

FINANCING THE ROMANIAN EDUCATION SYSTEM, 1990-2004

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Abstract: *The underfinancing of the educational system, although acknowledged by the collectivity as being a social problem, never went beyond the stage of latent problem. The dramatic collapse of the economy in 1990-1992 and later in 1997-1999, marked all the aspects of the social life, the educational system included. The critical situation of the public finances caused a drastic reduction of the social expenditure and consequently money from the education was transferred to other sectors. The article identifies the relation of causality between the phenomenon of underfinancing of the educational system and the unbalancing of the international stand of the public finances of Romania, on the one hand, and the strategy of transition to the market economy, on the other hand. The requirements to adopt the European patterns will claim a reevaluation of the state-society relationship, which will increase the role of the state as promoter of the social policies. Thus, the underfinancing of the education, integrant part of the social system, will benefit of the positive effects of a reformulated response of the state towards the society.*

Key words: *education, underfinancing, social policies, European funds, social system*

Education sub-financing- social problem of Romania in transition

The period transition towards market economy meant, for the Romanian society, confronting a series of social negative phenomena, like poverty boom, social polarization, demotion of social capacities and population health (Zamfir, 2000; Stanculescu and Berevoiescu, 2004; Marginean 2004, Georgescu 2001). The dramatic economy drop in 1990-1992 and posterior in 1997-1999, compared to the magnitude of loss caused by the world wars (Beli, 2001), had market all the aspects

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of the social life, including the education system. The critical situation of public finances leads to a drastic cut of social expenses, in order to realize the budget deficit targets (Vacarel, 2001). Education union's protests, especially through general strikes of more than 5 weeks from February 2000 and autumn 2005, brought to public attention the state of demotion of the Romanian education.

In studies of quality life, the education theme sees determination in the chances of accessing different levels, the degree of cover and promotion (abandon), the population's level of education (education stock). The long term impact of individuals surviving comes from the fact that, besides the base function of professional training, the general function of socializing, education and social integration (Marginean and Bălașa, 2004).

In the transition period, education of considered a priority in Romanian development (Postolache, 1990; Isărescu and Postolache, 2000). Education law in 1995 fixed a minimum finance of 4% from GDP (Vacareanu, 1995) which, unfortunately, would never have been respected.

In other states that faced a process of development in the last decades, especially the Asian ones, like South Korea, Taiwan, Singapore, education was one of the prime public investments as volume, in the context of lacking natural resources and intensification of the international competition in a globalized world (Stiglitz, 2003).

Where would education be in this picture of social problems in Romania in transition? According to Cătălin Zamfir (2006), social problems can be classified:

- potential problems, which are, in an objective manner, through the social effects they give, but have not been identified by the collective as being social problems;
- assumed social problems identified by the community as being so. They are divided into the following categories: latent, manifest and central.

Latent problems, although identified by the community as being social problems, do not generate an active social attitude, but a passive one: resignation, frustration or anxiety. Therefore, the central problem is the most important one for the moment that is in the centre of society/community attention. Manifest problems are associated with the community's will of acting and are in the process of being solved through an active attitude of solution and resource identification.

Sub-financing the educational system, although accepted by the community as a social problem, has never passed the stage of latent problem, despite of some negative effects, like:

- Deterioration of the material base and of the school unity network;
- Decrease in the quality of education;

- The transfer of costs regarding system support by the population;
- The increase in informal financial transfers from the society, tacit acceptance and resign towards this situation;
- Decrease in the education cover;
- Decrease in the standard of living for system budget employees, especially teachers.

Regarding the estimation of the dimension of these effects, we have in mind the statistic data regarding education situation and the public perception on system problems (Vlasceanu et al, 2002).

The deterioration in the material base and the network of school unities continued the tendency from the '80 when, due to the financial crisis, material expenses and of capital had been stopped (Vacarel, 2001). The degradation of bathrooms, the lack of thermal comfort in the cold season or the lacks of gyms were realities for the '90 school generations (Vlasceanu et al, 2002). In 1991-2004, the school population followed a decreasing course described by the demographic evolution, with a drop of 5, 06 million pre-pupils, pupils and students in the year 1990 at about 4, 4 million in 2004. The demographic situation affected especially the pre-school education, primary education and high school.

Table 1 - School population, 1991-2004 (year selection)

	1991	1995	2000	2001	2002	2003	2004
School population	5.066.031	4.594.513	4.578.383	4.565.279	4.554.466	4.496.786	4.472.493
Pre-school education	752.214	715.514	616.313	611.036	616.014	629.703	636.709
Primary and secondary education	2.730.306	2.532.169	2.498.139	2.411.505	2.320.536	2.198.312	2.122.226
High school	995.689	757.673	694.376	687.919	710.663	740.404	758.917
Professional education	365.860	288.674	222.234	239.550	252.347	270.215	279.124
College education	29.225	45.321	94.700	82.117	72.685	61.855	54.732
Superior education	192.810	255.162	452.621	533.152	582.221	596.297	620.785

Source: Romanian statistic Yearbook, 2004

Beyond the demographic context, the lack of financial means caused the reduction in school unities. Taking into account the fact that the old school network from the '80 was inadequate to the number of people from the pre-university education (they learn in three shifts), the reduction of 36% from the total unity number, with almost 50 % of the kindergartens and 31% regarding general schools cannot be justified out of

extra-financial matters. In addition, restraints have affected the rural and small towns, with a negative impact of the cover in education of the school age population

Table 2 - Education unities, 1991-2004

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Unities	28.303	28.951	29.129	29.376	29.327	29.536	29.815	29.084	29.409	27.633	24.481	24.304	23.679	18.012
Kindergartens	12.529	12.600	12.603	12.715	12.665	12.772	12.951	12.368	12.760	12.831	10.080	9.980	9.547	7.616
Schools	13.511	13.985	13.920	13.945	13.963	13.985	13.978	13.847	13.795	13.154	12.709	12.627	12.456	8.714
High schools	1.198	1.209	1.238	1.277	1.276	1.284	1.295	1.309	1.315	1.340	1.367	1.379	1.388	1.397
Professional schools	707	717	717	740	764	776	796	795	800	97	93	89	85	79
Colleges	310	384	589	636	596	624	693	659	628	90	106	103	78	84
Superior education	48	56	62	63	63	95	102	106	111	121	126	126	125	122

Source: Romanian statistic Yearbook, 2004

The decrease in the educational act is a fact proven by the results from the international tests PISO, which follow the evaluation of a representative sample of pupil from every state of the European space in what concerns a series of basic abilities (OEGD, 2004). Despite the positive news regarding the success of Romanian students at international contests (but without mentioning that for every winner from Romania are dozens from China or India), medium results at these tests do not caught the attention of the media. The loss of well prepared teachers, the weak material co-interest from education has dropped at about 60-61% from the buying force from 1990, the lowest point being of 49 % in 1997¹.

The transfer of some expenses of the educational system to the population had been made through making some „repair funds”, class fund, school fund, without any judicial base, but without whom material tooling of the classes and necessary repairs would not be possible for most of the schools. In fact, parents financed directly the material expenses of the system.

Other transfers from the population to the system referred to the professors, through informal payments to a real industry of “meditations “. If at the beginning this practice did not come with pecuniary demands, but a had the form of practice circles for university exams, financial difficulties from the '80 have made this transformation possible, in an additional source of income for professors. In the '90, the phenomenon grew in high school, particularly for foreign languages. After the year 2000, there are signs in the media that groups of meditation are being made for

¹ The author's computing on the basis of the data from the Romanian Statistic Yearbook 2004, cap.4-Incomes, through the deflation GDP method.

secondary subjects, at which the participation is equivalent with avoiding not passing or small grades. Industrialization meditations pops the question of the equal chances in a high school or university exam, and the idea of free leaning, socializing young in a culture of informal changes and the prevalence of elder's governing despite the opposite (Vlăsceanu et al., 2002).

Table 3 - The degree education covers for the population of school age

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Total	63, 5	59, 9	60	60	61, 6	64	64, 7	65, 1	66, 3	67, 3	68, 9	70, 6	72, 9	74, 2
3-6 years	54, 3	51, 9	53, 3	50, 2	55, 2	63, 6	65, 5	67	68, 5	69, 5	66, 1	72, 3	76, 5	81
7-10 years	90, 9	92, 4	93, 8	96, 9	99, 4	96, 9	96, 7	94, 4	95, 8	95, 5	94, 2	97, 2	96, 5	98, 2
11-14 years	91, 4	88, 8	86, 1	86, 5	84, 6	92, 8	94, 3	98	98, 1	96, 9	95, 5	93, 2	94, 1	94, 2
15-18 years	90, 7	76, 1	67	63, 7	68, 9	59, 7	61, 1	61, 6	63	65, 9	74, 6	73, 9	73, 7	73
19-23 years	10, 6	12, 5	15, 1	16, 6	14	22, 6	24	24, 3	26, 7	28, 9	32, 9	36, 4	40, 7	43, 3

Source: the Romanian statistic Yearbook 2004

The cover drop in education is a cumulative effect of the above mentioned and a consequence of the fact that the population got poorer in the transition period. Although the total level of population with age school cover raised from 63, 5% in 1991 to 74, 2% in 2004, this fact is because of the positive evolution for the 3-6 year category (where the number of children got half due to the decrease in birth rate) and for the category 19-23 years, superior education was very low, even in comparison with the neighbor countries - about 10 %. The ideological motivation is the necessity of preparing work force for the industry, raise the numbers from the working class, not to form intellectuals, seen as a "social class", apart from the two dominant social classes, proletar and peasants (Brucan, 1996). Moreover, due to the re-appearance of the unemployment phenomenon from the economical recession, attending to superior education was a hazy way or reducing unemployment, keeping young away from the labor market, where they could hardly find a job (Zamfir, 1999)

The estimation of educational system sub-financing- set of indicators

The analysis of the sub-financing problem's components requires using a set of indicators. In building such a set of indicators, the experience of European and international organizations is relevant, and the indicators present in the official

documents with strategic character, assumed by the Romanian Government. Therefore, we will follow types of indicators used by United Nations' organisms, OECD, UNESCO, World Bank and those from the common Memorandum from the social inclusion domain, signed between the Romanian Government and The European Commission (2005).

European Union publishes at every two years a report called Key Data on Education, with the target of measuring efforts made by the member states in education domain. Eurostat built four categories of indicators (2005), such as:

1. Finance 1: education expenses on an educational level, sources of finance (governmental administration, local, external sources, private establishments, other private sources) and transactional types;
2. Finance 2: education expenses of educational levels, suppliers of educational services (public or private) and resource categories (staff expenses, other current costs, capital costs);
3. Financesup 2: education expenses for debit services (expenditure for debt service)
4. Financesup 4: research expenses

Euryduce network has a series of indicators regarding education financing:

- The total education budget, as a part of public expenses in total and as a percent from GDP;
- Public expenses evolution for education as a part of GDP, for the private sector institutions and the private ones depending of governmental subventions;
- Public finance distribution on educational levels;
- Financial support for the families with children that attend obliged education in any school;
- Direct public support (scholarships /loans) for students/ pupils as a percent from the public expenses for education, according to the educational level.

OECD (2005) grouped as resources for the educational system:

- Expenses for education per student;
- Expenses for educational institutions, in report with GDP;
- The total public expenses for education;
- Assistance for pupil and establishments through public subventions;

- Expenses for institutions, on categories of resource and services.

For OECD, education expenses are very important: they are not a part of social expenses, they are investments. Also, in OECD data, the distinction is made between public and private expenses. Therefore, although the public costs for education in USA are traditionally lower from those in developed West- European countries, through adding the data regarding private expenses, the total weight of educational expenses, measured to GDP, is comparable with Occidental Europe.

The common Memorandum in the social inclusion domain (JIM) (2005) has among objectives, the growth of public social expenses in absolute terms and in relative ones (as GDP percent), with the maintaining of a balance in allocation for different sectors.

Evaluation indicators:

- Expenses for education per student;
- Expenses for educational institutions, in report with GDP;
- The weight of public and private in educational investments;
- The total public expenses for education;
- Assistance for pupil and establishments through public subventions;
- Expenses for institutions, on categories of resource and services;

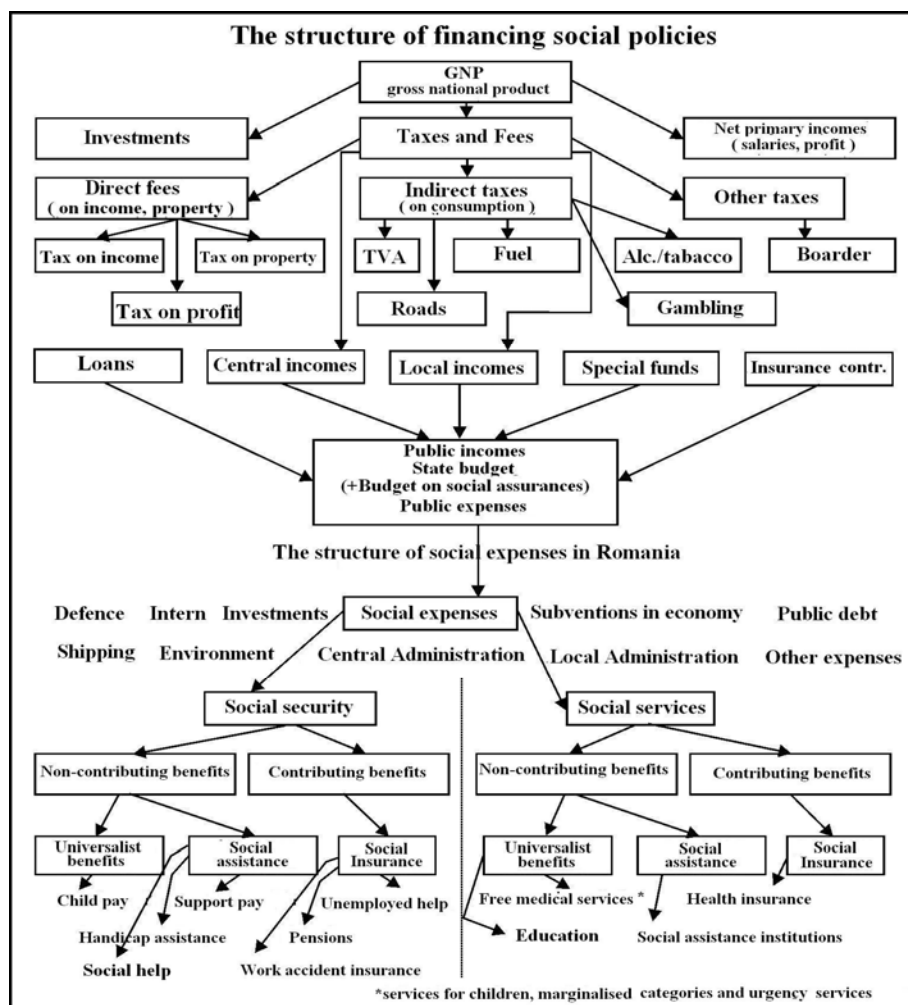
UNESCO, specialized organization from ONU, is referring to the base problem of education. The set of indicators regarding the resources of the education system has:

- Public expenses for primary school: a) as a percent from GDP; b) per pupil, as a percent of GDP per capital;
- The percent of public expenses for primary school, as a percent from the total public expenses in education.

The reports and studies given by the World Bank which contain the education financing aspect, refer to financial sources through:

- Macro-economical information (GDP, PNB, inflation rate etc.);
- Information regarding state budget (with the main reference at education expenses);
- Information gathered by the Finance Ministry about the financial fluctuations from private education institutions;
- Salary grids and information referring to the didactic norm, on levels of education, years of work etc.

In Romania, public expenses on education are apart of social-cultural expenses (Văcărel, 2003). For the social state or wellness, education is one of the most important public services, as number of employees, budgetary and addressability (Cace, 2004). In the structure of the social expenses, education is a part of social services which offer universalist benefits to the un-contributing direct beneficiaries, as the figure below (Pop, 2002):



Therefore, a system of indicators for financing the educational system from Romania can be structured:

1. Expenses according to the source of financing (state budget, local budgets, extra-budget funds, external credits, communitarian funds) or private (study taxes, incomes from research projects of public or private education institutions), as a percent from GDP and absolute sums, in constant prices;
2. Expenses according to educational levels, suppliers of educational services (public and private), as a percent from GDP and absolute sums, in constant prices;
3. Total expenses (public or private) per pupil/student, including subventions, scholarships or grants, expressed in constant prices or in divisions at the parity of the power to buy.

Statistic data available allow the covering only of point 1, but only what requires public financing.

In the public expense structure, financing the education is made by the state budget, local budgets, extra-budget funds and external credits given to ministries.

According to the functional classification of the public expenses, education is a part in the social expenses group. In the years 1990-2004, financing public costs placed Romania way under the European average, with about 18% from GDP from 25% in member states of EU.

Table 4 - GDP weight of social public expenses and education expenses 1989-2004

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004**
Social public expenses as% from GDP	14,2	16,8	17,0	18,5	15,2	15,5	16,0	15,7	15,8	17,3	18,4	17,2	18,2	18,1	18,4	18,4
in education	2,2	2,8	3,6	3,6	3,3	3,1	3,4	3,6	3,3	3,3	3,8	3,1	3,2	3,6	3,9	4,1

Source: INS** - party definite data.

This real sub-financing of the social sector will also be reduced in education. Although education law from 1995 set a minimum limit of financing with 5% from GDP, this requirement has never been respected, through the implicit juridical derogation of the state law budget.

The evolution of financing the public system of education was related with the general evolution of economy and the financial resource volume. Therefore, we can distinguish the following cycles of economical and financial evolution in the years 1990-2004:

- 1990-1992: the years of start for the economic reform marked an economic decrease; in parallel with maintaining financial balance; as a result, public expenses on education encountered a real growth of 26, 8 billion lei, in the prices of 1990, the decline's accentuation lead to a disequilibrium in finance in 1992; expenses on education dropped to 34, 5 billion lei.
- 1993-1996: the first re-launch period of economy; because of a careful budget policy and a moderate taxation, public expenses with education have grown, in real terms, in the second stage of the period, reaching 28, 78 billion lei, a maximum level reached in the '90.
- 1997-2000: the second recession period was marked by a severe decrease of public incomes, having as consequence considerable diminutions of education expenses, of only 23, 5 billion lei (1998). Syndical moves of protest lead to real growth in education expenses in 1999 at 26, 8 billion lei, most of it canceled by inflation in 2000, the real level of education financing being of 22, 34 billion lei.
- 2001-2004: the rebirth of national economy in the context of Romania adhering to European Union allowed a growth of public education financing, In 2004, public expenses on education reached the value of 37, 28 billion lei i 1990 prices, over 35 % more than in 1990.

Table 5 - Public financing of education
(in constant prices), 1990-2004

	Anul	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Real public expenses on education	billion – prices 1990	24,00	26,89	24,52	22,81	22,26	26,16	28,78	24,77	23,59	26,83	22,34	24,38	28,80	32,72	37,28
PIB	Billion lei -1990 prices	857,9	747,2	681,5	691,7	718,7	769,7	799,7	750,9	714,9	706,3	721,1	762,2	800,4	842,0	913,5

Source: Computed from the Romanian statistic Yearbook, 2004 and the annual report from BNR,2004

Regarding public financing structure for education, most of it has been assured, in the '90, through state budget. Public finance report at the end of the '90 transferred most of the financing to local budgets.

Table 6 - The relative structure of public financing for education, 1991-2002

	U.M.	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total financing	% PIB	3,6	3,6	3,3	3,1	3,4	3,6	3,3	3,3	3,8	3,1	3,2	3,6
State budget	% PIB	3,53	3,47	3,02	3,00	2,85	3,01	2,83	2,89	2,56	2,51	0,85	0,83
Local budgets	% PIB					0,47	0,54	0,41	0,32	0,35	0,32	1,35	2,22
Other sources	% PIB	0,07	0,13	0,28	0,10	0,08	0,05	0,06	0,09	0,88	0,27	1,00	0,54

Source: Computed in the base of INS data.

This reform meant transferring material costs and of investments from state budget to local budgets, with maintaining expenses on salaries at the state budget level. Although, decentralization did not bring a better education financing, while the economy was in recession. Moreover, the rules that govern the public finances restrain even more, meaning that local authorities have lower possibilities to manage their own costs, because of the fact that they cannot have budget deficits. The mechanisms on going out the capital market of public local authorities are still in the first stages of development at a national level and are accessible only to cities with a high economical potential. Syndicates' pressure of the years 999-2000 lead to creating a special development fund for education, as an extra-budget fund. Fiscal evasion and the demands for transparency of public finances (most of the special funds have not been voted by the parliament) determined ending this fund.

In conclusion, the third financing source of financing is made of extreme financing, being through credits, especially from financial international institutions, as the World Bank, BERD etc., and investment banks, through communitarian financing.

Table 7 - Public financing structure in real terms of education, 1991-2002

	U.M.	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total financing	mld. lei	26,89	24,52	22,81	22,26	26,16	28,78	24,77	23,59	26,83	22,34	24,38	28,80
State budget	mld. lei	26,37	23,64	20,89	21,51	21,95	24,08	21,24	20,66	18,11	18,09	6,45	6,67
Local budgets	mld. lei	3,61	4,33	3,09	2,31	2,49	2,31	10,29	17,77	0,35	0,32	1,35	2,22
Other sources	mld. lei	0,52	0,88	1,92	0,75	0,60	0,37	0,44	0,62	6,24	1,94	7,64	4,35

Source: computing in the basis of INS and Annual Report BNR data, 2004

Factors that facilitate education sub-financing

Education sub-financing has as cause two factors:

1. International disequilibrium position of the Romanian public finances;
2. The transition strategy towards market economy.

1. The situation of permanent deficit in the balance of external payments, it had determined the dangerous situation of declaring the ending of external payments, which is equal with bankruptcy in Romania on international financial markets. In the '70, Romania, likewise, the other neighbour states from the soviet block, had loaned big sums in circulating medium. At that time, because of the energy crisis from 1973, 1979, the access conditions to external credits have become very attractive as a result of abundance of petrodollars on the market. A balance on the world wide market through global demand reduction (consumption) meant that the major investments of the countries from the soviet block in heavy industry did not incarnate on profit, but on massive loss. Romania, orientated on a policy of medium and long credits, rapidly came, although with a medium external debt, in the situation of ceasing payments (1982). The solution found then by authorities to cover up the extreme deficits through freezing internal consumption, stopping the technologic imports and forcing the commercial balance to equilibrate, decreased the industrial and social capacities of the country. After the revolution from December 1989, the new government put pressure in front of the population's access to imported good consumption, so that the currency supplies run short in a year and Romania found herself in the 1982 situation (Vacate, 2001).

Table 8 - Economical indicators, 1981-1989,
in million dollars USA

	1981	1982	1983	1984	1985	1986	1987	1988	1989
Soldul balanței comerciale	103	1814	1869	2310	1772	1680	2178	3850	2050
Soldul contului curent	-833	1040	1160	1719	1381	1395	2043	3922	2514
Total general balanță de plăți	-1381	807	10	128	-317	612	1041	-285	1252
Datoria externă	6830	6875	6272	2106	174

Source: Văcărel, I, *Fiscal politics and budget policies in Romania, 1999-2000*, ed. Expert, Bucharest, 2001, p.22; BNR Annual reports 1991-1995

In order to handle the financial crisis, the governments from the '90 appealed to the special institution created after the Second World War to help the member states to equilibrate the payment balance: International Monetary Funds (IMF). In exchange for the financial international support, Romania is obliged to respect the terms and conditions of the creditors from the Washington Consensus –generic name for a set of economic measures agreed with IMF, World Bank, USA Treasury, and USA Federal Reserve Bank. These measures implied the balancing of incomes and public expenses through budget austerity and fiscal discipline, the state's draw back from economy and society (privatization), also liberalization and deregulation of internal markets and external trade (Vlasceanu, 2001). The Consensus' Policies from Washington formed force lines of the transition strategy in the ex-communist countries at market economy, and the immediately putting in practice these measures received the title "shock therapy " (controversial form of treating patients with psychical illness' through electroshocks).

2. In essence, the financial support agreements of Romania, signed by successive governments from the '90 with IMF and World Bank, stipulated the stopping of economical loss, through privatization or even enterprise¹ liquidation and maintaining a strict control on the general consolidated budget deficit, macro-economy (Vacarel, 2001). The last stand-by agreement expired in 2003, being followed by agreements of preventive surveillance, at the request of European Union, as a guarantee of structural reforms implementations.

Regarding the consequences of applying the politics from the Washington Consensus, the comparison with member states EU is revealing: The total average social expenses is of more than 25% of GDP, while the Romanian government allocated only in 2004 19,4% from GDP for the social sector. This sub-financing is one of the factors of degradation of the social capacities and the continuity of a constant strain of social blockages in 1990-2004. In addition, years in a row, restraint has maintained. For Cătălin Zamfir, the legitimate question is not the price of financial development was in fact under-development (Zamfir, 2004). In this sense, the effects of sub-financing education will be felt in time as long as the generation formed in the hard years of transition are active.

Equilibrating the payment balance in 2004, because of massive capital entrances, reduction of the inflation rate at a bearable level and the integration perspective in

¹ In this way, to see the agreements FESAL, ASAL, PSAL I and PSAL II with World Bank from the years 1997-1999, as GO nr. 30/1997 regarding the approval of the Agreement stand-by and the Memorandum regarding the economical policy of the Romanian Government signed with IMF and the Agreement with the Fund from 1999, Văcărel, I. (2001) Fiscal Policies and budget policies in Romania, 1990-2000, ed. Expert, Bucharest, p. 329-335

the European Union have eliminated Romanian's addiction towards the financing offered by the international financing institutions. Also, the integration process supposed an approach towards the European model, characterized through the high importance of social inclusion and cohesion. Therefore, the transition strategy cannot be the only political option for Romania. The sub-financing factor's dynamic of education in the period after the end of adhering negotiations to European Union (2004) shows an alternative to the tendency of the period before.

Problem's dynamic prognosis

The exigency of Romania's alignment to the European model will reclaim a revaluation of the state-society relationship. As a consequence, decreasing social risk in special situations (economical crisis, natural hazards) through policies of promoting a social organism capable to cope with such challenges is in the state's hands. In this context, the problem of under-financing education is a part in a long series of social problems (medical assistance, pensions, labor force occupation) tied by the state's reformed answer towards the society.

The perspective on medium term of the real growth in public expenses with education, beyond the minimum legal limit of 5% from GDP and communitarian average, will depend on the factors:

- Romanian's capacity of absorbing and co-financing the European structural funds after adhering;
- The managerial capacity of the education unities, especially for superior education, to attract other sources of financing than the public ones, especially from the private domain. In fact, such a demand supposes a better education orientation towards the demands from the labor market;
- Developing and implementing a strategy on medium term regarding taxation-being a EU member will bring the necessity of a higher taxation rate in order to sustain co-financing for the projects based on structural funds and cohesion, but not for paying Romanian's contribution to the communitarian budget;
- Stability and predictability in the domain of fiscal legislation – a low taxation, at least compared to the EU average, is not enough to attract investors. The stability of fiscal legislation and respect towards the foresights of the Fiscal Code regarding the announcement, usually, with at least 6 months before, of the introduction of a new tax and fee, give a mood of security to economical agents;
- The sub-financing education being considered by the community a manifest problem, associated to the will of acting. This implies an active attitude from the unions, the academic environment and media, and over coming the actual problem with a centrality character towards real cause-problems.

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