.Е. Чистякова «Влиание образования на экономический рост и социальное равитие региона»», (2009)*,* [*Voprosy statistiki*](http://udbstat.eastview.com/catalog/edition.jsp?id=4480&uid=22), 6 (June).

3) Koritskii, A. V. (2007). "Human capital: assessing its impact on incomes of the population in Russian regions." *Region* (4): 109-125.

**Additional readings:**

1. Castello-Climent, A. (2010). Channels through Which Human Capital Inequality Influences Economic Growth. Journal of Human Capital, 4, 394-450.

**Theme 5.** Analysis and Scenario-building for Sustainable Regional Development

This lecture examines the basis for the development of regional strategies, the data that is used, the choice of sectors and projects for development, the goals of regional development, the alternative policies that might have been chosen. There is methodological emphasis in the lecture and seminars on procedures for scenario construction and the use of different variables and factors of growth, including sustainable options.

**Class goals:** Understand the variety of factors that might affect scenarios, including the “chance” factor, impact of macroeconomic policy, geographic factors, and the business environment.

*Class Assignments 1* – Supply the categories of factors that should be included in any scenario.

*Class Assignment 2 –* Select an “economic” region of the Russian Federation and a time scale (5, 10 or 30 years) and build a scenario for development of the region.

**Required literature:**

1. Гранберг, А. Г. (2004) *Охновы региональной экономики*. ГУ ВШЭ .
2. OECD. 2008. Regions Matter: Economic Recovery, Innovation and Sustainable Growth
3. Stimson, R. J., et al. (2006). Regional economic development : analysis and planning strategy. Berlin, Springer.

**Supplementary literature:**

1. Концепция, технология и инструменты формирования управленческих решений в социально-экономической и технологической сферах субъектов Российской Федерации. Сборник материалов Проблемной рабочей группы по прогнозированию и стратегическому планированию социально-экономического развития российских регионов. (2005) Москва, Совет Федерации Федерального Собрания Российской Федерации.
2. *Боумен К.* Стратегия на практике. — СПб.: Питер, 2003.

**Theme 6. Investment strategy for sustainable regional development**

This lecture concerns regional governance challenges in attracting investment; the investment decision by firms; locational advantage; agglomeration benefits and costs; historical factors in regional investment, regional institutions for investment; government contracting in regions with mineral resource endowments; investments for long term resilience.

Class goals: Students identify main concepts in their research, give operational definitions of the concepts, and develop ideas about measurements. They translate concepts into variables and hypothesize the relationships between the variables.

*Class assignment 1:* define the concepts and measurements in given examples. Identify reliability and validity issues in given examples.

*Class assignment 2:* define dependent and independent variables in a given research, identify potential relationship between the variables.

**Required readings:**

1. Dunning, J. H. (1998) Location and the multinational enterprise: a neglected factor?, *Journal of International Business Studies* 29(1), 45–66.
2. Глумов Е. Получение средств Инвестиционного фонда РФ: правовые новации и риски // *Корпоративный юрист*. Приложение. 2008. № 10.
3. Zimine, D. (2010). "Promoting Investment in Russia's Regions." *Eurasian Geography and Economics* 51(5): 653-668.
4. Suwala, L (2013) Multinationals and Economic Geography: Location, Technology and Innovation *Regional Studies*, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1377-1379

**Additional literature:**

1. CEFIR (2006). Analytical Report on Growth and Investment in Russia's Regions: "Unleashing the Potential". *CEFIR Policy Series*. Moscow, CEFIR.
2. Hanson, P. (2010). "Russia's Inward and Outward Foreign Direct Investment: Insights into the
3. Пресс, 2008. С.694; Громыко И., Зусман Е. Инвестиционный фонд: новые возможности для

регионов // *Корпоративный юрист*. Приложение. 2008. № 10.

1. Васюхнова А., Лысак О. Заявка в Инвестиционный фонд РФ: шаг за шагом // Корпоративный *юрист*. Приложение. 2008. № 10.
2. *Эксперт.* 2008. № 27 (616).

**Theme 7. IT and Networking for sustainable regional development**

This lecture is about the present and potential benefits and costs of the expansion of IT in regional governance and regional development. It concerns in detail, the following issues: patterns in IT development linking regions of the EU and US; international networking for regions; private public partnerships for networking and regional development; network analysis for regional development; statistical methods in network analysis; measuring IT adaptability and effects by performance and satisfaction surveys.

Class goals: Students should gain a good understanding of the importance of networks and IT for policy planning.

*Class assignment 1* – Students should examine network infrastructure in leading and lagging regions and compare this with other growth factors for regions to consider in policy planning.

*Class assignment 2* – Students should form several teams in class to devise network strategies for several sectors of the economy.

**Required readings:**

1. *Емельянов С. В., Олейник А. Г., Попков Ю. С., Путилов В. А.* (2004). *Информационные технологии регионального управления*. М.: Едиториал УРСС.
2. *Горохов А. В., Олейник А. Г.* (2006) Использование методов системной динамики в мультиагентных моделях // *Информационные технологии в региональном развитии. Апатиты*, Вып. VI. C. 20–24.
3. Олейник А.Г., Олейник А.А., Пронин С.А. (2003) Информационная поддержка управленческих решений в области производства минеральных удобрений // *Информационные технологии в региональном развитии. - Апатиты*,- Вып.III. - C.11-17.

**Additional readings:**

1. Suwala, L (2013) Multinationals and Economic Geography: Location, Technology and Innovation *Regional Studies*, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1377-1379

**Theme 8.** **Private/public partnering for sustainable regional development**

This lecture addresses global and Russian issues in the development of private/public partnerships for sustainability at the regional level. Among those issues, the key challenges covered in this lecture are: organizing regional government for partnerships: institutional development; global experience in regional public/private partnerships; project suitable for joint development; long run effects of private/public partnerships (cultural, institutional, and developmental); the concept of learning-by-doing in innovative partnerships; Science, universities and regional partnerships; enabling technologies in public/private partnerships; labor force implications for public/private partnerships.

**Class goal:** Foster understanding the value of stakeholder cooperation in financing projects and knowledge about global and Russian experience in public private partnerships.

*Class assignment –* Identify three public private partnerships in Russia, describe the regulations that constraint/permit their activity, evaluate their achievement thus far.

***Graded Home assignment*** – Students choose for a case study a public/private partnership or a particular innovative cluster and show its progress from concept to realization to effect, explaining with empirical research the effects.

**Required readings:**

1. Allen, R. (2012). "International Handbook on Public-Private Partnerships." *Governance-an International Journal of Policy Administration and Institutions* **25**(3): 521-523.
2. Grossman, S. A. (2012). "Public-Private Partnerships Introduction: The Emerging Role of Partnership Governance (Ii)." *Public Performance & Management Review* **36**(2): 183-186.
3. Варнавский В.Г. (2008) Практика государственно-частного партнерства в России: достижения и проблемы // Государственное управление в XXI веке: традиции и инновации: 6-ая ежегодная международная конференция факультета государственного управления МГУ имени М.В. Ломоносова
4. Перегудов С.П., Семененко И.С. Корпоративное гражданство: концепции, мировая практика и российские реалии. – М.: Прогресс-Традиция, 2008.
5. Игнатюк Н. Государственно-частное партнерство в России // Право и экономика. 2006. № 8.

**Sources**

1. Российское законодательство о государственно-частном партнерстве. Материал к круглому столу в Институте законодательства и сравнительного правоведения при Правительстве РФ (21.05.2008).

**Supplementary readings:**

1. Chasey, A. D., et al. (2012). "Comparison of Public-Private Partnerships and Traditional Procurement Methods in North American Highway Construction." *Transportation Research* (2268): 26-32.
2. Iossa, E. and D. Martimort (2012). "Risk allocation and the costs and benefits of public--private partnerships." Rand Journal of Economics 43(3): 442-474.
3. Hudson, C. (2006). "Regional development partnerships in Sweden: A way for higher education institutions to develop their role in the processes of regional governance?" Higher Education 51(3): 387-410.
4. Pomeroy, R. and F. Douvere (2008). "The engagement of stakeholders in the marine spatial planning process." *Marine Policy* 32(5): 816-822.
5. Resor, R. R. and N. Tuszynski (2012). "Public-Private Partnerships When Are They Appropriate for Transportation Infrastructure?" Transportation Research Record(2288): 40-47.
6. Velotti, L., et al. (2012). "Public-Private Partnerships and Network Governance What Are the Challenges?" *Public Performance & Management Review* 36(2): 340-365.

**Theme 9. Place Branding for Russia's Regions**

The lecture is devoted to the problem of regional image formation. Using a variety of approaches, students will examine the concepts of image and brand of the region and principles of developing and promoting a region’s brand. Also the lecture is devoted to the description of Influence of the image on the investment appeal and competitiveness of the region and the role of brands in solving economic and social problems. An analysis of international experience and best practice for regional imaging will be provide. In seminars, students will practice in evaluation of the effectiveness of image activity in Russian regions.

**Class goals:**

*Class assignment 1*: students will discus brands of regions in Russia.

*Class assignment 2:* students will discuss for comparison regions in other countries with in the EU, where regions also have established brands.

**Graded Home assignment:** With instructions on methods, the students will design and show the usefulness and pontential profit for a region in developing a brand image.

**Required readings:**

Aaker, D. (1996) *Building Strong Brands.* New York.

Govers, R. (2010).  *Place branding.*

Брэндинг территорий. *Лучшие мировые практики* (2013). М.: Манн, Иванов и Фербер.

Визгалов Д. (2011) *Бренд*и*нг города.* М: Фонд "Институт экономики города".

Мазилкина Е.И. (2011) *Брендинг. Учебно-практическое пособие*. М.

**Additional readings:**

1. Advisory Council of the Environment. Brand Hong Kong, Review, ACE Paper, 20/2008.
2. *International Place Branding Year book,* Vol.2010-2012.
3. Dooley, G. and Bowie, D. Place brand architecture: Strategic management of the brand portfolio, *Place branding,* Vol.1, No.4, pp.402-419.

**Theme 10. Innovative Regions: Proximity and economic analysis**

This lecture combines the methodological approach of case studies for illustrative purposes with the objective of identifying and analyzing innovative potential of regions. It shows how examining a single region for its innovative potential can be put in a broader context for quantitative study of a large database, and it discusses innovation in depth with examples from selected regions in Russia and the EU.

**Class goals:**

*Class assignment 1:* Students are required to identify empirical work necessary for case studies and build a design of a case study.

*Class assignment 2:* Students should select a case study from the area of their interest and future research on their thesis and describe how it is important, what it would show and what it would not accomplish in a research task.

**Required readings:**

1. Boschma R. A. (2005) Proximity and innovation: a critical assessment, *Regional Studies39*, 61-74.
2. Saxenian, A. (1994) *Regional Advantage*. Cambridge : Harvard University Press
3. Keirat, T. and Y Lung “Innovation and Proximity” (1999) *European Urban and Regional Studies*, 6, 1: 27-38.
4. Айрапетян М.С. Зарубежный опыт использования государственно-частного партнерства // Государственная власть и местное самоуправление. 2009. № 2.

**Sources (innovation statistics by Russian region)**

1. <http://www.hse.ru/primarydata/rir2012>

**Additional readings:**

1. Breda-Vazquez, I. and C. Oliveira (2008). "Coalition-building in Portuguese spatial planning: Is there a southern European context?" *European Planning Studies* 16(6): 761-784.
2. Le Heron, Richard (2013). Political Projects, Changing Urban–Rural Relations and Mediating Investment: Insights from Exploring Dairying and Auckland's Spatial Planning in New Zealand.*Regional Studies*, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1191-1205.

**Theme 11. Regional programs for sustainable development: Policy instruments for Russia’s regions**

The lecture is devoted to the description of current methodological approaches and practices in regional program development in the Russian Federation. These programs include the main tool for implementation of long-term strategies for sustainable socio-economic development of the regions. The lecture cover the objectives of such regional programs and how they are implemented in regions. The focus is on key relationships in strategic and program goals and indicators, an analysis of structure and content of programs, classification of programmatic actions in achieving the set goals. Finally, global and Russian experience in these program-target areas is compared.

**Class goals:** Students will acquire knowledge of the budget process, how programs are conceived and evaluated and how they related to long run strategies

*Class assignment 1:* Students will identify two or three programs from the State Program (see readings below) and in groups, estimate what these programs will accomplish, explaining their answer.

*Class assignment 2:* Students will identify and describe international programs to develop particular sectors.

***Graded Home assignment*** – Students will develop a program for the advancement of an industrial sector, arguing why it is important, how long it will take to be realized and by what indicators its realization should be evaluated. They should also identify potential spillovers within the region and to other regions from support measures.

**Required readings:**

1. Бюджетный кодекс РФ
2. Государственная программа Российской Федерации «Региональная политика и федеративные отношения» на 2013-2020 годы. (Утверждена Распоряжением Правительства Российской Федерации от 26 марта 2013 г. №435-р)
3. Соколов И., Тищенко Т., Хрусталев А. (2013) Программно-целевое управление бюджетом.М.: Дело.
4. RUSSIA Reshaping Economic Geography Report No. XXXXXX-RU )(2011) Document of the World Bank.

**Additional readings:**

1) Шубина Л.В. (2012) Организация исполнения бюджета (новации в бюджетном процессе). М.

2) С.Н. Бобылев (2007) *Индикаторы устойчивого развития: региональное измерение. Пособие по региональной экологической политике*. М.: Акрополь, ЦЭПР.

3) Стратегический план устойчивого развития города Астаны до 2030г.

**Theme 12. Finance and Credit in Sustainable Regional Strategies**

This lecture addresses regional financial markets and their important role in government assessments of regional risk and inequality. Some econometric modeling of the impact of fiscal policy on regions will be introduced. Also important are the resources available in regions for the development of financial markets. Although the common assumption is that money is exogenouos in regional models, the literature shows that it is important, nevertheless to understand it as a factor in growth. The role of monetary forces in regional economic activity leads to emphasis on risk, both on the demand (probability of regional credit availability) and the supply (risk of bank failure) sides. It is important therefore to include in regional analylsis the issue of resources for regional credit markets and regional credit availability.

**Class goals:** Understand the importance of assessing financial stability and potential growth.

*Class assignment 1:* Compare three regions in terms of their financial competitiveness, commercial banking, performing loan rate.

*Class assignment 2:* Identify the key factors in fiscal policy that affect regional sustainable growth.

**Required readings:**

1. Roberts, R and Fishkind, H (1979) The role of monetary forces in regional economic activity: an econometric simulation analysis, *Journal of Regional Science*, 19: 15-29.
2. Porteous, D. (1995) The Geography of Finance: Spatial Dimensions of Intermediary Behaviour. Avebury: Aldershot.

# Бушмарин И.В. (2004).  Региональный рынок. // *Общество и эконом*ика. 1

# *Региональный рынок* (2008) Под ред. С.Ф. Сутырина, В.Н. Харламовой. СПб..

# *Региональный рынок России*. / Под ред. В.Е. Рыбалкина. - М.: Феникс, 2009.

**Additional readings:**

1. Mathur, V. K. And Stein, S. (1983) Regional impact of monetary and fiscal policy: a reply, *Journal of Regional Science*, 23: 263-65.
2. Kozlowski, P. J. (1991) Integrating money into regional models of leading indicators, *Review of Regional Studies* 21: 235-48.
3. Kannan, R. (1987) Banking development and regional disparities, *Indian Economic Journal*, 35: 58-76.
4. Greenwald, B., A. Levinson, and J. Stiglitz (1993). Capital market imperfections and regional economic development, in Giovannini, A. (Ed) *Finance and Development: Issues and Experience*. Cambridge University Press, Cambridge.
5. Dow, S. C. (1990) *Financial Markets and Regional Economic Development: The Canadian Experience.* Avebury, Aldershot
6. Blake, N. (1995) The regional implication of macroeconomic policy, Oxford Economic Papers, 11: 145-64.

**Sources**

1. [www.cbr.ru](http://www.cbr.ru)
2. [www.expert.ru](http://www.expert.ru)
3. [www.bankir.ru](http://www.bankir.ru)
4. [www.gks.ru](http://www.gks.ru)

**Theme 13. Managing the Regional Development Process: The Outcome Orientation**

This lecture, the final one in the discipline, is about the orientation of regional planning toward outcomes rather than outputs or inputs. In this sense, it concerns the estiimation of impact of policies and budgets on welfare, education, health and labor markets and the importance of considering interaction effects among these areas of support. It aims to focus on the inputs possible to obtain from social groups, stakeholders and other regional interests, along with bridge-making to municiple and federal policy-making groups for the sharing of objectives in terms of outcomes.

**Class goals:** The class is required to understand how regional competitiveness is an integrated process.

*Class assignment 1:* Students will identify from Porter’s main classifications the way that selected regions are making policies toward competitive outcomes.

*Class assignment 2:* Students will identify the leading regions and specify how outcomes-objectives might usefully change in the future.

**Required readings:**

1. Портер М. Конкуренция. -М.: Изд.дом."Вильямс", пер. с англ., 2000
2. <http://web.undp.org/evaluation/documents/Evaluation-Policy.pdf>

**Additional readings:**

1. Storper, Michael. 1997. The Regional World: Territorial Development in a Global
2. Economy. New York: Guilford.
3. Sayer, Andrew, and Richard Walker. 1991. The New Social Economy. Oxford: Blackwell.
4. Lauria, M and R Whelan. 1995. Planning theory and political economy: the need for reintegration. *Planning Theory* 14: 8-33.
5. Innes, J and D. Booher (1999). Consensus Building and Complex Adaptive Systems: A framework for evaluating collaborative planning, *Journal of the American Planning Association*, 65, 4: 412-23.

**EDUCATIONAL TECHNOLOGIES**

Students master theories and practice of spatial understanding, use standard instruments for data collection and analysis, develop research topics, and evaluate spending instruments for effectiveness in producing regional growth and advancement.

1. Students attend lectures on topics in Regional Studies, evaluate the methods advised for doing research on regions.
2. Students develop policy analysis and proposals, and they assess by statistical methods strategies for long-run sustainable development.
3. Students perform practical assignments to master the concepts and develop practical instruments for regional analysis.

The instructor of the course retains the right to change or add literature with the advance notice to students. Required literature will be made available through the LMS system.

Behavior and participation

Attendance and late arrival

1. All students are required to attend lectures. The instructor will check attendance regularly, yet attendance will not be graded. However, the participation in practical exercises will be graded (see page 6).
2. Late arrival is not allowed. Those who come late will not get permission to enter a classroom after the lecture begins. The absence from the practical work will affect participation grades of the absent students. Rules of participation and group work
3. To facilitate communication and discussions, students will receive the “glossary of terms”, which contains all essential words and expressions.
4. Every student will have a chance to speak up in class. When you read your home readings, prepare questions for class discussions at home.
5. All students will work in groups. Group leaders will rotate to lead discussions.
6. Productive discussions depend on polite and proactive participation. Participation will be graded.

**Evaluation of students’ progress and of final assignments**

The grading system for the discipline: The final grade is formed by adding up assessments of the following components: active participation in class discussions, five written assignments on specified topics, final paper – each student’s research plan for his or her thesis, and presentation of a research plan (research program) in class.

**Informational, educational, and methodological support of the discipline**

**Magazines:**

*Journal of Regional Studies,* *Эксперт.ru, Planning Theory, Review of Regional Studies, Общество и эконом*ика, *Indian Economic Journal*, *European Planning Studies, European Urban and Regional Studies, International Journal of Policy Administration and Institutions* *Public Performance & Management Review,*  *Право и экономика*

## REQUIRED READINGS

1. Aaker, D. (1996) *Building Strong Brands.* New York.
2. Айрапетян М.С. Зарубежный опыт использования государственно-частного партнерства // Государственная власть и местное самоуправление. 2009. № 2.
3. Allen, R. (2012). "International Handbook on Public-Private Partnerships." *Governance-an International Journal of Policy Administration and Institutions* 25(3): 521-523.
4. Boschma R. A. (2005) Proximity and innovation: a critical assessment, *Regional Studies39*, 61-74.
5. Bradshaw, M. J. (2010). A new economic geography of Russia. London, RoutledgeCurzon.
6. Брэндинг территорий. *Лучшие мировые практики* (2013). М.: Манн, Иванов и Фербер.

# Бушмарин И.В. (2004).  Региональный рынок. // *Общество и эконом*ика. 1

# *Региональный рынок* (2008) Под ред. С.Ф. Сутырина, В.Н. Харламовой. СПб..

# *Региональный рынок России*. / Под ред. В.Е. Рыбалкина. - М.: Феникс, 2009.

1. В.Е. Чистякова «Влиание образования на экономический рост и социальное равитие региона»», (2009)*,* [*Voprosy statistiki*](http://udbstat.eastview.com/catalog/edition.jsp?id=4480&uid=22), 6 (June).
2. Colombo, A. 2012. *Subsidiarity governance: theoretical and empirical models*. New York: Palgrave Macmillan.
3. Danson, M. 1997. *Regional governance and economic development,*London, Pion.
4. Dunning, J. H. (1998) Location and the multinational enterprise: a neglected factor?, *Journal of International Business Studies* 29(1), 45–66.
5. Емельянов С. В., Олейник А. Г., Попков Ю. С., Путилов В. А*.* (2004). *Информационные технологии регионального управления*. М.: Едиториал УРСС.
6. Глумов Е. Получение средств Инвестиционного фонда РФ: правовые новации и риски // *Корпоративный юрист*. Приложение. 2008. № 10.
7. В. Г. Глушкова, О. Б. Хорева, Региональнаш економика, М 2013.
8. Горохов А. В., Олейник А. Г. (2006) Использование методов системной динамики в мультиагентных моделях // *Информационные технологии в региональном развитии. Апатиты*, Вып. VI. C. 20–24.
9. Govers, R. (2010).  *Place branding.*
10. Гранберг, А. Г. (2004) *Охновы региональной экономики*. ГУ ВШЭ .
11. Grossman, S. A. (2012). "Public-Private Partnerships Introduction: The Emerging Role of Partnership Governance (Ii)." *Public Performance & Management Review* 36(2): 183-186.
12. Игнатюк Н. Государственно-частное партнерство в России // Право и экономика. 2006. № 8.
13. Keirat, T. and Y Lung “Innovation and Proximity” (1999) *European Urban and Regional Studies*, 6, 1: 27-38.
14. Koritskii, A. V. (2007). "Human capital: assessing its impact on incomes of the population in Russian regions." *Region* (4): 109-125.
15. Мазилкина Е.И. (2011) *Брендинг. Учебно-практическое пособие*. М.
16. Myrdal, G. (1957). Economic theory and under-developed regions. London, G. Duckworth.
17. OECD. (2012) *Promoting Growth in All Regions*.
18. OECD. (1997). *Regional Competitiveness and Skills*. Paris: OECD Publishing.
19. OECD. (2008). Regions Matter: Economic Recovery, Innovation and Sustainable Growth
20. Олейник А.Г., Олейник А.А., Пронин С.А. (2003) Информационная поддержка управленческих решений в области производства минеральных удобрений // *Информационные технологии в региональном развитии. - Апатиты*,- Вып.III. - C.11-17.
21. Перегудов С.П., Семененко И.С. Корпоративное гражданство: концепции, мировая практика и российские реалии. – М.: Прогресс-Традиция, 2008.
22. Портер М. Конкуренция. -М.: Изд.дом."Вильямс", пер. с англ., 2000
23. Porteous, D. (1995) The Geography of Finance: Spatial Dimensions of Intermediary Behaviour. Avebury: Aldershot.
24. Roberts, R and Fishkind, H (1979) The role of monetary forces in regional economic activity: an econometric simulation analysis, *Journal of Regional Science*, 19: 15-29.
25. RUSSIA Reshaping Economic Geography Report No. XXXXXX-RU )(2011) Document of the World Bank.
26. Saxenian, A. (1994) *Regional Advantage*. Cambridge : Harvard University Press
27. Соколов И., Тищенко Т., Хрусталев А. (2013) Программно-целевое управление бюджетом.М.: Дело.
28. Stimson, R. J., et al. (2006). Regional economic development : analysis and planning strategy. Berlin, Springer.
29. Suwala, L (2013) Multinationals and Economic Geography: Location, Technology and Innovation Regional Studies, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1377-1379
30. <http://www.undp.org/eo/documents/Evaluation-Policy.pdf>.
31. Варнавский В.Г. (2008) Практика государственно-частного партнерства в России: достижения и проблемы // Государственное управление в XXI веке: традиции и инновации: 6-ая ежегодная международная конференция факультета государственного управления МГУ имени М.В. Ломоносова
32. Визгалов Д. (2011) *Бренд*и*нг города.* М: Фонд "Институт экономики города".
33. Zimine, D. (2010)."Promoting Investment in Russia's Regions." *Eurasian Geography and Economics* 51(5): 653-668.

**ADDITIONAL READING**

1. Advisory Council of the Environment. Brand Hong Kong, Review, ACE Paper, 20/2008.
2. *International Place Branding Year book,* Vol.2010-2012.
3. *Боумен К.* Стратегия на практике. — СПб.: Питер, 2003.
4. Blake, N. (1995) The regional implication of macroeconomic policy, Oxford Economic Papers, 11: 145-64.
5. С.Н. Бобылев (2007) *Индикаторы устойчивого развития: региональное измерение. Пособие по региональной экологической политике*. М.: Акрополь, ЦЭПР.
6. Breda-Vazquez, I. and C. Oliveira (2008). "Coalition-building in Portuguese spatial planning: Is there a southern European context?" *European Planning Studies* 16(6): 761-784.
7. Castello-Climent, A. (2010). Channels through Which Human Capital Inequality Influences Economic Growth. *Journal of Human Capital,* 4, 394-450.
8. Chasey, A. D., et al. (2012). "Comparison of Public-Private Partnerships and Traditional Procurement Methods in North American Highway Construction." *Transportation Research* (2268): 26-32.
9. CEFIR (2006). Analytical Report on Growth and Investment in Russia's Regions: "Unleashing the Potential". *CEFIR Policy Series*. Moscow, CEFIR.
10. Dooley, G. and Bowie, D. Place brand architecture: Strategic management of the brand portfolio, *Place branding,* Vol.1, No.4, pp.402-419.
11. Dow, S. C. (1990) *Financial Markets and Regional Economic Development: The Canadian Experience.* Avebury, Aldershot
12. *Эксперт.* 2008. № 27 (616).
13. Greenwald, B., A. Levinson, and J. Stiglitz (1993). Capital market imperfections and regional economic development, in Giovannini, A. (Ed) *Finance and Development: Issues and Experience*. Cambridge University Press, Cambridge.
14. Hanson, P. (2010). "Russia's Inward and Outward Foreign Direct Investment: Insights into the
15. Hudson, C. (2006). "Regional development partnerships in Sweden: A way for higher education institutions to develop their role in the processes of regional governance?" Higher Education 51(3): 387-410.
16. Innes, J and D. Booher (1999). Consensus Building and Complex Adaptive Systems: A framework for evaluating collaborative planning, *Journal of the American Planning Association*, 65, 4: 412-23.
17. Iossa, E. and D. Martimort (2012). "Risk allocation and the costs and benefits of public--private partnerships." Rand Journal of Economics 43(3): 442-474.
18. Kannan, R. (1987) Banking development and regional disparities, *Indian Economic Journal*, 35: 58-76.
19. Kozlowski, P. J. (1991) Integrating money into regional models of leading indicators, *Review of Regional Studies* 21: 235-48.
20. Lauria, M and R Whelan. 1995. Planning theory and political economy: the need for reintegration. *Planning Theory* 14: 8-33.
21. Le Heron, Richard (2013). Political Projects, Changing Urban–Rural Relations and Mediating Investment: Insights from Exploring Dairying and Auckland's Spatial Planning in New Zealand. *Regional Studies*, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1191-1205.
22. Лычкина Н.Н. (1999) Системы принятия решений в задачах социально-экономического развития регионов // Компьюлог. 2,32:11-18.
23. Markusen, A. 1999 Fuzzy concepts, scanty evidence, policy distance: the case for rigour and policy relevance in critical regional studies. *Regional studies*, 33 (9): 869-884.
24. Mathur, V. K. And Stein, S. (1983) Regional impact of monetary and fiscal policy: a reply, *Journal of Regional Science*, 23: 263-65.
25. Pomeroy, R. and F. Douvere (2008). "The engagement of stakeholders in the marine spatial planning process." *Marine Policy* 32(5): 816-822.
26. Пресс, 2008. С.694; Громыко И., Зусман Е. Инвестиционный фонд: новые возможности для
27. регионов // *Корпоративный юрист*. Приложение. 2008. № 10.
28. Resor, R. R. and N. Tuszynski (2012). "Public-Private Partnerships When Are They Appropriate for Transportation Infrastructure?" Transportation Research Record(2288): 40-47.
29. Sayer, Andrew, and Richard Walker. 1991. The New Social Economy. Oxford: Blackwell.
30. Storper, Michael. 1997. The Regional World: Territorial Development in a Global
31. Economy. New York: Guilford.
32. Stubbs, M. (2008). "Natural green space and planning policy: Devising a model for its delivery in regional spatial strategies." Landscape Research 33(1): 119-139.
33. Шубина Л.В. (2012) Организация исполнения бюджета (новации в бюджетном процессе). М.
34. Suwala, L (2013) Multinationals and Economic Geography: Location, Technology and Innovation *Regional Studies*, [47](http://www.tandfonline.com/loi/cres20?open=47#vol_47), 8: 1377-1379
35. Васюхнова А., Лысак О. Заявка в Инвестиционный фонд РФ: шаг за шагом // Корпоративный *юрист*. Приложение. 2008. № 10.
36. Velotti, L., et al. (2012). "Public-Private Partnerships and Network Governance What Are the Challenges?" *Public Performance & Management Review* 36(2): 340-365.

**Sources**

Websites:

1. <http://epp.eurostat.ec.europa.eu/portal/page/portal/nuts_nomenclature/introduction>
2. <http://atlas.socpol.ru/>
3. <http://www/minregion.ru/activities/territorial_planning>
4. <http://www.hse.ru/primarydata/rir2012>
5. <http://www.cbr.ru>
6. <http://www.expert.ru>
7. <http://www.bankir.ru>
8. <http://www.gks.ru>

Other

1. Бюджетный кодекс РФ
2. Государственная программа Российской Федерации «Региональная политика и федеративные отношения» на 2013-2020 годы. (Утверждена Распоряжением Правительства Российской Федерации от 26 марта 2013 г. №435-р)
3. Концепция, технология и инструменты формирования управленческих решений в социально-экономической и технологической сферах субъектов Российской Федерации. Сборник материалов Проблемной рабочей группы по прогнозированию и стратегическому планированию социально-экономического развития российских регионов. (2005) Москва, Совет Федерации Федерального Собрания Российской Федерации.
4. Российское законодательство о государственно-частном партнерстве. Материал к круглому столу в Институте законодательства и сравнительного правоведения при Правительстве РФ (21.05.2008).
5. Стратегический план устойчивого развития города Астаны до 2030г.
6. Федерал'ные законы; Порядок разработки и реализации федеральных целевых программ межгосударственных целевых програм. Сборник законов РФ, 2000;

**Technical support for the discipline**

Computer, projector, computer class, the analytical software SPSS and Excel.