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SHAPING INTELLIGENCE AS A PROFESSION IN ROMANIA:

REFORMING INTELLIGENCE EDUCATION AFTER 1989

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**RESEARCH INSTITUTE FOR EUROPEAN AND AMERICAN STUDIES
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Introduction

Intelligence is no longer purely a craft (or “industry knowledge”), which requires practitioners to acquire skills through “practical experiences”; it is as well an “exacting, highly skilled profession”, which requires “specialized knowledge” through “academic training.”¹ Intelligence as a profession possesses formal and structured personnel practices, through rigid entrance requirements (such as minimal graduate educational requirements and formal testing), continuous professionalization programs, an intrinsically established code of ethics, professional associations (such as International Association for Intelligence Education - IAFIE), as well as mechanisms enabling cumulative learning and improvement (including specialized intelligence journals).² Intelligence as a profession is practiced by professionals

who demonstrate “commitment to a particular body of knowledge and skill both for its own sake and for the use to which it is put”.³ Their professionalism is directly proportional with their demeanor and performance in their work and is as well reflected in the overall organization’s performance.

One way of shaping intelligence as a profession is education. Ranging from specific intelligence craft training to academic study of intelligence, education is chief for strengthening “expertise, responsibility, and corporateness”⁴ of the intelligence practitioners, in particular, and of the intelligence institutions they work for, in general. It plays a substantial role in changing attitudes, mentalities and visions; it conveys awareness on the need to balance secrecy with transparency, information sharing and collaboration with national and international counterparts and law enforcement organizations, as well as with decision makers. Given the increased need for and role of the intelligence in coping with the new, complex security environment, education in intelligence has grown considerably in the last years, and become an acknowledged discipline in established democracies.⁵

In Romania, after the demise of the communist regime in 1989, intelligence has gradually become a profession, and education has been instrumental in this effort. Like in old democracies, intelligence education in Romania has progressively become a recognized discipline, currently taught not only within intelligence education establishments but also within civilian education institutions, such as sociology or political science universities. This paper will discuss the reform of education of the Romanian intelligence system, after 1989, focusing on internal education system and international assistance.

Education in Intelligence in Romania

During the Communist Regime

Before 1989 Romania’s military and intelligence personnel received education⁶ either abroad in the former Soviet Union or in Romania, through military schools established and organized upon Soviet models, or Romanian Communist Party’s own education establishments. Such institutions included the Military Schools for Active Duty Securitate Officers, Baneasa, Campina, Oradea and the Communist Party Academy. After enrollment in Romania’s communist intelligence organization (known as the “Securitate”), officers underwent regular intelligence training (domestic and foreign intelligence) at specialized

schools at Bran, Branesti and Gradistea. Commonly, curricula included specific military and intelligence training, general education (science and humanities) and communist indoctrination (ranging from Russian language and Soviet communist party related studies to socialism and socialist economy).⁷ Considering the Securitate's notorious modus operandi (from simple surveillance to sabotage, terrorism and assassinations), one could infer that subjects like "human rights" or "ethics" in intelligence were inexistent during communism.

After 1989, Romania implemented a modern intelligence education system as part of a more comprehensive effort to remove the stigma of the former communist intelligence apparatus and professionalize the new intelligence community.⁸ New education institutions were created while old ones suffered significant transformations in all aspects (structure, curricula, and faculties) to become democratic.

After the End of Communist Regime

Intelligence Education Establishments of the Civilian Intelligence Agencies

A first step of implementing a new system was the creation, in 1992, by the Romanian Intelligence Service (SRI) of the Superior Intelligence Institute, as a higher education institution under SRI's subordination, to educate SRI intelligence practitioners. In 1995, due to insufficient management experience and a national environment, which was still hostile to the notion of "intelligence" in Romania, the Institute was reorganized. It became the National Intelligence Institute, which enabled diversified intelligence education through the creation of a College of Communications to ensure a scientific basis for intelligence analysis, especially with regard to open sources; yet shaping the institute upon civilian universities' patterns, was deficient. Assessment studies conducted by the Ministry of Education and National Assessment and Accreditation Council on the National Intelligence Institute led to the accreditation in 1998 of a College of Psychology within the Institute and the renewal of the accreditation of the College of Communication. A more rigorous assessment process followed to ensure that the intelligence practitioners received professional education and training.⁹

In 2000, SRI transformed the National Intelligence Institute into the National Intelligence Academy (ANI), to educate and train active and reserve SRI intelligence

personnel as well as intelligence personnel from other Romanian national security organizations. After graduation, the Academy students receive a certificate/diploma together with the title of intelligence professionals. The Academy's faculties are civilian and military experts in intelligence and security matters, trained both in Romania and in NATO/Western countries. In addition, guest faculty from civilian universities (such as Journalism, Communications and Letters) and western countries are teaching, to ensure education is in line with academic standards.¹⁰

ANI curricula are designed to respect the Romanian Constitution, Law of Education, Law on Accreditation of High Education Institutions and Diploma/Certificate Acknowledgement, United Nations Universal Declaration on Human Rights, as well as other legislations on personnel and national security.¹¹ Based on a CSAT decision in November 2001, ANI may select and enroll graduates of civilian universities in its postgraduate program Intelligence and National Security Management, who would work for the Romanian intelligence system.¹² In addition, based on a Government Resolution adopted in January 2006, ANI may provide undergraduate and graduate education (in exchange of a specific schooling fee) to personnel outside intelligence or national security institutions, such as public authorities and institutions, NGOs, and Romanian citizens permanently residing in Romania.¹³ Since 2007, ANI will also offer PhD programs; Graduates of these programs are not required to work for SRI and/or other intelligence institutions. From this perspective, ANI has now the same status as any other civilian university in Romania.¹⁴ It is as well worth mentioning that ANI trains foreign students who receive scholarships from the Romanian government.¹⁵

The Academy's Department of Intelligence Education ensures specific intelligence education and training for the students enrolled in undergraduate studies of the Intelligence College (established within ANI with specialization in psychology and communications) and for the students enrolled in ANI's postgraduate programs (master). The curricula and methodology are heavily based on NATO and Western countries intelligence teaching standards, providing an interdisciplinary teaching approach, which combines specific intelligence disciplines with disciplines specific to civilian universities, such as psychology, sociology, communication, geopolitics etc. Teaching combines theory with practical and military training in intelligence agencies' operative institutions. ANI curricula comprise the

following: education in general intelligence (national security, counterintelligence protection of classified information and countering information threats); education in intelligence culture (specific intelligence and counterintelligence terminology, history of domestic and foreign intelligence services, roles and missions, ethics, and democratic control); juridical education (teaching Romania's constitution and legislation pertaining to national security); and, new approaches in teaching intelligence, specific to globalization and the new security environment (countering transnational and trans-border threats, international terrorism in all its aspects, nuclear, biologic and cybernetic, as well as economic threats). At least two foreign languages are studied within the Academy, of which one is of international circulation.¹⁶

The Psychology College provides education in general and specialized psychology and sociology areas, such as social psychology, bases of sociology, personality psychology, cognitive psychology, mass media psychology, with the view of providing expertise in understanding and analyzing causes and effects of specific behavioral forms and manifestations (individual, group etc) and foreseeing potential future trends. The College of Communications provides education in public relations and communications, including understanding mass media and journalism, specifics of collection and analysis of journalism information, marketing, channels of communications between intelligence agencies public relations departments and mass media, communications during crisis management. Theory is combined with practice in various communications and public relations departments of national security military and civilian institutions.¹⁷

The department conducts various research programs, resulting in course books, analyses, publications, seminars and conferences; it is worth mentioning the establishment of SRI's Intelligence journal "Profil", and the creation of the SRI's Information Center for the Security Culture in 2003, intended to promote an intelligence culture both within the IC and its outsiders and strengthen dialogue and collaboration with the civil society.¹⁸ Both SRI and civil society have tried to set up alternative arrangements for education and training in security and intelligence matters for the intelligence community, academia, members of the government, NGOs and media, as well as Romania's population, by organizing seminars, conferences and summer schools. The most recent initiative in this sense was the conference "Terrorism...Near Us" organized by SRI's Center for Security Culture and two civil society

organizations (European Institute for Risk, Security and Communication Management (EURISC) and Casa NATO) in May 2007 for a few high schools in Romania, with the view of informing the population on possible effects of terrorism and introducing to population the counter terrorism capabilities of the SRI's Anti Terror Brigade.¹⁹ ANI also established the Higher National Security College (HNSC), created upon the FBI's Citizen's Academy, which provides intelligence education not only for intelligence professionals but also for members of academia, journalists, NGOs, public authorities and other institutions with responsibilities in national security field. The College provides short term education (three month programs) in all aspects of intelligence and security, international relations, economy, globalization, politics and human rights etc. Both members of the IC and representatives of the civil society commended the HNSC's affluent curricula and first class faculty.²⁰

Specific intelligence training for the personnel hired from graduates of civilian universities is ensured through short courses organized by SRI teaching reorganized centers at Gradistea and Bran. The Centers provide both specific intelligence collection and analysis related education as well as judicial education. Current training emphasis is placed on new threats and implications on national security. The Centers cooperate with other SRI education institutions and other intelligence and non-intelligence education and training institutions.²¹

A second step was the establishment of the Police Academy "Alexandru Ioan Cuza" within the Ministry of Administration and Internal Affairs by Government Decision number 137/1991. The Academy is an accredited public institution of higher education set up to provide undergraduate, graduate and postgraduate education for police personnel, other national security system personnel (including intelligence professionals) as well as non Romanian citizens. Curricula include graduate and postgraduate education in law, public order, engineering, humanities. The Academy is comprised of the College of Police Studies, College of Archives Studies, college of Fire Studies, as well as a department for Master and PhD Education.²²

Education Establishments of the Armed Forces

Romanian armed forces have a series of education and training institutions that provide education to military personnel in general (including military intelligence personnel)

and personnel of other national security institutions in particular (including personnel of other IC components). In addition, the Ministry of Defense has special programs of education and training of its intelligence personnel.

First, it is the National Defense University "Carol I" established within the Romanian Ministry of Defense to provide undergraduate education in national defense and security, research studies for defense and security institutions (Presidency, Government, Supreme Council for National Defense, Parliament) on various security areas (including intelligence), education for JOINT and multinational operations personnel, as well as graduate and postgraduate education (Master and PhD in Military Sciences).²³ Curricula and research programs are permanently updated to keep in line with what is new in Romanian higher education system and in similar Western and/or NATO institutions, as well as with the new security challenges.²⁴ The University is a full member of PfP Consortium of Defense Academies and Security Studies Institutes, actively involved in the Consortium education and research events.²⁵ NDU has a number of centers under its umbrella, including College of Command and Staff, the War College, Center for Management of Defense Resources and Education (CMDRE), the Center for Defense and Security Strategic Studies (CDSS) and The Crisis Management and Multinational Operations College. The College of Command and Staff provides university level military education for graduates from former military schools of active officers that functioned until 1993, with 2 and 3 year degrees, who wish to complete their studies and obtain a license diploma.²⁶ The War College is a functional unit for higher military education included since 2003 in the National Defense University. The College teaches two to six month postgraduate courses for Romanian officers that detain or are about to obtain important positions in military organizations and structures; officers from other armed forces, civilians appointed in key positions in the domain of defense and security.²⁷ Center for Management of Defense Resources and Education (CMDRE) educates command personnel from the defense resources management structures and from the military education system.²⁸ The Crisis Management and Multinational Operations College (CMMOC) (comprised of the NATO/PfP Regional Training Center and the Crisis Management Training Center) educates military personnel from all Euro-Atlantic Partnership Council (EAPC) countries in NATO doctrine and procedures, multinational operations, crisis management, special operations, combating terrorism and Civil-Military Cooperation (CIMIC)

operations.²⁹ Curricula include programs on Peace Support Operations (PSO), Crisis Management, Special Operations and Combating Terrorism.³⁰ The Center for Defense and Security Strategic Studies (CDSSS) is a research and curriculum development center, created to increase the expertise of various Romanian political and military organizations personnel expertise security and defense fields.³¹ The Center publishes research studies, periodicals and books, organizes various national and international conferences and debates, which a variety of institutions with responsibility in national security benefit from.³²

Second, it is Romania's Technical Military Academy (ATM), another higher education institution, accredited by the Ministry of Education, which educates military intelligence personnel as well as intelligence personnel from all other IC components (STS, SIE, SRI). ATM is periodically subjected to the National Council of Academic Evaluation and Accreditation. Its curricula respects both national and international education standards, which enables it cooperate with similar institutions from Romania and abroad, from exchange of faculty and students to research and curriculum development. Curricula combine technical programs (science, and mathematics, computer science, topography, geodesy) with humanities and economic studies, including foreign languages. Faculty members are both civilian and military specialists, many of them graduates of ATM. After graduation, the students receive a diploma and the title of "engineer officers." Further, ATM provides postgraduate education on various areas of expertise for both engineer officers and graduates of civilian universities.³³

Third, it is the General Directorate of Intelligence of the Armed Forces (DGIA) that has its own specialized intelligence education and training system, aimed at educating military intelligence officers of DGIA's two main components (DIM) and (DCI), from short courses, workshops and conferences on intelligence and military intelligence, both at national and international level, to up to three year undergraduate and postgraduate education. The Course for Military Attachés is a particular program conducted for military intelligence officers who would participate in official and covert missions abroad. The course lasts up to 24 months and is organized and conducted by officers with a broad intelligence expertise, accumulated especially while participating in various covered operations abroad. Besides specific intelligence courses (i.e. intelligence collection techniques) curricula include psychology, history (including military history), geography, studies on current military

conflicts, and the like. Enrollment in this course is ensured through a very thorough selection (comprising high intelligence expertise and demanding physical and psychic requirements), to ensure the future attachés would be capable to handle any type of circumstances. During the course, students are obliged to pass a series of practical tests. An example is sending a student - with no personal identification form - to a particular region in Romania where there is a military unit. The student is tasked with identifying and recruiting a potential collaborator/informant, who either works for or has ties with the respective unit. The source should provide the student, in return for attractive benefits/incentives, confidential/classified military information from the respective unit. A second example is sending a student – again with no ID – to a geographic region in Romania where there is either a military unit or a military industrial facility. The mission (which is also the graduate exam of the course) is to infiltrate in the military establishment or factory, collect information, execute recording or sabotage acts, and ultimately to leave the establishment without being disclosed and arrested. Students' grades highly depend on their results to the practical tests as well as on the results of the written exams and tests. According to one of the graduates of the course, who was military attaché in Rome for eleven years, the Romanian Attachés course rivals with any other similar education form existent in European militaries.³⁴

Fourth, it is the Office for Labor Force within the Romanian MOD which confers an additional education and training program for the military personnel going abroad permanently. This teaching program combines theories (history, geography, civic education etc of the country the personnel would be deployed, as well as a variety of foreign languages and telecommunications) and real-world practice (case studies and fields simulations).³⁵

Education for Private Security and Intelligence Agencies

Private sector intelligence and security agencies have their own education and training programs offered by College of Detectives, Public and Private Security in Sibiu, within the Romanian-German University, National School for Detectives and Private Security in Bucharest, School of Detectives in Iasi, within the Ecological University, as well as the National Detectives Academy. The Academy diploma/certificate is acknowledged by the Ministry of Education and Ministry of Interior.³⁶

Other Education and Training Opportunities

Additional education and training in intelligence is ensured through master and doctoral courses at various civilian universities, which offer intelligence teaching as sections of international history, political science, international relations or security curricula. Examples include College of Sociology within the University of Bucharest, the National School of Political and Administrative Studies.

All intelligence agencies have more in depth training arrangements. SRI has a center for combating organized crime, SPP has a center focusing on protection, guard and antiterrorist intervention issues, DGIA has specific military intelligence training facilities (including a training hangar for paratroopers and an underground shooting range). All agencies have specific departments for psychological training of the anti terrorism personnel.³⁷

Western Education Support Programs

Western assistance programs have contributed substantially to shaping intelligence as a profession in Romania. NATO, EU and OSCE programs (including military-to-military (MIL-TO-MIL) initiatives, the Partnership for Peace (PfP), the Membership Action Plan (MAP) and specific education programs like Training and Education Enhancement Program (TEEP)), alongside United States programs (including IMET, CTR and the Strategic Partnership US-Romania) - aimed primarily to increase professionalism and interoperability with NATO - have been instrumental for strengthening Romanian security institutions' expertise, responsibility and corporateness. From this perspective, Western countries created teaching institutions to assist nations consolidate their democracies, establish democratic civil-military relations, professionalize their security institutions, and address the 21st century security issues. Of these, the most relevant are George C Marshall European Center for Security Studies, the PfP Consortium, the Geneva Centre for the Democratic Control of Armed Forces (DCAF) and the Center for Civil-Military Relations (CCMR) within the Naval Postgraduate School (NPS). Romanian security sector has as well benefited from the education programs and fellowships of older Western and NATO education establishment, such as NATO's Defense College in Rome, NATO School in Oberammergau (SHAPE), King's College and Sandhurst Military Academy in the United Kingdom, the Dutch National

Defense College in Breda, the Netherlands, the Bundeswehr Militarische Academy in Hamburg, Germany and L'Ecole Militaire Superieure and Saint-Cyr Military Academies in France.³⁸ For instance, the Civil-Military Relations conducts both resident and non resident programs in “Intelligence and Democracy”, “Intelligence and Combating Terrorism”, “Ethics in Intelligence”, “Interagency Cooperation” to which Romanian intelligence agencies have been participating every year since 2004. Likewise, Romanian students have benefited from the Naval Postgraduate School “Intelligence” courses within the Masters Degree Program of the National Security Affairs Department. The U.S. Counter Terrorism Fellowship (CTFP) program, which has trained SRI personnel and the Tactical HUMINT Teams (THTs) within the 1st Romanian Special Forces Battalion, has strengthened Romania’s Special Operations Battalion and THTs readiness for deployment, as well as for expanding inter-agency cooperation and intelligence sharing.³⁹ In this particular context, four Romanian officers of the first Special Operations Battalion graduated from Masters Degree Programs at the Naval Postgraduate School since 2003 and two other will complete their master education in June 2007. US Navy SEAL, Green Berets, Delta Force, Marine Force Recon and SAS education and training programs have trained a great number of agents within the Romanian Rapid Intervention Units.⁴⁰

Analysis of the Education in Intelligence in Post-Communist Romania

Reforming education in defense and intelligence has started with a process of de-communicization and ridding out indoctrination, through the adoption of new programs of education, restructuring or creating new education establishments and enacting new legislation on education. A first step was the establishment of the Department for Education, Science and Culture in 1990 (to ensure the new education approach will equally meet the need for democratic and effective security institutions) and the adoption of a new Law of Education in 1995 (to regulate defense/security education).⁴¹

The new education system is open for personnel from all intelligence agencies in Romania, as well as intelligence professionals from foreign countries. Teaching ranges from short courses to postgraduate education both in the intelligence institutions and civilian universities. It combines spheres of general competence with spheres of in-depth specialization. Approaches to studying intelligence include the historical/biographical

approach (historical case studies), functional approach (activities and processes), structural approach (intelligence agencies and organizations) and political approach (political dimension of intelligence).⁴² In addition, teaching intelligence includes approaches from political science, international relations, psychology and philosophy, which help foreseeing the future out of “intangible factors and hard-to-quantify variables.”⁴³ All education and training efforts are complemented by curriculum development and research programs as well as publications, developed to help institutions better their effectiveness.

“Western” and/or “NATO” factors have had a great influence on shaping a new Romanian intelligence community, in general, and a new system of educating in defense and intelligence matters, in particular; some education establishments have been created or reshaped using Western models; the new education and training programs and curricula have been designed upon similar standards practiced in old democracies, which have a long tradition in balancing intelligence with openness and accountability; all education establishments use outstanding faculty, both from Romania (many of them trained abroad) and from Western or/and NATO countries. Likewise, of great importance has been the development of foreign education assistance in intelligence, defense and security issues.

Overall focus in education has pursued shifting from “general” to “qualified” knowledge, strengthening analysis and prognosis capabilities and improving cooperation between the analysts and other intelligence personnel.⁴⁴

Conclusions

One of the most difficult tasks for the Romanian government after the end of communist regime was to professionalize the emerging intelligence community. Instating a sense of expertise, responsibility, and corporateness in the new intelligence system has been an elaborated process, aimed to transform structures and doctrines as much as mentalities. Education has played a key part in changing intelligence from craft into a democratic profession. Through a rigorous reform (starting with ousting former communist regime’s nefarious education approach introducing new ones, as well as benefiting from Western democratic models and assistance), education in intelligence has been preparing new generations of intelligence experts, proficient in policy planning, risk management and other national security issues. Faculties are subject matter experts, who received their education

after the fall of the communist regime, as well as faculties of old democracies education institutions. Teaching ranges now from specific intelligence training to ethics and respect for human rights, from interagency cooperation and intelligence sharing to public policy and communications, from foreign languages and cultures to international studies and international relations, which prepares not only intelligence professionals but also strategic thinkers, political scientists, diplomats etc. Education in intelligence and security has become a firmly-established component of the curricula of various civilian universities' programs and departments, which reflects also the public's desire to know more about security, intelligence and defense matters. The fact that intelligence practitioners have the opportunity to train and educate together with intelligence outsiders (both within civilian universities and within intelligence academies) will be mutually beneficial for both sides in that they will better understand each other's work specifics (outsiders will understand the need for the IC to operate in secret and be effective, while IC will be more aware of the public's need to be informed on intelligence's role in protecting Romania's national security).

If today Romania's intelligence community is internationally recognized as one of the most reliable, credible and effective community, it is also due to the efforts of the new intelligence education system, as well as to Western support.

Footnotes:

1 Stephen Marrin and Jonathan D. Clemente, "Improving Intelligence Analysis by Looking to the Medical Profession", *International Journal of Intelligence and Counterintelligence*, 18, 2005 p. 707-729 and *The Need for an Intelligence Literature*, Published in the first issue of *Studies in Intelligence* in September 1955, this essay reveals why Sherman Kent <https://cia.gov/csi/books/shermankent/2need.html>

2 According to Sherman Kent, these are some of the requirements of a profession. For further information, see Sherman Kent as cited by Stephen Marrin and Jonathan D. Clemente, "Modeling and Intelligence Analysis Profession on Medicine", *International Journal of Intelligence and Counterintelligence*, 19, 2006 p. 645; and *The Need for an Intelligence Literature*, Published in the first issue of *Studies in Intelligence* in September 1955, this essay reveals why Sherman Kent <https://cia.gov/csi/books/shermankent/2need.html>

3 Eiot Freidson, "professionalism Reborn: Theory, Plicy and prophecy" as cited by Martin L. Cook, "Army Professionalism: Service to What Ends?" in Don M. Snider, Lloyd J. Matthews ed., "The Future of the Army Profession", second edition, McGraw Hill, Custom Publishing, 2005, p. 688,

4 Stephen Marrin and Jonathan D. Clemente, "Modeling and Intelligence Analysis Profession on Medicine", *International Journal of Intelligence and Counterintelligence*, 19, 2006 p. 644

5 Michael S. Goodman, "Studying and Teaching About Intelligence: The Approach in the United Kingdom", *Studies in Intelligence*, Volume 50, No. 2, 2006, p. 56-59

6 The term defense/military education does not refer strictly to armed forces; it comprises education for armed forces (including military intelligence) and intelligence.

7 G. Catalan. Infiltrarea vechilor servicii secrete și epurarea vechilor angajați (“Infiltration of Old Secret Services and Cleansing of Old Employees”), extract from “Scurtă Istorie a Securității” (Short History of the Securitate”) de Gabriel Catalan și Mircea Stănescu published in “Asymetria” at <http://www.asymetria.org/modules.php?name=News&file=article&sid=210>

8 There are six intelligence agencies operating in Romania: independent (The Romanian Intelligence Service (SRI); The Foreign Intelligence Service (SIE); the Guard and Protection Service (SPP) and the Special Telecommunication Service (STS)) and ministerial (General Directorate for Intelligence and Internal Protection (DGIPI) and the Directorate for General Information of the Army (DGIA)). Their legal framework resides in the Law number 51/1991 on National Security and the Constitution of Romania of 1991 (amended in 2003), as well as the legislation on the organization and functioning of each intelligence agency. intelligence system comprises military intelligence and civilian intelligence. Considering the latter, SIE and SRI are considered civilian agencies, but although not part of the military, their personnel has military ranks. Apart from these there are several private intelligence/security agencies. In addition, there is a National Intelligence Community created by CSAT in November 2005, and a “Center for Situations”, in the Prime Minister’s chancellery. see http://www.presidency.ro/pdf/date/6815_ro.pdf and

Doru Dragomir, “Tariceanu si-a facut un mic serviciu de informatii” (“Tariceanu Got Himself a Small Intelligence Service”, Ziaua, June 29, 2006. Cristescu Radu Constantin, “Serviciile Secrete din Romania si Scandalurile de Coruptie 1989-2001” (“Romania’s Secrete Services and Scandals of Corruption 1989-2001”), Filipestii de Targ, Antet XX Press, 2002, p. 293

9 Alexandru - Radu Timofte ed., “Reforma Serviciului Roman de Informatii – Argumente si Fapte” (“Reform of the Romanian Domestic Intelligence Service – Arguments and Facts”, Bucharest, Editura Academiei Nationale de Informatii, 2003, p. 63-69

10 Alexandru - Radu Timofte ed., “Reforma Serviciului Roman de Informatii – Argumente si Fapte” (“Reform of the Romanian Domestic Intelligence Service – Arguments and Facts”, Bucharest, Editura Academiei Nationale de Informatii, 2003, p. 63-69

11 <http://www.sri.ro/index.php?nav=ani>

12 Alexandru - Radu Timofte ed., “Reforma Serviciului Roman de Informatii – Argumente si Fapte” (“Reform of the Romanian Domestic Intelligence Service – Arguments and Facts”, Bucharest, Editura Academiei Nationale de Informatii, 2003, p. 63-69

13 <http://www.guv.ro/presa/afis-doc.php?idpresa=44474&idrubricapresa=&idrubricaprimm=&idtema=&tip=2&pag=2&dr=>

14 SRI sources

15 Cristescu Radu Constantin, “Serviciile Secrete din Romania si Scandalurile de Coruptie 1989-2001” (“Romania’s Secrete Services and Scandals of Corruption 1989-2001”), Filipestii de Targ, Antet XX Press, 2002, p. 140-142

16 <http://www.sri.ro/index.php?nav=ani&subnav=facultati&dnav=depinfo>

17 <http://www.sri.ro/index.php?nav=ani&subnav=facultati&dnav=catpsi> and <http://www.sri.ro/index.php?nav=ani&subnav=facultati&dnav=catcom>

18 See <http://www.sri.ro/index.php?nav=ani&subnav=facultati&dnav=depinfo> and “Profil”, Publication of the Romanian Intelligence Service, Bucharest, Issue 5, June 2004,

19 <http://www.sri.ro/index.php?nav=birou&subnav=evenimente&dnav=detalii&id=14>

20 <http://www.sri.ro/index.php?nav=cultura&subnav=cssn>

21 Alexandru - Radu Timofte ed., “Reforma Serviciului Roman de Informatii – Argumente si Fapte” (“Reform of the Romanian Domestic Intelligence Service – Arguments and Facts”, Bucharest, Editura Academiei Nationale de Informatii, 2003, p. 63-69

22 <http://www.academiadepolitie.ro/hotarareagubernului.html>

23 <http://www.unap.ro/en/despreUNAp/prezentare.html>

24 <http://www.unap.ro/en/despreUNAp/cuvant.html>

25 <http://www.unap.ro/en/unitati/cr/cr.html>

26 <http://www.unap.ro/en/unitati/fcsm/fcsm.html>

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