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The EU-28 Economic Divergence during the Post-2007 Sovereign Debt Crisis as seen from the Marxist and Literary Stand Point

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Abstract

This paper aims to explore the underlying causes of the “strikingly varied financial fallout” experienced in the different EU regions (record high levels of public debt and unemployment in Spain and Greece while relative financial stability in Germany, Denmark and Poland) post the 07’ sovereign debt crisis. The study divides the EU-28 into four broad political and economic regions each represented by a significant member state: Spain (Mediterranean), Poland(C&EE), Germany (North- Western), Norway (Scandinavian). This paper evaluates the underlying economic and the facilitating superstructure (legal, family and education structure) in each of these representative countries. By doing this, it aims to identify the existence of similar patterns and/or variations in the above implementation as we move from one region to the other. Furthermore, the paper analyzes the contemporary literary forms prevailing since the EU state inception in each of the representative states. These are used for examining the modern day value systems projected by the literary and artistic circles in these political regions. The patterns and/or variations thus, observed in the implementation mechanisms of the structure and superstructure and the desired value systems portrayed are ultimately used to draw connects with the “differing magnitudes” of the modern day economic turmoil and recession experienced by the representative regions.

Keywords: The EU-28 Economic Divergence, the Post-2007 Sovereign Debt Crisis

1. Introduction

The European Union clearly proclaims the doctrines of “The Single Market”, “The Internal Market”, “Customs Union” and the “Eurozone” as the central politically unifying factors for the various EU liberal states. The EU according to the Commission was unified into a single trading bloc post the “Maastricht Treaty”. Thus, drawing from this assumption, the impact of the financial system crash post 2007 should have been same on the member countries. However, contrary to common expectations, the impact of this debt-shock was strikingly different in the different EU regions (record high levels of public debt and unemployment in Spain and Greece while relative financial stability in Germany, Denmark and Poland).

To explore the underlying causes of this “varied financial fallout” the research embarked on a series of approaches. The first research effort was focused on contrasting the definition of Marxist Structure and Superstructure (family, legal, and religious and education system) and their

modes of implementation in the communist regimes of China, Russia with that in EU liberal states. This reveals the presence of Marxist ideologies in reduced intensities in the EU free market economies. Further, the paper proposes to analyze the concept of “Thesis and Anti-thesis” to further the understanding of the financial fallout from a Marxist stand point. It also tries to identify the contemporary literature prevailing in the various EU economic regions post the inception of the EU liberal super-state in the 1950s. This in turn, would throw light on the modern-day desirable value systems prevalent in the various EU societies.

The present study divides the EU-28 into four broad political and economic regions each represented by a significant member state: Spain (Mediterranean), Poland(C&EE), Germany (North- Western), Norway (Scandinavian) and would apply the above research methodologies independently to the representative countries. The choice of representative countries reflects regional political and ideological superpowers since they exert an exhaustive influence in their concerned regions. By doing this, the study aims to look out for the presence of patterns or variations in the results (the desired value systems) obtained from region to region thereby, trying to resolve the broad paradox “The differing magnitudes of economic drifting experienced by the integrated representative EU-28 regions”.

The paper is structured as such that it begins with defining the concept of liberalism as seen in the EU states. It then proceeds on to see the governance implemented in these states from a Marxist standpoint. Once its presence has been confirmed, the contemporary superstructure in the various representative regions is documented. Moving ahead, a comparative analysis of the various superstructures in the representative regions is at the core of this paper. Now to further authenticate the findings, the paper moves on to study the contemporary literary forms propagated in each of the representative regions. The results from this have been qualitatively compared to further the understanding of financial divergence post the 2007 sovereign debt crisis. Finally, the study draws broad conclusions based on the inferences.

2. Marxist Ideology - Structure and Superstructure:

Marxism is a radical philosophy, a revolutionary theory of social change authored by Karl Marx, the most important of all socialist thinkers. This ideology emerged as a tedious process out of Marx’s critical observation of society and history using the scientific method or the dialectic method just like Socrates. It is revolutionary because it is dialectic, was born out of his involvement of the class struggles happening in Europe in the 19th century and according to Marx, humans, in their drive for survival have to meet their basic needs first before everything else: even before they could practice religion, politics, culture, and etc. To meet their material needs is to produce. Thus, production is the driving force of history. When production, at one point in time, fails to provide the majority of people’s needs, society falls into a crisis, which causes social conflicts. Marx and his co-author, Friedrich Engels, wrote in the Communist Manifesto (1848) that “the history of all hitherto existing society is the history of class struggle.” This is the struggle between a class which has excesses and a class which is marred by deficiency (Marx, 1848). Thus, essentially this ideology was born out of class struggles between the working class and the imperial capitalist class.

The two prominent components of the ideology which benefit every economic and political model, go as such:

The Economic Base: 'In the social production of their life, men enter into definite relations that are indispensable and independent of their will, relations of production which correspond to a definite stage of development of their material productive forces. The sum total of these relations of production constitutes the economic structure of society, the real basis (Harman, 1986). The base is made up of the relations of production in a society, which is above pointed out to be 'indispensable and independent' of the wills of the actors in these relations. It depends upon the skill set possessed by a worker and the sector of economy he/she enters like manufacturing, retail or the service sector.

The Superstructure: The superstructure is the assortment of 'non-monetary foundations whose character is clarified by the way of the financial structure (the base)'. These foundations incorporate the legitimate, political, moral and ideological parts of society and are molded as indicated by the existing economic structure (base). Some examples of the superstructure are: - family, education system, religion, mass media. These are highly focused towards the economic substructure of production existing in their economy.

This base is highly flexible and changes pretty fast because usually it is in private hands which fear the decrease in profit margins. However, the superstructure, i.e.; the social component once formed in a nation is highly resistant to change.

3. EU Liberalism and Traces of Marxism

3.1 The EU Liberal State:

The European interior market additionally alluded to as the single market challenges the very premise of traditional and financial radicalism. It permits individuals and organizations to move and exchange uninhibitedly over the 28-country bunch. In practice, it gives people the right to procure a living, study or reside in an alternate EU nation. It likewise gives shoppers a more extensive decision of things to purchase at focused costs, permits them to appreciate more noteworthy security when shopping at home, abroad or online and makes it less demanding and less expensive for organizations substantial and little to work together crosswise over fringes and to contend all stakeholders inclusively.

The four freedoms:

The foundations of the single business sector are the free development of individuals, merchandise, administrations and capital, referred to all in all as the 'four flexibilities', which are revered in the EU Treaty. The same bargain engages EU foundations to commission laws (as regulations, mandates and choices) which outweigh national law and are binding on national powers.

The European Commission assumes an imperative part in proposing EU enactment, maintaining the EU settlements and guaranteeing that EU law is legitimately connected all through the EU — by people, national powers and other EU establishment

A single currency to boost the liberal single market:

To boost corporate and retail economic freedom, the single currency concept was pioneered in the Eurozone. This gives corporations the freedom to plan better on production costs, labor wages and product pricing when entering into newer EU geographies. On the retail side, the individual gains the freedom of earning and saving in a single currency no matter where he/she works or is domiciled. A business works better when everybody utilizes the same currency. The initial move towards an imparted currency happened on 1 January 1999 with the formation of the euro. Precisely after 3 years, euro notes and coins came into flow. Today the euro is utilized by shoppers and organizations as a part of 17 nations, referred to all things considered as the euro region. The euro has demonstrated flexibility amid the sovereign-obligation emergency, holding its buying power as the EU has arrived at the support of high-obligation nations. It is likewise broadly utilized as a part of universal installments and is one of the world's real monetary standards, nearby the US dollar and the Japanese yen. Toward the start of 2014, Latvia will turn into the eighteenth nation to embrace the euro (European Commission, 2013).

Pro-Competition and Anti-Monopolistic Policies:

Through single market legislation enacted over the previous decade and a half, in mix with competition enforcement, national markets are no more controlled by state-claimed syndications but are interested in suppliers from abroad. As an issue, private family units and organizations are currently allowed to pick their suppliers. More cross border trade in the energy arena likewise helps avoid supply interruptions and power cuts in EU member nations. A few European energy organizations are likewise now dynamic in more than one member nation, expanding competition amongst service providers even in other sectors like financial services, consulting, telecommunications, etc.

A Liberal Economy promoting Innovation and Productivity:

To make a certified single market sector, confinements on the flexibility of development and anticompetitive practices have be wiped out or diminished however much as could reasonably be expected, while making an environment that encourages innovation and investment. Inside this setting, the security of protected innovation is key to the achievement of the single market sector. To make it less demanding and less expensive for organizations working in more than one EU member nation, the Community trademark was initiated in 1993. In practice, this implies that organizations pay less to enlist a trademark, with those filing their applications via the Internet able to save even more. Organizations will likewise soon have the capacity to request a solitary patent for an innovation, which will be legitimate in 25 EU Member States, as opposed to documenting separate patent applications for every nation. This will cut expenses and formality for organizations, particularly smaller firms (European Commission, 2013).

In creating and sustaining an internal market, EU governments have faced a persistant administration difficulty, in particular how to minimize obstructions to universal financial trade without undermining national outlines that are exceptionally valued in the local context. The administration difficulty has given governments trade offs between securing a stake in the growing collective advantages of a coordinated business sector and a lessening in national prudence as for how markets are controlled broadly and how failures/losses arising out of integration are adjusted (Fioretos, 2012).

The first steps towards the EU liberal state which was brought about by the pooling on coal and steel resources under the European Coal and Steel Community resulted out of steps to dispose of unhealthy rivalries between temporary and coalition governments which had hit family existence with inflation and turmoil. The legislature approaches in Europe got fixated singularly on defense spending and adjusting to both of the two post-war Superpowers. Government approaches, for example, unionization, social spending and hiked duties, particularly in the recently freed countries and those misused as the 'spoils of war' took a toll on family life.

To improve the situation, the EC founding fathers envisioned cross-border market liberalization and coordination within Europe as the possible solution to the economic tyranny and to the hostilities amongst the member states. Active political leaders like Spaak, Spinelli, Schuman and Jean Monnet saw economic liberalization as the only means to attain harmony amongst nation states. The first cooperation step was made in the coal and steel sector which were the major raw materials for the weapons industry. Following this, the integration continued step by step, enlarging the prospects of the liberal market economy through various legislations and accessions (Cini, 2013):

1953

A coordinated market for coal, iron mineral, scrap iron and steel is formally settled in Europe under the European Coal and Steel Community.

1955

A meeting of ECSC external ministers in June consents to energize facilitated commerce between member states through the evacuation of duties and standards.

1957

The Treaty of Rome is signed by the Original Six as the first step towards establishing the common market, customs union, and free movement of capital and labor. The European Economic Community (EEC) and European Atomic Energy Community (Euratom) are established. The ECJ becomes the court of the EEC to interpret the Treaty of Rome.

1962

The EEC embraces regulations accommodating a unified market in agribusiness, alongside money ayrelated regulation and principles administering competition.

1972

The EC launches its first attempt to harmonize exchange rates: participating governments are required to confine the fluctuations of their currencies within a range of +/- 2.25% against each other. Countries that struggle to do so can request aid in the form of loans.

1977

Customs duties between the nine EC members are completely abolished.

1986

The European flag is unveiled. Portugal and Spain become members of the EC.

1992

The Maastricht Treaty turns the European Community into the 'European Union' (EU). The Treaty includes developments for monetary union and a chapter on social policy. It also introduces the concept of EU Citizenship, which gives Europeans the right to live and vote in elections in any EU country.

1995

The Schengen Convention allows EU citizens to cross national borders without visa or passport checks. France, Germany, Portugal, Spain and the Benelux countries are the first to drop border controls (except on the EU's external borders). With the exception of the UK and Ireland, other member states follow later.

1997

The Treaty of Amsterdam is signed, which follows on from the Maastricht Treaty and prepares the EU for eastward expansion. More national vetoes are abolished as Qualified Majority Voting is expanded, and the social chapter of the Maastricht Treaty becomes an official part of EU law. The Stability and Growth Pact is agreed, defining rules and penalties for the member states to make sure they keep the amount they spend and borrow under control in order to help create stable fiscal conditions.

1998

The European Central Bank (ECB) is established in Frankfurt, Germany. It is responsible for setting monetary policy for the Euro countries and managing their foreign reserves. The European Council and European Parliament agree that 11 of the 15 member states meet the criteria to adopt a single currency.

1999

On 1 January, the Euro is launched as the official currency in 11 out of the 15 EU member states: Austria, Belgium, Finland, France, Germany, Ireland, Italy, the Netherlands, Portugal and Spain.

2001

The Treaty of Nice, which amends the Maastricht Treaty, is signed. This reforms the decision-making processes and prepares the EU for expansion to include ten further members.

2002

12 EU states introduce Euro notes and coins and phase out their national currencies. The Convention on the Future of Europe prepares a draft of the Treaty Establishing a Constitution for Europe, as the Treaty of Paris (which established the ECSC) expires after fifty years.

2004

Enlargement goes ahead on 1 May 2004, with 10 new countries joining the EU: Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland and Slovenia. EU leaders sign the agreed text of the Constitutional Treaty.

2009

An EU Council summit prepares the way for a second referendum on the Lisbon Treaty in Ireland - 'protocols' are promised to be attached to the treaty to provide guarantees on issues such as Irish neutrality and ethical issues. At a second referendum in October, 67% of Irish voters vote

'yes' to the treaty (turnout is 59%). In November, the Czech Republic becomes the last EU member to sign the treaty after securing an opt-out from the Charter of Fundamental Rights.

2010

Two new posts created by the Lisbon Treaty are filled - High Representative of the Union for Foreign Affairs and Security Policy and permanent President ship of the European Council.

To implement the above mentioned doctrines of the “Internal Market”, the “Single Market”, the “Euro zone” and the “Customs Union”, the actions of the Union do, however, seem to draw from the tenets of Marxian ideologies. These actions are however subtle, and make use of “Soft Power”. Some of the actions undertaken consciously by the Union, in particular the Commission are:

1. **Multiplicity of Actors (A Galaxy Of Stars):-** The EU policy process involves a multiplicity of actors: - the Institutions, NGOs, trade unions, civil society, interest groups and corporations. This ensures greater harmony amongst the forces of production and renders the process more democratic and free.
2. **The EU Commission as the Watch Dog:-**The EU has delegated the Watch Dog Authority to The EU Commission and The Court of Auditors. They ensure that all facets of EU liberal market economy is applied in all Member States and in the right capacity.
3. **Creating The European Court Of Justice as the Supreme Judicial Authority:** Any violation of the free market or customs union doctrine can be reported to the European Court Of Justice which will then redress the grievance party by directing the faulty MS govt. to give compensations to the victimized party. None of the national Supreme courts can question any ECJ directive
4. **The use of Co-Decision policy Procedure:** The Use of co-decision in policy making between the intergovernmental EU Council and the supranational European Parliament prevents any protectionist stance by member states to control the forces of production either by favoring local industries or over taxing foreign enterprises.
5. **The promotion of the regional integration agenda worldwide:** The EU openly advertises regional economic and political integration and promotes its model of cooperation in other geographies like South America and Southern Africa. By doing this, it hopes to muster popular world support for its political model.
6. **Bringing the EU closer to its Citizens:** The EU policy process has provisions for citizen initiation of Legal Agenda. The citizens' have the right to draft their own law proposal and submit it to the European Commission. Also the Committee of Regions houses Representatives from local authorities like Municipalities and Town Councils. By doing this, it hopes to improve the democratic legitimacy of its political superstructure
7. **Higher Education and Volunteer Work:** The EU popularizes the positive effects of regional political integration by establishing specialized courses like “European Studies and Management”, “EU Law and Politics” amongst others. It promotes student mobility via international scholarships and facilitates technical internships in EU institutions. These activities

target the young section of the society which is expected to further propagate EU beliefs and standards.

The creation of the above mild superstructure (the Political, the Legal, the Educational, the Normative) and its day-to-day indirect regulation of the society in order to prevent and flourish the doctrines of the free market, clearly has a Marxist standpoint to it. The difference between the EU liberal states and the communist the former communist regimes of the Russian Federation and the China is only in terms of the measures adopted: the steps to ensure the implementation of the socialist market model are coercive, strict and include steps to curb the free media, the judiciary, forceful wage caps and coordinated education planning, amongst others whereas the steps taken to implement the EU's superstructure are comparatively much milder and subtle. However, the aim of both the political schools of thought (the socialist structures of China and Russia and the liberal 'market' economy of the EU-28) is essentially the same- protecting and maintain their own Economic Base Model.

4. Superstructure in the EU States:

Evidently, Marxian ways of governance (the Structure and the facilitating Superstructure) do find their places in the EU and its' mode of political governance. This is in spite of the conscious efforts made by the EU-28 to proclaim itself not as a "Marxist or Socialist state". These efforts can be attributed to the fact that the first European Communities were born out of the US funding received as a result of the Marshall Plan. The US' sole goal behind this funding was to champion the concept of the "Free Market Democracies" in the war torn western European states.

The following section of the study divides the EU-28 into four broad political and economic regions each represented by a significant member state: Spain (Mediterranean), Poland(C&EE), Germany (North- Western), Norway (Scandinavian) and tries to study the contemporary superstructures prevailing in these representative regions. The superstructures covered by the study include: the Family, the Education, the Political, the Religious, and the Legal superstructures.

4.1 Germany (North-Western Europe):

4.1.1 The Education System: In the Federal Republic of Germany responsibility for the education system is divided between the Federation and the Länder (Provinces). The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law (Grundgesetz). Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education framework, this applies to the school area, the advanced education part, adult education and continuing training. Organization of the training framework in these regions is very nearly solely a matter for the Länder.

Early youth instruction and child care is not a part of the state-composed educational system in Germany but just about only doled out to the child and youth welfare sector. On the government level, inside the framework of open welfare obligation lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ), on the level of the Länder (Provinces), the Ministries of Youth and Social

Affairs and, to some degree, likewise the Ministries of Education and Cultural Affairs, are the competent powers. As an issue, in the year in which kids achieve the age of six, they are obliged to go to elementary school. All students in Germany enter the Grundschule which in just about all States Länder spreads from grades 1 to 4. Following the grund school stage, secondary instruction in the Länder is portrayed by division into the different instructive ways with their separate leaving endorsements and capabilities for which diverse school types are capable. When students have finished secondary education they move into senior secondary institutions. The scope of courses on offer incorporates full-time general training and vocational schools, and additionally professional schooling inside the duales System (double framework). The tertiary part incorporates organizations of advanced education and different foundations that offer study courses meeting all requirements for entry into a professional available to students who have finished the upper optional level and acquired an advanced education entry capability. As a feature of lifelong learning, continuing education is assuming more prominent criticalness and is progressively turning into a field of instruction in its own particular right. Because of the tremendous scope of requests made on continuing education, a differentiated structure has been formed. (Eurypaedia, 2013)

The goals (Müller, 2013) of the Education system in Germany in contemporary times have been as follows:-

1. Universal access to public education is the norm in Germany: To ensure no one is left behind in the population and can fend for him/her self in times of distress. This reduces the bills on social spending arising from unemployment claims and makes the economy more competitive.
2. Basic Science Education for all: - This is a goal to ensure Germany's continuous dominance in precision-manufacturing. German businesses have been for ages valued for their competitiveness in manufacturing high-precision equipment like medical diagnostic equipment, automobiles, watches, turbines, etc.
3. Consideration of Individual Inclination: The types of subject matter available for study in Germany are pretty diverse. Individual inclinations which may at times stray from mainstream educational desires into fields like music, arts, sculpting or sports are encouraged are spotted at a young age and given impetus by rearing these prodigies in specialized schools catering to such talents
4. Additional foreign language, shorthand, word processing and computer skills: These supplementary skills are imparted to people from all age groups and all working education and the main aim behind this is to make sure that the primary skills of workers like accounting, architecture, engineering, software programming, etc. do not get lagged behind because of a lack of supplementary skills.
5. Vocational and factory training for migrant workers and their children: They are trained in vocational practices suiting various industries in Germany. This is very vital because Germany like other European nations is suffering from a lack of demographic dividend and migrants are necessary to keep the factories up and running.

As we notice above, the implemented educational system and the mentioned goals of that system, we can clearly draw a conclusion that the system is economy oriented and shaped in order to boost the manpower's skills for the German Manufacturing and Services Sector.

4.1.2 The Legal System: The German legal system is a civil law based on a comprehensive compendium of statutes, as compared to the common law systems. Germany uses an

inquisitorial where the judges are actively involved in investigating the facts of the case, as compared to an adversarial system where the role of the judge is primarily that of an impartial referee between the prosecutor and the defendant. The independence of the judiciary of Germany is historically older than even democracy in Germany. The organization of courts is traditionally strong, and almost all federal and state actions are subject to judicial review. The highest source of law is the 1949 Basic Law for the Federal Republic of Germany (which essentially serves as the nation's constitution). The courts are characterized by being specialist, regional, and hierarchically integrated at the federal level. There are 5 basic types of courts, plus the Federal Constitutional Court.

1. Ordinary courts, dealing with criminal and most civil cases. The Federal Court of Justice (Bundesgerichtshof) is the highest ordinary court.
2. Administrative law courts. The Federal Administrative Court (Bundesverwaltungsgericht) is the highest administrative law court.
3. Tax law courts. The Federal Finance Court (Bundesfinanzhof) is the highest tax law court.
4. Labour law courts. The Federal Labour Court (Bundesarbeitsgericht) is the highest labour law court.
5. Social law courts. The Federal Social Court (Bundessozialgericht) is the highest social law court.
6. Constitutional law courts, focusing on judicial review and constitutional interpretation. The Federal Constitutional Court (Bundesverfassungsgericht) is the highest court dealing with constitutional matters.

The main difference between the Federal Constitutional Court and the Federal Court is that the Federal Constitutional Court may only be called if a constitutional matter within a case is in question (e.g. a possible violation of human rights in a criminal trial), while the Federal Court of Justice may be called in any case.

The goals of the judicial system structured above are as such:

1. Upholding the principles of a democratic constitutional state which are enshrined under German Basic Law
2. Making the legal system more transparent, more efficient and more comprehensible to the man in the street
3. To guarantee substantive justice and the accountability of law.
4. To guarantee stable laws, the protection of liberties, and equality before the law.
5. Recognizing and Supporting the variety of people and organizations operating in Germany and thus, supporting the development of an inter-cultural law.

The above goals have been secured primarily to make Germany market-centric. The internationally recognized high level of legal stability attracts foreign companies and is to the benefit of investments and entrepreneurial activity in the country.

4.1.3 The Family System: In many urban areas both parents are employed, mainly because this is the only way they can afford the lifestyle that they want. The size of the German family on average has one or two children. In rural areas of southern Germany you can still find families with several generations under the same roof. But this is not common in urban areas or farther north, where houses are too small to include grandparents and relatives outside the immediate

family. Young people are free to meet and marry whom they choose, but marriage is not the only option: 40% of couples between the ages of 18 and 35 live together without marriage (The Students' Project, 2010). In urban areas single parents are accepted. Children born outside marriage in Germany have the same rights as children born to parents who are married. An estimated 30 percent of married German couples never become parents.

The physical separation amongst family members, however, does not lead to an “Out Of Sight, Out Of Mind” mindset amongst the Germans which many outsiders wrongly perceive. As far as values go, Germans have a great respect for family. Many national festivals revolve around gathering generations of family together and celebrating life. German families enjoy frequent contact, are very loyal and like to observe tradition. German people are known for being open-minded, tolerant and hardworking. They also emphasize individuality and independence, especially among women. For almost 90 percent of the population the family comes first in their list of personal priorities (Facts About Germany, 2011). Young people also value it very highly: 72 percent of 12 to 25-year olds are of the opinion that being happy is dependent on having a family. This in spite of the great varieties of forms family structures have taken in modern Germany.

The loosely bound but emotionally bonded family superstructure has been a great facilitator to the German society and its economy. As a result of independent living, individualism has become strongly ingrained in the German people who venture out and achieve their financial goals without relying on others. Independent living forces an individual to start working and earning for himself rather than relying on his/her family. This in turn, increases the number of earners and spenders within the economy thereby boosting the overall consumption. The mutual respect and values of loyalty inculcated in family life go a long way in developing a healthy and holistic economy. The open-mindedness towards women allows them to work outside households and further boosts the overall economy. Thus, we can safely conclude that the family superstructure is flexible enough to lead to individualistic values amongst individuals and at the same time is traditional enough to inculcate the morals of loyalty, respect and hard work.

4.1.4 The Religious System: As a cultural of immigration, Germany is home to an extensive variety of religions. Individuals from altogether different religious foundations are to be experienced regularly. Opportunity of religion is profoundly esteemed in Germany. The lion's share of Germany's tenants are Christian. Nearly 50 million individuals, or two-thirds of the German populace, are parts of either the Roman Catholic Church or the Evangelical Church in Germany. Islam, which represents very nearly five percent of the populace, is the third-biggest religion in Germany. Also, there are in excess of 70 different religious groups in Germany. These incorporate the Jewish group, which has assemblies and synagogues all through the nation, and Ahmadiyya, Baha'i, Buddhist, Hindu, and Sikh groups (Arbeit, 2011).

Actual Religious Practice

The German population is not very religious, especially young people are barely interested in religion and church. 31% of Germans do not belong to a confession. Compared to the native population, immigrants are often more religious. The modern constitution of 1949 also states that no one may be discriminated against due to their faith or religious opinions. A state church does

not exist in Germany. Numerous Germans accept that the places of worship are obsolete and distant with advanced science. They probably won't go to chapel however remain duty paying parts in light of the fact that they may endure an extreme social disgrace. At the point when individuals leave any commonplace Church, they relinquish any shot of being purified through water, wedded, or covered in the Church to which their family ties reach for some eras. The attacks of current examples of life and worldwide manifestations of excitement, from fast food to Hollywood movies, have debilitated the religious values in local and provincial Germany, in spite of the fact that this has happened sort of less so in southern Germany, where the more established traditions and ceremonies have continued simultaneously with a continuous adjustment to an advanced urban example of life; the old and the new coincide in a muddled similarity.

Festivals in Germany have become a source of relaxation and reunification with family rather than prolonged customs and rituals. They have also become a source of tourist attraction and export of German culture. This lack of attachment with religion has rendered a great majority of the population "open-minded" and accepting of foreign cultures. This development is very crucial as a great fraction of Germany's factory workers are immigrants and religious tolerance is the key to keeping them within the country. The religious barriers which prevent women from working outside no longer have an impact on the German economy. Germans as a result have become more tolerant to foreign cultures and are able to well amalgamate in other societies when they travel abroad. The lack of State involvement in any religious affairs can be seen as a conscious attempt to implement the doctrines of freedom, liberty and impartiality. The constant scientific advancement which Germany has been making can be in a way attributed to the disinclination from blind faiths, customs and religious order.

4.2 Spain (Mediterranean):

4.2.1 The Education System: As far as the law goes, Instruction in Spain for youngsters is mandatory from the ages of six to 16, with primary education (primaria) enduring six years followed by four years of compulsory education training (E.S.O) toward the end of which a Certificate of Education is gotten.

The bachillerato [high school certificate] keeps going two years, typically from 16 to 18, and gives the capability of a bachelor [baccalaureate]. It gives the foundation for a higher level vocational training or, if the students breeze through the important access tests, to university education. An expansive scope of mid or larger level vocational training classes are accessible, composed of a measured premise and of variable term, which prepare students to work in a mixed bag of occupations. Unique pathways exist, by and large through exams, for access to college instruction or higher professional courses. Passing mid-level professional training qualifies the student for the certificate of a technician while more elevated professional training entitles the student for a qualification of higher technician. The college studies are partitioned into three cycles, customarily known as Degree, Master's/Licenciate and Ph.d.

Colleges are autonomous bodies allowed to outline their own instructive courses. They may be open or private. The capabilities of private colleges must be authoritatively perceived by the Ministry of Education for them to have proper status. Special instructional training is also available, e.g. Aesthetic courses (music, dance, plastic arts and plan and design and dramatic art), liberal expressions, society and dialect instructions. These are given uncommon vitality in

Spanish scholastic rounds and are generally worshipped. There are state colleges all through Spain that give "degree" (diplomatura) and proficient capabilities (licenciatura) and post degree training. Confusingly a few colleges are called polytechnic colleges which can demonstrate that they are one-sided towards the sciences. Nonetheless, this is not generally the case and there is no distinction in the particular status of either a polytechnic college or college. Presently, the Spanish framework is being harmonized with the rest of Europe. This is prone to bring about a framework like that of the UK with three- to four-year-degrees and 2-year-Master's capabilities.

Some of the goals highlighted by the Spanish Ministry of Education are as follows:

1. The incorporation of special education into the mainstream system and the concept of special educational needs: This new concept covers highly-gifted pupils, pupils with special educational needs, foreign pupils and those who require educational compensation and that ensures all sections are taken along with mainstream education system and the gifted are provided with specialized facilities.
2. The complete development of personality and of the capacities of students: A holistic development comprising sports, arts, family values and cultural appreciation.
3. Equal educational rights to immigrants: This right includes the reception of the corresponding certificates and access to the public system of scholarships and grants in equal conditions to those of Spanish citizens
4. Achieve harmonization with the Bologna Process: This is being done to ensure similar educational standards for Spanish nationals in line with European regulations. This shall in turn promote the free migration of the skilled Spanish working class in Europe and ensure its competitiveness.
5. The aim of secondary education is to provide polyvalent training: This is achieved by means of a core syllabus, common to all pupils while at the same time gradually introducing syllabus differentiation in the final years. The Compulsory Secondary Education is designed to and to guarantee the qualification of future professionals in the areas of music, dance, theatre, the visual arts and design.
6. Efficient administration and dissemination of education: Under this decentralized model, administration of the Spanish education system is divided between the state, the regional authorities, local authorities and the teaching centers themselves. The state reserves exclusive powers to safeguard the standardization and substantial unity of the education system and to guarantee the basic equality of all Spaniards in the exercise. The purpose is to increase the democratic legitimacy of the education process.
7. The purpose of specific vocational education is to prepare students to work in a professional field like plumbing, carpeting, baking, etc., giving them polyvalent training and practice to allow them to adapt to changes in working conditions throughout their lives.

Seeing the organization of the education system and the above cited goals we can conclude that the education system is quite less coordinated in Spain. The individual regional, local and

university authorities have been granted considerable autonomy in designing their educational courses and curriculums. Compulsory education lasts only till the age of 16 up till which pretty general education is imparted to all, with no relative specialization. This age does not even impart a high school diploma to an individual. Beyond compulsory secondary education, acquiring high school education also becomes a financial matter as it is paid and in times of recession many people leave education precisely due to this reason. Vocational training in Spain runs parallel to University education in Spain. The duration and other aspects of different vocations are not much harmonized which might lead to inefficiencies. Further, vocations are still mainly regarded as unskilled abroad and do not enjoy the same level of recognition outside of Spain. Education in arts like music, poetry, sculpting, direction and painting is also well cherished amongst the masses and many people do not go for scientific or technical higher education.

4.2.2 The Legal System:

The Spanish Constitution creates a free legal system. The Spanish legal framework is governed by the Supreme Court. It additionally incorporates regional courts, territorial courts, common courts, courts of first occurrence, and metropolitan courts. The Constitutional Court determines protected inquiries. A twenty-part General Council of the Judiciary designates judges and keeps up moral gauges inside the lawful calling. The Constitution likewise accommodates an open prosecutor and an open safeguard to secure both the guideline of law and the privileges of residents.

Judicial Power is regulated by the Organic Law 6/1985, July 1, 1985. Although Spain is divided into Autonomous Communities the Judicial Power is unitary. Autonomous Communities doesn't have judicial power and their courts are courts of the State. The provision of unitary also means that the existence of special courts, courts of exception (art. 117.6 SC) and courts of honor (art. 26 SC) is forbidden. The judicial power is general and is extended to all people, all matters and entire territory (art. 4 LOPJ), including the Public Administration and with the only exception of the person of the King.

The Structure of the Judicial Power

Spanish territory is divided for jurisdictional purposes in (article 30):

- Municipalities (*municipios*):- They have no First Instance and Examining Courts and have Courts of Peace (*Juzgados de Paz*).
- Judicial Districts (*partidos judiciales*):- They have First Instance and Examining Courts (*Juzgados de Primera Instancia e Instrucción*), Criminal Courts (*Juzgados de lo Penal*), Courts for the judicial review of administrative acts (*Juzgados de lo Contencioso-administrativo*), Labor Courts (*Juzgados de lo Social*), Juvenile Courts (*Juzgados de Menores*) and *Juzgados de Vigilancia penitenciaria*.
- Provinces (*provincias*)
- Autonomous Communities (*Comunidades Autonomas*): Each Autonomous Community has a High Court of Justice

This division coincides with the administrative division of the territory and it corresponds to the administrative demarcation with the same name. Spanish courts are also organized hierarchically.

There is a system of appeals against the decisions of lower courts to higher courts and to the Supreme Court, which is the highest judicial body in all branches of justice excepting provisions concerning constitutional guarantees.

According to the subject of the matter Spanish courts are organized in four categories (art.9 LOPJ)¹:

- Civil, for civil or commercial issues
- Criminal, for violations of the criminal code
- Social, for social security and employment contracts issues
- Administrative for claims based on acts performed by public administration.

The Judicial System is controlled by the General Council of the Judiciary (Consejo General del Poder Judicial, CGPJ). The CGPJ is formed by 20 parts and the President who will be additionally delegated as the President of the Supreme Court (art. 111 LOPJ). The parts are proposed by the Congress and the Senate. Twelve of its parts might be judges and justices of all legal classes and eight parts picked among attorneys and different law specialists of recognized skill with more than fifteen years of expert practice. The Council is directed by its inward regulation. Subsequently the political elites may practice some roundabout control over the Legal System by practicing power on the arrangement of the General Council (Cabrero, 2002).

Some goals and characteristics of the Spanish Legal System:

1. The Judicial System is notoriously slow moving: - Due to division into 4 jurisdictional classes, the system of petitions and appeals is an ever-lasting process often further punishing the grievanced party.
2. Inefficiencies due to political involvement: The General Council of the judiciary which regulates the Spanish legal system and its upholders (the Judges) are appointed by the Congress and the senate. This nexus at time might lead to corrupt practices.
3. Precedence of the Legislator above the Judiciary:-Only legislative enactments are considered binding for all. There is little scope for judge-made law in civil, criminal and commercial courts.
4. The Comprehensive Codification of Law: The Spanish Judiciary is based on the Civil Law System. The purpose of codification is to provide all citizens with manners and written collection of the laws which apply to them and which judges must follow.
5. Less Use of Custom and Case laws: - The Spanish Judicial System does not give any provision for Legal Doctrine from which no rule can be derived. This makes the Spanish Legal System resistant to the changing societal environment in the era of the globalized economy.

4.2.3 The Family System: The family is the premise of the social structure and incorporates both the nuclear and the more distant family, which sometimes gives both a social and a monetary help system. Today, it is less common than at one time for relatives to work in a family business, as individual inclinations are essential and college training has become general. The

¹Stands for the Spanish Judicial Power: Ley Orgánica del Poder Judicial

structure and the span of the family fluctuate, yet for the most part, individuals live longer lives, have lesser kids than in the recent past, and less individuals live in their homes with the extended family. Spanish societies tend to consist mostly of nuclear family only, with older couples or unmarried adults living on their own rather than with kin. The old bonds may have worn thin in the fast-paced cities like Madrid and Barcelona, but essentially the commitment of the younger to the older generation is still there, especially in the rural areas. Individuals go to the extent of giving up their jobs and returning home to care for their ailing and elderly relatives at home for as long as they can.

There has been a fall in the average age of first marriages surprisingly since 1980. Albeit most relational unions are still performed in the church, more and more marriages are now being performed in registry offices. This applies to both women and men (29.82 and 31.99 years, respectively). Gay couples have now possessed the capacity to wed and embrace kids since 2006. Local boards regularly keep registers of cohabiting connections. Amid emergency times, both the rates of divorce and separation fell amid 2009, with the drop in the rates of divorce being more noteworthy (European Union, 2010).

Some values and properties (Marshall, 2010) of the Spanish Family Superstructure:

1. Great grandparents are respected by all.
2. Children are loved and amused by all.
3. Without exception every fiesta, birthday, public holiday, saints day sees whole families sit down together enjoying a meal and celebrating.
4. A single family business employs members of the extended family:- uncles, grandparents and distant cousins
5. Close family ties find their way even into politics. In Spain, Leadership is a personal achievement but can be aided by family connections.
6. The family and work life is dominated by Machismo:-Machismo is the word for male dominance, and the culture of old men who created it.

4.2.4 The Religious System: Roman Catholicism is the largest denomination of Christianity present in Spain by far. According to a February 2013 study by the Spanish Center of Sociological Research about 70.5% of Spaniards self-identify as Catholics, 3.1% other faith, and about 24.1% identify with no religion.

Most Spaniards do not participate regularly in religious worship. This same study shows that of the Spaniards who identify themselves as religious, 56% goes to mass few times a year. The younger generation, ignore the Church's conservative moral doctrines on issues such as pre-marital sex, sexual orientation or contraception. The total number of parish priests and nuns introduced in the Holy order has shrunk from 24,300 in 1975 to 19,307 in 2005 (Tavainen and Sinikka, 2005).

Apart from Christianity, Islam has had a fundamental presence in the culture and history of Spain. In recent decades, immigration has resulted in resurgence in the presence of Islam, with over one million Muslims currently residing in Spain, of which the majority is Moroccans and Spaniards represented by the Islamic Commission of Spain. Many converts to Islam reside in the southern Andalusia region and have opened Muslim learning centers drawing visitors from across Europe, Canada and the United States (Shubert, 2010).The Muslims are clearly more ardent religious followers than the Christians. However, both the communities peacefully coexist and

have amalgamated well with each other in contemporary times. The lifestyle of the Muslim youth has also got influenced by their Christian counterparts and they too can at times be noticed indulging in drinking, inter-religious marriage and rearing pets.

Spain's religious landscape has changed considerably over the last few decades in the institutional sphere and in the everyday life of the people. The main causes for this lie in an intensive process of modernization – accompanied by a democratization process – and in increasing immigration. Festivals are an event of celebration and getting together rather than elaborate rituals, customs and praying. In Spain, the bright and joyful spark of God in the fiesta and popular religious tradition is still very much alive. The central activities of the urban and rural societies are: conversation (tertulia), play, humor, eating and drinking and shared voluntary work.

Despite these changes, certain aspects of the religious picture and the veneration of saints remain unchanged in Spain. The State has renounced the Church's control over religion teachers' married lives. In spite of that the Catholic Church today is still a powerful interest group (Costa, 2012); it wishes to defend its institutional interests in connection with its buildings and its educational, social, cultural and health-care.

4.3 Poland (Central & Eastern Europe):

4.3.1 The Education System:

The Polish education system was reformed in 1999 and changes have been implemented over several years. Education is now compulsory from 7 till 18 but there are some non school alternatives from 16, including apprenticeships. There is a statutory entitlement to a year of preschool education. In line with the EU's accession norms, after 1999 the 8 year primary school (7 to 15) gave way to a 6 year primary (7 to 12) and a three year gymnasium or lower secondary school (13 to 15) in Poland. Attaining education up till this level is compulsory. Beyond this level, upper secondary education which is non-mandatory takes place in one of four types of school described below:

- 3 Year general lyceum offering general training ultimately leading to a maturity certificate, a necessity for entrance to Higher Education (HE);
- 3 year specialized lyceum finalizing into a maturity certificate and additionally offering a general vocational instruction in a specialized zone;
- 4 year specialized lyceum culminating into a maturity testament and offering professional capabilities at Specialist level; and
- 2-3 year basic vocational school leading to skilled worker qualifications.

The Higher Education segment contains the new higher vocational schools, universities, technical universities, and specialized academies such as academies of medicine and music. Since 2007/2008 scholastic year Polish advanced education framework has been partitioned to three

stages, which are: Bachelor (Licencjat, Inżynier), Master (Magister), and Doctor (Doktor). This framework applies to all fields of training with the exception of Law, Pharmacy, Psychology, Veterinary Medicine, Medicine and Dentistry, which are still focused around two-stage framework (Master and Doctor). The Polish State Accreditation Committee is responsible for observing instructive measures in Polish foundations of advanced education. The Committee participates with accreditation business locales in different nations, particularly with European ones to blend its training framework with the Bologna process. Teaching is given in the form of lectures, classes, seminars, laboratory classes and discussion group (Scottish Credit and Qualifications Framework (SCQF)).

Vocational training forms an integral part of the Polish Educational system at the secondary school levels. This is because entry into universities is a rigorous and tough process which every individual may not be able to undertake due to the academic and financial constraints. This is to ensure that no one gets left behind and is skilled enough to earn him/herself a decent living. With the economy rapidly progressing post 1999 levels and a number of Polish people also looking to immigrate out, the number of higher education students in Poland has constantly risen. Whereas in 1991 13.1 % of those aged between 19 and 24 were attending an institute of higher education, by 2005 the number had already risen to 48.5 %. In European comparative terms, this figure is one of the highest. The trend of inclination towards vocational training is getting reversed slowly. Fewer and fewer young people are deciding to pursue vocational education and training. (Polish Ministry of Science and Education, 2004)

Some prominent goals and characteristics of the Polish Educational System.:-

1. Focus on vocational training: - At the senior secondary as well as the Higher Education level, vocational training is given great importance by the system because not everyone can fulfill the academic requirements of attaining University enrollment for Higher Education.
2. Imparting Specific Soft and Workplace Skills: Both general and professional training projects look to create the 5 key capabilities of planning, organizing and examination toward oneself of learning; correspondence; cooperation; critical thinking; and application of IT. These qualities have ended up required in the working environment and guarantee the worldwide aggressiveness of the Polish workforce.
3. A decentralized system: - A nation-wide decentralization of the Education system. The procedure moved easily in the mid-1990s mainly for two reasons: the districts were healthier fiscally than the central government, thus could retain the extra financial loads and in light of the fact that the regions felt they could deal with the schools in their ranges significantly more successfully than the far off Federal Government. (Hanson, 1997).
4. Formative Mode of Assessment: At the end of each education level students are required to appear for a formal final assessment exam. The marks secured determine the eligibility of the candidate for the kind of higher educational institute he/she can secure access to.
5. Evolving and Self-Evaluative in Nature: The authorities have regularly been using the Pisa² evaluation mechanism to determine their level of progress and development in terms of

²OECD's Programme for International Student Assessment (Pisa)

education. The sequence of educational reforms has been continuous and in the most recent test results from the OECD's Program for International Student Assessment (Pisa) show that Poland is ranked 14th for reading, ahead of the USA, Sweden, France and Germany - and well ahead of the UK in 25th.

6. Assortment of academically weak and strong students: At the end of every school year, strong students from the previous year and weak students from the previous year are jumbled together in a new batch. This has proven to be very successful as the weak students have begun to perform better over time and the stronger pupils' skills have improved further over time.

4.3.2 The Legal System:

The Polish law or legal system in Poland has been developing since the first centuries of Polish history, over 1,000 years ago. The public and private laws of Poland are codified. Poland is a civil law legal jurisdiction and has a civil code, the Civil Code of Poland. The Polish parliament creates legislation (law) and is made up of the 'Senate' (upper house) and 'the Sejm' (lower house).

The Constitutional principles of organization and functioning of the judiciary in Poland cover the legal and organizational status of court authorities, proceedings before courts and the legal status of the judge. Art. 173 of the Polish Constitution of 2 April 1997 provides for dualism of the judiciary authority. It is composed of courts and tribunals. Courts encompass:

- the Supreme Court
- common courts
- administrative courts, including the Supreme Administrative Court
- Military courts

With respect to tribunals, the Constitution records the Constitutional Tribunal and the Tribunal of the State. Regular courts control equity in all matters, with an exemption of matters which are held, by law, to the ability of different courts. Common courts are established and shut by the Minister of Justice. The Minister of Justice additionally makes their seats and the zone of their purview, upon the acquiring of a feeling from the National Judiciary Council. Transactions before Polish courts occur in two cases. Regular courts are partitioned into:

- Regional courts (made for one or more communes, and, in defended cases, more than one local court may be created for a solitary commune)
- District courts (made for the territory of locale of no less than two regional courts)
- Appeal courts (made for the territory of locale of no less than two district courts).

Presently, there are 376 regular courts in Poland – 11 appeal courts, 45 district courts and 321 provincial courts. Judges in Poland are autonomous; they are administered exclusively by the Constitutions and Laws. They hold resistance and may not be released from their employments,

which implies that the livelihood relationship is disintegrated by force of law when a judge leaves. The Minister of Justice activities involve just administrative supervision of regular courts

This means that the supervisory power of the Minister of Justice may not interfere with independence of judges, i.e. the wording of judgments and decisions, whose correctness may be examined only according to the procedure stipulated by law.

The National Judiciary Council is a constitutional collegiate body guarding the independence of courts and of judges (Rakowski & Rybicki, 2000). It acts as the supreme judicial authority within the country. The most important tasks of the Council include:

- providing an opinion regarding normative acts concerning the judiciary and judges, as well as adoption of resolutions concerning matters referred to the Constitutional Tribunal for an examination of their consistency with the Constitution of the Republic of Poland with regard to independence of courts and judges,
- Consideration and evaluation of candidates to serve offices of judges and submission to the President of the Republic of Poland of motions for appointment of judges of the Supreme Court, the Supreme Administrative Court, common courts, provincial administrative courts and military courts,
- Adoption of a catalogue of professional ethical rules of judges and monitoring of their observation.

The Council is composed of 25 members. Similarly to the majority of other European states, the composition of the Polish National Judiciary Council is mixed, but judges form a majority of its members. Some characteristics and goals of the Polish Judicial System (MINISTREWOSTO SPRAWIEDLIWOSCI, 2010) :

1. **Duality is prevalent in its core:** A stark distinction exists between courts (any level) and the tribunals and neither can't interfere in the functionality of their counterpart
2. **Independence of the judiciary from the Legislator:** The Minister of justice has a role in the appointment of judges due to his membership in the National Judiciary Council. However, as far as the functioning of judges is concerned, he is stipulated by law to remain mute.
3. **Incorporation of international Treaties:** Ratified international agreements possess the force of the statute. Once an agreement is published, it becomes a part of the domestic legal system and may be applied directly.
4. **Intensive territorial coverage:** With the entry of Poland into the European Community, the number and frequency of common courts per region has increase significantly. A great number of foreign enterprises entering into the country obviously poses legal issues which need to be dealt with accordingly.
5. **Distinction between universally binding and internal laws:** According to the latest Constitution of 2 April 1997, the sources of universally binding Polish law are: the Constitution itself as the supreme law of the land, the statute ("Ustawa"), ratified international agreement and regulation ("Rozporządzenie"). These cover every entity within the nation and are non-negotiable. All other acts are bound only the organs of public administration and self-government which are subordinated to the issuing organs and organizational units like Public trusts, State Administrative bodies, etc., within the region in which they lie.
6. **A Codified System:** The entire Polish civil law is a codified one and this codification has been performed over time by an autonomous body called as the 'Codification

Commission'. Its' composition changes over every 4-year period and any new legislative enactment due to harmonization with EU-law or otherwise is incorporated by this body into the Polish Civil Code.

7. **No provision for Common Law:** The Poland Legal System provides no provision for usage of a judicial decision as a source of law. A judge is not bound by any judicial enactments even those of the Supreme Court.

4.3.3 The Family System: The family is the center of the social structure. One's obligation is to the family first and foremost. Extended families are still the norm and really form an individual's social network.

Poles draw a line between their inner circle and outsiders. Family members are naturally part of the inner circle along with close friends, usually "family friends". Poles will interact differently with their inner circle and outsiders. The inner circle forms the basis of a person's social and business network. The people from the inner circle can be relied upon to: offer advice, help find a job, cut through bureaucracy, or even rent an apartment. There is an elaborate etiquette of extending favors and using contacts to get things done. Having a meal with one's family is not just consumption of food - it is Celebration. Guests are always welcomed. (POLAND: LANGUAGE, CULTURE, CUSTOMS AND ETIQUETTE, 2010). In urban settings, the father are generally the head of the family where often both parents work. The most popular family model is the 2 + 2 formula (mother, father and two children). It is traditionally expected that children will look after their parents' needs. The elderly play an active role in helping adult children in their daily routine with families. The extended family is also very important, however many aged Poland born persons do not have extended family. Residential care is seen by elderly Poland born people as the last option and other in-home support programs will be accessed to prolong independence for as long as possible. For many older Poland-born people leaving home and moving into communal living arrangements is equivalent to losing their independence.

Some features/ goal of the Polish family superstructure:-

1. A Patriarchal System: - The man of the house still plays a potent role in urban as well as rural households. All important decisions regarding finances, children's education, children's marriage, etc. are at his behest.
2. Lifelong attachment to parents: - Polish adults are expected to take financial care and other responsibilities for their parents eternally. A very small fraction of old aged people even consider attending "Retired Community Houses" or "Old Age Homes".
3. Lack of time spent at home in contemporary situations: - Although Poles remain much attached to their families; heavy pressure is set upon gathering the materialistic goods. Urban Poles stay in homes less and less, work very hard, are often not present and are engaged in a chase after money.
4. Change in Childhood patterns: - The free time is rarely spent together; children of the Polish family less and less sit down together at the table. Instead of talks, walks and activities connecting children with the parents and grandparents – most of the free time is spent in front of the TV and computer.
5. Children as the 'Cornerstone' of Family Life: - Children are considered the most important family members and consequently they are celebrated and cherished as the cornerstone for future generations. Nuclear families often pay visits to grandparents' homes or to the traditional family homes where the extended family resides. These are

seen as vital occasions for rearing the children up with noble values of honesty, respect, loyalty and generosity.

4.3.4 The Religious System: Poland has no official religion, however a dominant part of the populace have a place in the Roman Catholic Order. It is approximated that over 90% of Poles are nominal Roman Catholic. Still 58% of the total populations are actively practicing their selected religious beliefs. The rest of the population belongs to the Orthodox Church (around 509,500), Greek Catholics (123,000), Jehovah's Witnesses (about 122,757) and Lutherans–Augsburg (almost 87,300). Other founded Christian appellations include the Baptists, the Church of Christ, Old Catholic Mariavits, Methodists, the New Apostolic Church, Pentecostals, Polish-Catholics, Reformed Lutherans and Seventh-Day Adventists. There are about 5,200 members of the Muslim Religious Union and almost 5,100 people are Hare Krishna devotees. Although preponderantly Roman Catholic, Poland is dwelling to other spiritual groups, suchlike Russian Orthodox and respective Protestant offset. More than 60% of Poles attend church regularly (Spain Exchange, 2009).

As far as the legal aspect is concerned, The Polish Constitution guarantees freedom of religion and the Polish legal system criminalizes public speech that offends “religious sentiment.” Though the Polish constitution officially separates church and state, public schools provide religious instruction, and the Catholic Church is afforded considerable influence in crafting the curriculum. To enhance religious freedom, the government funds and supports programs designed to educate and builds awareness concerning anti-Semitism and the extermination of Poland’s Jews during the Second World War.

The characteristic feature of Polish religious movements is a fondness for traditional practices and Christian ceremonies such as pilgrimages to holy places, liturgical processions (e.g. for the feast of Corpus Christi), Advent and Lent retreats, and fairs for parish feast-days. In contemporary times with the influx of rapid industrialization, the Aethism development keeps on growing, and there are likewise indications of more prominent religious assortments in the nation, especially with an Islamic social focus. Currently arrangements in Warsaw for an Islamic Cultural Center and more mosques are being assembled crosswise over Poland. The younger generation rarely goes to Church and values liberalism a lot.

Some values /features of the Polish Religious Superstructure:-

1. Predominantly Roman Catholic: - The Catholic population comprises 90% of the overall. The Church exercises significant influence on Polish life indirectly via way of crafting school curriculum, deciding on abortion and IVF laws and building and upkeep of religious symbols like shrines, statues, etc.
2. Freedom of Religious expression: - In spite of itself being a predominantly Catholic nation, other religions have been granted the freedom of expression. The result of this can be seen in a rapid springing up of mosques and ‘Hare Krishna’ awareness centers across urban Poland.
3. Festivals as a means of getting together: - Festivals like St. Patrick’s Day, Christmas, Easter, All Saints Day, etc. have become more a means of getting and feasting together rather than elaborate rituals or practices. Members of the extended family visit each other, exchange gift and engage in friendly conversations

4. Youth Disinclination and Atheism: - After its inclusion in the EU, a flow of liberal democratic beliefs due to cross-nation student exchange has had a profound impact. The youth can rarely be seen attending Church or take part in masses. With the establishing of the Polish Association of Rationalists in 2005, various atheist gatherings have sprung up from underground. They now actively voice their opinions on public forums (Deboick, 2010).
5. Active Protection of Minorities: - To enhance religious freedom, the government funds and supports programs designed to educate and builds awareness concerning anti-Semitism and the extermination of Poland's Jews during the Second World War.

4.4 Norway (Scandinavian): Norway is not a member state of the European Union (EU), but is closely associated with the Union through its membership in the European Economic Area (EEA), in the context of being a European Free Trade Association (EFTA) member. The EEA agreement grants Norway access to the EU's single market while the country is to adopt most EU legislation related to that market. Additionally, Norway is a part of the Schengen Area which guarantees visa free travel for its' citizens across EU, and has been granted participation rights (save voting rights) in several of the Union's programs, bodies and initiatives. These include the European Defense Agency, the Nordic Battle Group, FRONTEX, Europol and the European Monitoring Centre for Drugs and Drug Addiction. Also, the agricultural and fisheries sector of the country is dominated and planned in accordance with the multiannual CAP³ for the EU (The Norwegian Mission to the EU, 2009). This high level of EU-Norway business interaction makes it highly relevant to study the debt crisis from a Norwegian stand point.

4.4.1 The Education System: Universal schooling for children was introduced in Norway 250 years ago. From 1889, seven years of compulsory education were provided, 1969 this was increased to nine years and in 1997 to 10 years. As a result of Norway's scattered population, forty per cent of primary and lower secondary schools are so small that children of different ages are taught in the same classroom. Primary and lower secondary levels are often combined in the same school. The collective objectives and principles for teaching in primary and lower secondary schools are laid down in the national curriculum. The subject curricula lay down a common learning content for all pupils, which increases in scope throughout the school and is greatest at the lower secondary stage. This common learning content is enlarged on and supplemented to adapt it to local conditions and to the needs of individual pupils. When the students enter lower secondary school, at the age 12 or 13, they begin getting grades for their work. Their grades together with their location in the country will determine whether they get accepted to their high school of choice or not. From the eighth grade (Year 9 or S3/4), the students can choose one elective (valgfag). Upper secondary school (much the same as high school) is 3 years of discretionary educating, albeit late changes to society (few occupations accessible for the age gathering) and law (government needed by law of 1994 to offer optional educating in one structure or an alternate to everybody between the ages of 16 and 18 who submits the application structure) have made it to a great extent unavoidable in practice. Secondary education in Norway is essentially focused around state funded schools: In 2007, 93% of upper optional school understudies went to government funded schools. Until 2005, Norwegian law held private optional schools to be unlawful (Statistics Norway, 2013).

³ The Common Agriculture Plan which coordinates and plans the entire agriculture of the EU-28 nations

The Sami curriculum- Culture Oriented Education

The society and conventions of the Sami group are a piece of the basic Norwegian and Nordic society that both the national educational program and the exceptional Sami educational program oblige all students to be familiar with. In areas characterized as Sami locale and as per particular criteria somewhere else in Norway, this education is given as per the special Sami educational curriculum. For Sami students, this instruction is proposed to construct a feeling of security in connection to the students' own society and to foster Sami dialect and character, and also preparing Sami students to take a dynamic part in the mainstream and empowering them to procure instruction at all levels. State backing is accommodated the advancement of course readings written in the Sami language. (Ministry of Education and Research, 2006)

Higher education is anything past senior secondary school, and ordinarily keeps going 3 years or more. To be acknowledged by most higher education schools you must have accomplished a general college affirmations endorsement (generell studiekompetanse). This can be accomplished by taking general studies while in upper secondary school or through the law of 23/5 where an individual must be over 23 years old, have 5 years of joined education and apprenticeship and have passed exams in Norwegian, math, natural sciences, English and social studies. A few degrees likewise oblige uncommon electives in second and third grade (e.g. Maths and Physics for engineering studies.)

Higher education is broadly divided into:

- Universities, which focus on theoretical subjects (arts, humanities, basic science), supply bachelor (3 yrs), master (5yrs) and Phd (8yrs) titles. Colleges additionally run various expert studies, including law, pharmaceutical, dentistry, pharmacy and brain research, however these are for the most part separate divisions that have little to do with whatever is the rest of the college institution
- University schools (høyskole), which supply an extensive variety of educational endorsements, including college degrees at bachelor, master and Phd levels, science degrees and expert vocations like teacher and medical caretaker. The evaluation framework is the same as it is for colleges.
- Private schools, which have a tendency to work in mainstream subjects but with constrained limits as compared to state funded schools, for example, business administration, textiles or design studies

Some values/goals of the Norwegian Education Superstructure:

1. Building teaching competence for the classroom: To ensure that pupils receive an education compatible with the curriculum for primary and lower secondary education, the Ministry prepares a plan for competence building for four year time frames, giving special attention to supplementary training for teachers at primary and lower secondary schools.
2. Special arrangements for Handicapped students: - As part of Norway's elaborate Social Welfare program, the handicapped are given special attention in schools and higher

educational institutions for “The Differently Abled”. This is done to ensure that somebody’s childhood or accidental miseries don’t mar his/her pursuit for academic excellence.

3. Awareness towards the Country’s Culture: Every student during his lower and senior secondary education compulsorily goes through some historical and cultural subjects as an attempt to boost awareness towards the indigenous Norwegian culture. The minority Sami culture has been given special considerations and state funds are allocation for its propagation. Educational quotas are reserved for Sami pupils to incorporate them into the mainstream and a certain set of higher education faculty are trained especially in Sami culture.
 4. Equal Opportunities and Standards for all:- One of the basic principles of Norwegian educational policy is that all children and young people have an equal right to education and training irrespective of domicile, sex, social or cultural background and aptitude. All public education is free (Ministry of Education, 2011).
 5. Multiple Grading Systems: - Norway has multiple different grading systems, both unique ones and ones that have been based on foreign grading systems. The formerly most common system of grades used at university level was based on a scale running from 1.0 (lowest) through 6.0 (highest). Grades, for undergraduate and graduate education, are awarded according to international standards on a scale with A as the best. A "pass"/"fail" mark is given for some examinations.
 6. Employment Market for non-college bound students: - Individual transition plans are very important for special needs students leaving formal education for the "real world". Norway has also been moving towards apprenticeships, a German best practice, to help its students who are unenthusiastic about higher education, and has also started return-to-training initiatives that have proved relatively effective. Possibly as a result of these various reforms, Norway's current unemployment rate of 3.4% is almost the lowest in the Western world. (The Founding Principles Blogspot, 2011).
 8. A Decentralized higher education system: The HE system has been decentralized in order to better fulfill and adapt to the needs of the local regions. The institutional decentralization has taken place mainly due to the demands of new types of higher education, not covered by the universities and the wish to relieve the central universities of some of their teaching and administrative tension whereas the geographical decentralization has taken place due to the demands for educational opportunities outside traditional university cities and for socio-economic stimulus in the non-urban regions (Kyvik, 2006).
- 4.4.2 **The Legal System:** The Norwegian legislative framework is a mixture of customary law, common law framework, and civil law customs. The Supreme Court renders admonitory presumptions to the governing body when asked; acknowledges necessary ICJ jurisdictions, with reservations. The regular courts incorporate the Supreme Court (Høyesterett) with 18 perpetual judges and a president, courts of request (court of second occurrence by and large), city and county courts (court of first occasion much of the time), and conciliation chambers (court of first case in most common code cases). Judges appended to the general courts are selected by the King in council after endorsement by

the Ministry of Justice .The special High Court of the Realm (Riksrett) hears reprimand cases of evidence against parts of the Government, Parliament, or Supreme Court.

The structure of the courts of equity is dynamic with the Supreme Court at the summit. The alleviation sheets simply hear certain sorts of normal cases. The District Courts are regarded to be the first instance of the Courts of Justice. Jury (High) Courts are the second case and the Supreme Court is the third event

Supreme Court: The Supreme Court is Norway's most astounding court of equity and the occasion of adjudication for verdicts passed on by courts of a lower level. The court is arranged in Oslo. The choices made here are last and can't be advanced or whined against. The main exception case is for cases that can be brought in the witness of the Court for Human Rights in Strasbourg.

Interlocutory Appeals Committee: Three of the Supreme Court judges structure the Interlocutory Appeals Committee. This board needs to concur that a case is to be brought in the witness of the Supreme Court.

Courts of claim: The Country is partitioned into six re-appraising areas. Each one court of bid or claimis led by a senior judge president and each one Court of Appeal has several investigative judges. The courts are convened all through Norway in the urban areas of Oslo, Hammar, Skien, Bergen, Tondheim and Tromsø.

Regional courts: The region courts are the first occasion of the courts of justice. There are 83district courts.

Conciliation Boards: A Conciliation board is apportioned to every municipality. Every conciliation board comprises of three laymen and an equivalent number of appointees chosen or delegated by the local town council for terms of four years. Conciliation boards are to intervene between debating parties and are generally approved to purport a decision.

Special Courts: There are exceptional courts that hear or methodology issues not secured by the District Court.:

- The Industrial Disputes Tribunal: This court manages cases relating to labor enactment, for instance pay question.
- The Land Consolidation Courts: Their principle errand is to discover satisfactory answers for proprietorship debate and issues concerning right land utilization.

All courts – and all judges – deal with civil, criminal and administrative cases. The judges are appointed by the King in Council for lifetime (until age of retirement).The question of guilt in criminal cases are decided by judges together with non-judicial members of the court, and by a jury in the Courts of Appeal in serious criminal cases. The General Prosecutor and District Public Prosecutors are appointed by the King in Council for lifetime (until the age of retirement) (Marijke, 2008).

Some features/values of the Norwegian Legal Superstructure:

1. A unique confluence of Civil Law, Customary Law and Common Law: - This makes the judicial system highly adaptive and evolutionary in times of the ‘Single’ Free market. The common codified law does serve as the basic precedent but Judges’ decisions on hearings also play a pivotal role.
2. Segregation of Powers within the Judicial System: - There are three separate wings within the Ministry of Justice which administer the entire proceedings beginning from the initial appeal to the execution of Judicial decisions. This segregation of responsibilities within the judicial system renders it very efficient as it involves an equitable dissemination of responsibilities.
3. Involvement of the ‘Ordinary’ Man in the “juris-prudence”:- In ordinary criminal cases, the District Court sits as a mixed panel of one professional and two lay judges. A lay judge is any common person from the mass who is selected by municipal councils for four years at a time. This provide a corrective counterbalance against official power and the establishment and enhances the democratic legitimacy of the judicial system
4. Spreading judicial awareness through media broadcasts: - The Norwegian system prides itself in providing openly on electronic platforms proceedings of critical and high priority cases. This practice ensures that the common man remains acquainted with the latest legal obligations on citizens and to ensure that the values of equality and fairness are upheld.
5. A System of Rehabilitation rather than Victimization: The country’s penal system is based on rehabilitation and its maximum sentence is just 21 years. There is no provision for death penalty within the country. The goal of the system is to reform the individual rather than isolate or kill him. During this period of conviction, the guilty are given psychiatric treatment and are imparted with new skills which may enable them to start afresh once their term gets over.

4.4.3 **The Family System:** Families are paramount in Norway. This is indicated through Norwegian history that follows back to the Viking times. Most families have a tendency to be little in size, and this is one motivation behind why families are additionally close. Family members make continuous outings to visit relatives, alongside going to uncommon occasions, for example, weddings, christenings, affirmations, and funerals. The expectation for everyday life in ordinary Norwegian families is high, and on account of this, numerous families describe themselves as the white collar class. It is regular for Norwegians to have little bungalows along the coast or in the mountains, and this house serves as a spot for every weekend trek and occasion get-aways. In the family, the spouses and wives generally view themselves as equivalent in power, both work outside, and they have a tendency to underline shared obligation in raising their youngsters. The Norwegian welfare framework sustains all moms and their youngsters regardless of the fact that they are a piece of a consensual union, and subsequently, ladies are not as dependent on marriage for backing the lives of their young ones (Tulane University, 2007).

The types of families in Norway are changing. Most children live with both their mother and their father in the traditional nuclear family for their entire childhood. However, there is an increase in the occurrences of nontraditional families, such as extra-marital births, consensual unions, divorces, and stepfamilies. Today, almost 50% of all children are born outside of marriages. A great majority, between 5-10% of all children, are born to a single mother. Overall, stepfamilies are the fastest growing type of family in Norway, and this usually consists of the mother and a stepfather. The absence of the father is a hardship that faces Norwegian children each day. However, it is growing more unusual for fathers not to keep in contact with their children. This helps to ease the hardships of the absent father. All of these children that are born outside of marriage are at an increased risk for future family dissolutions (Sture, 2006).

Norway is a very child-friendly country. As the school day finishes earlier than the working day, children usually go to after-school clubs until their parents get home. At these clubs, the children can play, do homework or join in with activities of their choice, such as a choir, chess, football or drama group. Children are encouraged to become independent and to play outdoors without adult supervision all year round. Thanks to the low crime rate and safe parks and play areas, this has been well achieved.

The divorce rate in Norway is relatively high. Many people start new relationships after the breakdown of a marriage or relationship, perhaps with a new partner who also already has children. It has become common to talk about expanded or complex families in which both the partners have children from previous relationships, and possibly also joint children.

Governmental Family Planning: Family policy has also become an important focus area for the public sector. This is done primarily to improve the situations in the labor market and develop holistic mutually respecting relationships. The aim is to strike a good balance between family and work and to promote good families that practice gender equality. Another aim is to promote a system whereby women work more outside the home while men contribute more at home. There is particular focus on fathers forming good ties with their children. The hope is that this can be achieved by increasing fathers' share of parental leave. These measures ensure equitable gender distribution in the workforce and reduce the number of high school (resulting from disturbed family lives) dropouts which too has a positive impact on the skill set in the economy (Inorge, 2012).

Some essential goals/values of the Family Superstructure in Norway:-

1. Focus on Individualism: - A Norwegian household usually comprises of a nuclear family with both parents going outside to work. Children from the tender of age of 8-10 are encouraged to be independent and play outside without any adult supervision. The public parks, recreational centers and hobby clubs are all part of the public infrastructure and try to make the children self-reliant. People really value their independence and privacy.
2. Governmental Planning: - The government consciously takes steps in order to boost family bonding and develop holistic relationships and resolve family disturbances. This is believed to have a good overall impact on the society. Currently there are a set of family policies in Norway that are aimed at easing the economic situation of families with children which in

turn, enables adults to spend a considerable amount of time with their young ones and engage in family activities together.

3. **Gender Equality:** The Norwegian society is not a patriarchal society. The husband and wife both command generally an equal level of autonomy on household decisions. The effects of this can be seen in the high gender equality in nearly all kinds of occupations. Girls, too take part in activities considered traditionally ‘manly’ like soccer, rugby, kickboxing, etc.
4. **Changing family structures and laws to incorporate them:** - Evolving market forces and busy lives have led to a change in mindset of the youth towards the institution of ‘Family’. Newer types of structures can be seen abounding in urban areas like:-the bonus family, cohabitation, expanded family, consensual relationships or cohabitation. Divorce. The civil laws have evolved accordingly and the provisions of marital statuses are as such: - ‘Single’, ‘Consensual’, ‘Married’, ‘Cohabiting’, ‘Single Parent’.
5. **A child-friendly superstructure:** - Children and youngsters are regarded as the seeds of the next generation and are given special attention by the government. Policies can also be said to support the children in cases of family break ups (parents’ divorce) or families at risk. An example of such a measure is a yearly non-taxable allowance for all children under the age of 18 of 11240 NOK. Secondary and higher education for all pupils is free. Hobby clubs like mathematics, chess, football, drama are also provided as part of the public infrastructure.
6. **Family holidays as a major life event:** - Most Norwegians come from wealthy family backgrounds and going on recreational vacation or expedition trips is of great significance in Norwegian family life. These events are seen as an opportunity to get together and share some life experiences out of the hectic work schedule. Families often spend weekends at their cabin and outdoor activities such as skiing and hiking are popular.

4.4.4 The Religious System: - Norway has an official Protestant State Church based on the Evangelical-Lutheran religion. About 90% of ethnic Norwegians are members of the State Church of Norway. Some 5.9% of the population practices other religions while 6.2% do not belong to any religious community at all. The largest religious and life-stance communities outside the Church of Norway are the Humanist Movement, represented by the Norwegian Humanist Association (63,000), Islam (60,000), the Pentecostal Movement (45,000), the Roman Catholic Church (40,000 or more), the Evangelical-Lutheran Free Church (20,000), Methodists (13,000) and several lesser free churches. Although there is no separation of Church and State, all inhabitants have the right to exercise their religion. Norwegian religious expression is largely private and churchgoing is not a regular activity for most. (Norway Schools Directory, 2010).

The state also supports religious aid organizations such as Norwegian Church Aid financially. Bishops are formally nominated by the Norwegian Monarch, who is the head of the church, and clerical salaries and pensions regulated by law. Clergy train in the theological faculties of the University of Oslo and the University of Tromsø. However, other faith organizations are compensated through a sum equal to the amount spent on the Church.

In modern times, Norway – like many European countries – has seen a great decline in religiosity, at least among non-immigrant Norwegian endemics, and most Norwegians are irreligious: atheism and agnosticism are the most common metaphysical views. In 2005, a survey conducted by Gallup International in sixty-five countries indicated that Norway was the least religious country in Western Europe. The members of the state church are not active adherents, except for the rituals of birth, confirmation, weddings, and burials. The Evangelical Lutheran Church is still established and administered through a Government department. There is, however, an ever ongoing political debate on separation of church and state (Agence France-Presse, 2012).

As far as minority beliefs are concerned, Islam is the largest minority religion in Norway with over 2% of the population. In the end of the 1990s, Islam passed the Roman Catholic Church and Pentecostalism to become the largest minority religion in Norway. Other religious groups operate freely; Roman Catholics, Orthodox, Jews, Hindus, Buddhists and Sikhs are present in very small numbers, together comprising less than 1 percent of the population. This mix of minorities can be seen as a result of mass labor immigration into Norway since 1960s.

Modern day free thoughts of secularism and pluralism are so engrained amongst the youth that hardly any youngster recognizes himself as a formal ‘Christian’ (Eriksen, 2012). However, certain conflicts with Islamists do occur at times, including discrimination in the public sphere. Some features/ values of the Religious Superstructure in Norway are as follows:-

1. Disinclination from religious practices: - According to numerous surveys, Norway has stood out as the least religious country in Western Europe. Norwegian religious expression is largely private and churchgoing is a rare activity for most. People usually visit Church only for the rituals of birth, confirmation, weddings, and burials.
2. Efforts towards formal separation of Religion from the State: - Parliamentary and other efforts are under way to denounce the State’s official religion- The Evangelical Lutheran religion. This can be seen as an evolution along the modern day notions of secularism, pluralism and freedom of thought.
3. Religion only as a means of self-identity rather than faith: - Religious values are usually not inculcated during rearing up of child in the household. Youngsters are constantly taught to exhibit their religious inclination only as a formal tool and to keep the expression of their faiths private, which effectively prevents Norway from diving into any ethnic or religious strives.
4. Equal financial support for all religions: - The religious groups apart from Christian schools include Muslims, Roman Catholics, Orthodox, Jews, Hindus, Buddhists and Sikhs. The state supports religious aid organizations such as Norwegian Church Aid financially. However, other faith organizations (their study centers, places of worship) are compensated indirectly through a sum equal to the amount spent on the Church.
5. Exemption from religious education at School: - It is possible for any set of parents to obtain an exemption for their children from religion based subjects like the KRL⁴ which are based

⁴ *kristendoms kunnskap med religions*- Teachings of Christianity with orientation about religion and philosophy

on the teachings of Christianity. This is in keeping with the rights of non-Christians for ensuring that their children received an education in conformity with their atheist views and philosophical convictions.

With the advent of globalization, non-religious festivals like sporting extravaganzas, Marathon events, music festivals, food and liquor festivals have become common place and are spread throughout the summer months.

5. Comparative Analysis of the Superstructures:

	Germany North-West EU	Spain Mediterranean	Poland Central & Eastern	Norway Scandinavian
The Education System	Extra emphasis on scientific education	Inclined more towards artistic and cultural education	Evolving towards technical education and scientific/research oriented content	Specializing in professional studies like architecture, law, medicine, etc. Culture only a nominal fraction.
	Administration solely in the hands of the individual state, i.e., the Lander.	Decentralized at the national, regional, local and institutional level with less governmental oversight.	Decentralized since 1999 primarily due to pre-accession negotiations	A highly decentralized education system
	Vocational and factory training mainly for immigrant workers.	Vocational training is present but not much developed or harmonized with the rest of Europe.	Decent emphasis on vocational training.	Instead of vocational training, focus more on apprenticeships.
The Legal System	Civil Law based and inquisitional ⁵	A codified Civil Law System.	A comprehensively codified Civil Law system.	A confluence of civil law and common law.
	Highly independent from the legislator and the Executive.	The General Council of the Judiciary:- The Supreme Legal Authority appointed by the Senate leading to a nexus	Evolving towards greater independence:- The functioning of Judges completely autonomous but appointment dictated partially by the Minister of Justice.	Highly independent judiciary:- Judges are appointed for a lifetime and cannot be dismissed even by the King.
	Informative and transparent:- Judicial reviews and enactments translated into layman's language and published	Very less use of custom or case law, so no significant efforts made on public communication.	Any significant communication made once every four years when a Codification Commission completes its term	Informative:- Efforts like public broadcasting to spread awareness of legal enactments and proceedings.

⁵ A judicial system in which along with adjudicating, the judged participate in the investigation process

	Germany North-West EU	Spain Mediterranean	Poland Central & Eastern	Norway Scandinavian
The Family System	Women step forward and compete equally with men in the household scenario.	Men as the cornerstone of all important 'household' decisions.	A patriarchal system: - Built along the concept of the male 'bread winner'.	Both husband and wife equal in authority.
	The family size is typically small and consists of one or two children. High value to individualism. 30% of couples today with no wards.	Extended families still exist and all members in such a setting tend to work in the same family business.	Majority of population is agrarian so extended families do exist and an elaborate system of etiquettes and extending favors.	The size of the family is quite small with the step-family system now growing in popularity.
	Both parents work outside for materialistic acquisitions but quality time spent daily with kids – normal routines and during holidays.	Significant amount of family time reserved daily. Emotional attachments remain strong with the extent of giving up colleges and jobs by youngsters if the need arises.	Individualism in urban areas a leading to lack of time being spent together at home. Family members tend to diverge with individual priorities and aspirations.	Lack of time spent together at home during normal routines. Children usually left at day-care facilities and hobby clubs.
The Religious System	Festivals are small in number and duration and have become a source of tourist attraction and German culture export. Usually no elaborate customs and rituals observed.	Festivals are elaborate and long and involve: - processions, fairs, eating, drinking and shared voluntary work.	Fondness of traditional practices and Christian ceremonies during festivals. All life's milestones are celebrated with rituals and practices	Festivals are not characterized by masses or Church visits. But have become sources of innovative celebrations and excursion holidays.
	Biggest minority is Islam, comprising 5 %. Amalgamation in the mainstream remains a problem with Muslims being ardent religious followers and keeping themselves alienated.	The largest minority is Islam and their cultural integration is harmonious.	Religions apart from Catholicism mainly include Jews, Muslims and Hare Krishna devotees. They coexist peacefully and are given equal rights.	The biggest minority is Islam comprising 2% of the populations. Others include Sikhs, Hindus, Jews, etc. All faiths are given equal aids by the Government
	There is no State Church in Germany and people are of the opinion that Churches are old fashioned and obsolete.	No official state religion but the Catholic Church continues to remain a powerful institution and has influence in civil rights, education, healthcare	No official State Church or religion but religious education is still imparted at primary and secondary school levels. Church influences the education curriculum.	An Official Norwegian protestant State Church exists but efforts are there to separate it from the Government. Religious education at school is exempted for non-Christians.
	Contemporary situation: Young people are barely interested in religion and church. 31% of Germans do not belong to a confession	Contemporary situation: Most Spaniards do not participate regularly in religious worship. 56 % of religious people attend very few masses.	Contemporary situation: More than 60 % Poles attend Church regularly. The younger generation is slightly disinclined from religion and values liberalism a lot.	Contemporary situation: Norwegian religious expression is largely private and churchgoing is not a regular activity for most. Religion not inculcated during childhood. Atheism is on a rapid rise.

6. Contemporary Literary Works and Value Systems:

6.1 Germany (North-West Europe): From the First World War until reunification in 1990, Germany's defining experiences have been ones of catastrophes. As a result, Literature over the years has sought to get more in touch with life, and became less exclusively aesthetic. The materialistic tendencies of the age are reflected in and conditioned by the great progress of science and the rise of journalism. The lyric and epic has lost ground to the drama and the novel. The classic romantic tradition still finds many followers. In fact, after the turbulence of the Revolution came a return to a more formal and aesthetic art, which, however, kept more or less in touch with the life of the age. A result of the more serious view of life was the new realism that strove to present life truthfully, stripped of the conventional phraseological idealism that had been the vogue. This realism has manifested itself chiefly in the drama and novel (New Advent, 2011).

German literature has always been a kind which has contested for adherence to morality, even if all the religious motives behind it might be rejected. Some prominent values portrayed in contemporary German literature:

1. Gender Equality: Patriarchs has been strongly fought against in the second half of the 21st century, especially through novels in East Germany. This has resulted in emergence of the 'fairer sex' and better representation in education and in employment.

2. The Application of Reason and Empirical Science: Contemporary authors like Hobbes, Locke, Jondeau, Bond apply reason in every facet of their writings. Modern day authors rarely produce fantasy or extra-physical works. Even in the genre of sci-fiction, imagination runs wild only as long as science can parallel it and nothing beyond.

3. Individualism: Individualism and being self-sufficient are two ideals which are highly valued in German literature. Individual initiative and intent is always encouraged and cherished. In Germany, the ideas of individual uniqueness (*Einzigkeit*) and self-realization have contributed to the cult of individual genius.

4. Open-mindedness and Pluralism: - The ability to accept multiple cultures, backgrounds and at the same time amalgamate smoothly into those is a cherished value in contemporary literary productions.

5. Equality: - German authors in their works have always advocated for respect of all professions and power-distance is usually ignored in literary classics.

The working class (the proliterat) has always been seen openly questioning and competing against the employers (the burgoiese).

6.2 Spain (Mediterranean): The history of Spain has been marked by all types of events, wars, conquests, marriages, deaths and literature has played an important part in it. Prose, poems, novels didactic essays are popular amongst the masses. The 20th century is a century of great change in the literary sphere in Spain. There was not one specific movement. Rather, every author developed his or her own personal style. Novels

become the most popular genre, and social themes are very common, especially those related to life in Spain during the Spanish Civil War and the following dictatorship (Spanish Books, 2008).

The values projected popularly in Spanish literature include:

1. Unconditional Faith: Spain has experienced democracy pretty recently in the late 1970s. Before that, it had been under constant aristocratic rule. As a result the value systems which have shaped around such a political environment are the ones which promote undying faith in the monarchy, the family and other human relations. This has resulted in ever-closer family ties amongst Spanish people, even in contemporary times.

2. Honor and Chivalry: This incorporates values like trustworthiness, loyalty, courage and truthfulness. Also

Using One's resources to help the distressed are widely portrayed in Spanish literature.

3. Machismo or male dominance: The concept of 'The Man of the House' or 'the Male Breadwinner' is

Enshrined in contemporary Spanish literary works and has had a profound influence on modern family and Professional life.

4. Solidarity: Spain, being a society of emotionally charged people who do not resist in seeking and offering

help, regularly highlights the concept of 'solidarity' in its literary creations. Extending and receiving favors of a bureaucratic and financial nature has never been portrayed as something negative or unethical in literature.

5. Elaborate and expressive: Romantic and fictitious works always involve elaborate and extravagant description of settings, scenes and events. This is well reflected in Spanish professional life which is more 'process-oriented' rather than 'goal-oriented'.

6. Nationalism and Superiority: Spain has experience a rich colonial heritage and a great war of inquisition involving anti-Arab and anti-Jew movements. This has been well portrayed in textual productions and has instilled a feeling of national superiority amongst the common-folk.

6.3 Poland (Central and Eastern Europe): Polish writing is concentrated a lot on dramatization and graceful enunciation toward oneself than on fiction which is prevailing in the English talking world. The reasons being complex, however basically, rest on verifiable circumstances of the country. Polish authors normally have had a profound scope of choices to arouse them to compose 'recorded upheavals' of remarkable brutality that cleared Poland, at the crossroads of Europe but also, Poland's own 'group incongruities' requested satisfactory response from the literary classes of any given period. Numerous journalists in the second half of the twentieth century endeavored to reproduce the Polish literary scene regularly with a touch of wistfulness for the prewar reality, depicting the political and moral quandaries connected with the Anti-Socialist resistance in Poland.

Some of the values actively portrayed in contemporary Polish literature are:

1. Rebellion and mutiny: - Constant attempts were made by the emigrant as well as home writers to mobilize the masses against the cruel and inhuman Soviet regime. A feeling that Polish men

have for long been denied their right to statehood has been inculcated through literary works. Consequently, the people have been aroused to contest for their rights on multilateral forums and rebel against a polarized world scenario.

2. **Collective Heroism:** - Combined acts of valor which benefit one's society are highly valued in Polish literature. The novels and contemporary historical accounts are filled with instances of collective efforts against censorship and public misery- the roles played by the Committee for the Rights of the Workers, the Independent Students Union and the Polish Writer's Union.

3. **Open-Mindedness and Secularism:** Polish literature, unlike its other European counterparts has always been sympathetic of the Jews. Many leading Polish writers dealt with issues involving the Jews and fought anti-Semitic manifestations. The role of Jews in science, industry, commerce, and banking was reflected in Polish literature of the period. This has led to the development of a secular Polish society with virtually zero religious struggles.

4. **Nobility and contempt of hard work:** The contemporary literature is still somewhat influenced by the tradition of Polish nobility who explicitly disregarded any kind of work and instead praised conspicuous consumption. It was poor people's destiny to work. This means strong obstacles to changes in times of economic transformation. This keeps majority of the Polish population agrarian and 'field owners'.

5. **Democratization and Alignment with the Western Nations:** In the late 1970s, when the popular Polish literature was crushed and censored by the Communist regimes, underground literary works gained prominence. Writers, under the mask of 'anonymous' disseminated texts contested for liberal ideals of free speech, movement and freedom in terms of content. As a result, the youth in modern times values individual privacy and freedom a lot. There has been a systematic disinclination from solidarity and terms like 'central-planning', 'socialism' have become a taboo.

The censorship and persecution of literary greats in the second half of the 20th century developed a strong eagerness amongst the Polish writers "to join the West". They started cherishing the liberal ideals of good governance, freedom of expression and rule of law. This ideological tendency culminated in the masses through the literary works and the public became rapidly in favor of joining Western Europe, post the Soviet era.

7. Conclusion:

The implementation of Structures and Superstructures, as seen in the above analysis, is pretty evident by the EU. Although the implementation of these systems is often ensured in a subtle manner- Youth Educational Mobility and Voluntary Work, Multiplicity of Decision Makers, Direct Election of the European Parliament, amongst other steps. The Union, in its 6 decades of existence, has been quite successful in politically and economically unifying the populations and countries of Europe. However, the financial crisis of 2008 clearly showcased the existence of severe cracks in this unification. This is evident by the strikingly varied levels of financial fallout experience by the different regions in the EU.

Apart from the unification on the financial and economic front- a common currency, common Central Bank (Monetary Policies), European Banking Federation, European Fiscal Union (Tax Policies) and a Customs Union, different levels of macro-economic shocks were experienced in

the above regions. When focused on a Marxist viewpoint, a researcher is forced to analyze the various underlying Society structures existing in these affected EU regions, as economic cohesion rarely results into complete cultural, political and social unification on a cross-national level. Henceforth when we delve into a study of the various Societal social structures and literary forms in these regions (the North-Western, Central & Eastern Europe, Scandinavian and Southern (Mediterranean) Europe), we come across several inconsistencies in the political institutions and their implementation.

The study clearly points out the existence of a highly individualistic and non-patriarchal society in North-Western and Scandinavian Europe as compared to a highly male-scholaristic society in Mediterranean and CEE Europe. Also, in terms of decentralization, Southern Europe lacks particularly low in the comparison. In terms of acceptance of immigrant societies, the Norwegian and German communities have shown particular tolerance and used immigrants as a source of leverage in their labor force. However, large periods of aristocracy and monarchy in Mediterranean Europe, ensured a lack of such a hospitable attitude towards immigrants. Variations are also prevalent widely in the family and religious Superstructures within these states. Family ties have lost prominence in North-West and Scandinavian Europe and a higher emphasis is laid on 'Individualism'. This has resulted in more people seeking work, contributing to the economy and adding to the consumption. Also, region and festivals have lost and ritualistic prominence and have become a 'mere' source of unique celebrations and galas. This non-allegiance toward family and religion has led to a more scientific temper and open mindedness. An opposite mindset in terms of family and religion in the Southern States has often instilled a feeling of 'Cultural Superiority' amongst these populations. Such an attitude has also led to contempt of certain labor in the Southern countries.

In terms of the judicial and the executive superstructures, the economically less affected countries have shown resilience and kept strict demarcation between these powers. Whereas in the South, a strong nexus has highlighted great corruption scandals in these countries during the post 2008 debt crisis. The central and Eastern European countries, while still in their transition phases during the crisis, did a good job in this regard, which prevented a lot of austerity measures. The literature too has influenced the economic attitudes of people in different countries. A highly scientific, individualistic and pluralistic society has been promoted through literature in Northern and Western European societies, which has contributed to solidarity and an equitable distribution in the society. On the other hand in the Southern countries the genre in contemporary times has been focused on romanticism, fantasy and aristocratic chivalry. This has led to a lack of scientific temper and contempt of certain of professions like business, social work, farming, which is harmful for the economy a feeling of solidarity, which is lacking in Southern Europe, has ensured regional economic cohesion inside the North-West European countries. In CEE, since the collapse of the Soviet era, there has been a strict aversion to 'Central Planning', as portrayed by the contemporary literary works. This aversion has led to trends of individualism and respect for private ownership. As a result, societies have become open internationally and industries have benefited from cross-border trade. Education is also a major point of contention, which has affected differently the economic stability of the different regions during the crisis. A more cultural and artistic education preference among the youth rendered the Southern and CEE regions at a disadvantage as it has ensued high levels of immigration from these countries in times of crisis, when the countries need the active contribution of their citizens the most. Whereas, in the Northern and Western parts, a higher emphasis on technical and scientific

education, made sure that these countries could retain their technical competence and focus on R&D which kept exports stable during uncertain times.

Overall, we can safely conclude that a difference in the various societal Superstructures (religious, legal, education and family) did have an impact on the levels of economic misery experienced by different regions in Europe. These facets along with the literary media impact the daily lives, attitudes and preferences of common citizens, which in turn impact their economic decisions, thinking and indulgence. Thus, it is safe to conclude that, since these institutions are designed and implemented differently in European countries, in spite of the existence of a supranational EU, it resulted in a varies financial fallout in different regions of the EU.

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