

## PROMOTING AND IMPLEMENTING THE EUROPEAN MODEL

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**Abstract:** *Following European Union enlargement, member states among which is Romania, have to deal with the large and even growing disparities among the EU-28 in terms of their overall development, institutions, cultural, fiscal and financial aspects etc.*

*All these in order to support the long-term growth potential for the EU's competitive position in the world and its resilience to shocks. The paper here presents and questions institution's role in what concerns promoting and implementing the European model: the political factor, complementarities and divergences of Euro Zone, principles, values and European identity for integration's process durability. It also overviews two ways for individual behavior modeling: educational system and institutional model. The author considers that, in order to achieve synchronization and durability, Romania has to adapt its various behaviors to the European model. Also, learning and adopting this model might represent a proper way to form European values and behaviors. As such, knowledge propelled by institutions and education becomes a factor that supports synchronization and sustainability through maintaining the collective consciousness of European unity. These facts support the statement that Knowledge leads to a European behavior as pillar for European integration process.*

**Keyword:** International economics, Models of trade, Economic integration, Open economy macro-economics, Economic growth of open economies

**JEL code:** F<sub>00</sub>, F<sub>15</sub>, F<sub>4</sub>, F<sub>41</sub>, F<sub>43</sub>

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## ***Introduction***

Family is a system defined by elements and the relations among them. “Family is a microcosm. Knowing how to cure the family I know how to cure the world” was expressed by Virginia Satir who gained global recognition in family therapy utilizing and operating with the concept of family as dynamic system towards harmonious existence and growth of the inner elements.

The key element in the revolutionary family therapy method was the awareness of the purpose of the system characterized by the creation and maintaining relationships among individual elements in order to provide a higher level of satisfaction of element needs than is possible by individual existence or sporadic connections. For the beginning of the twentieth century this change of tensions and problems perspective from rules and institutional point of view towards awareness and assuming roles in following a common goal meant psychological welfare for a significant number of people. The most of these families maintained the system either with slight adjustments either yielding or externalizing some relations. The success of the approach also consisted in shifting focus from problems and tensions to health and possibilities, connecting on the basis of being similar but growing on the basis of being different, basing human relationships on equality of value, communicating with congruence, respect and acceptance of one another, hoping as a significant component for change and behavior education, possessing high self-esteem and meeting needs of all members, tolerating mistakes, having flexible rules.

The family remains also an institution for this is the form through which there can be maintained the human relationships for a long period of time. But, the difference from the archaic system, which bonding was instituted by surviving in a natural hostile environment for the survival of individual, the modern family justifies its existence by conscious choice of putting into balance advantages of common living versus advantages of solitary living. In this frame, rules are created for maintaining stability but they result from a conscious evaluation of values and goals. If the rules are unsatisfying they can be modified. If they are rigid the individuals either fully agree with (and the indicated tensions do not exist) or individuals are unsatisfied and tensions occur. If individuals do not assume anymore the rigid frame, than we assist to a various way of system break from the initial state.

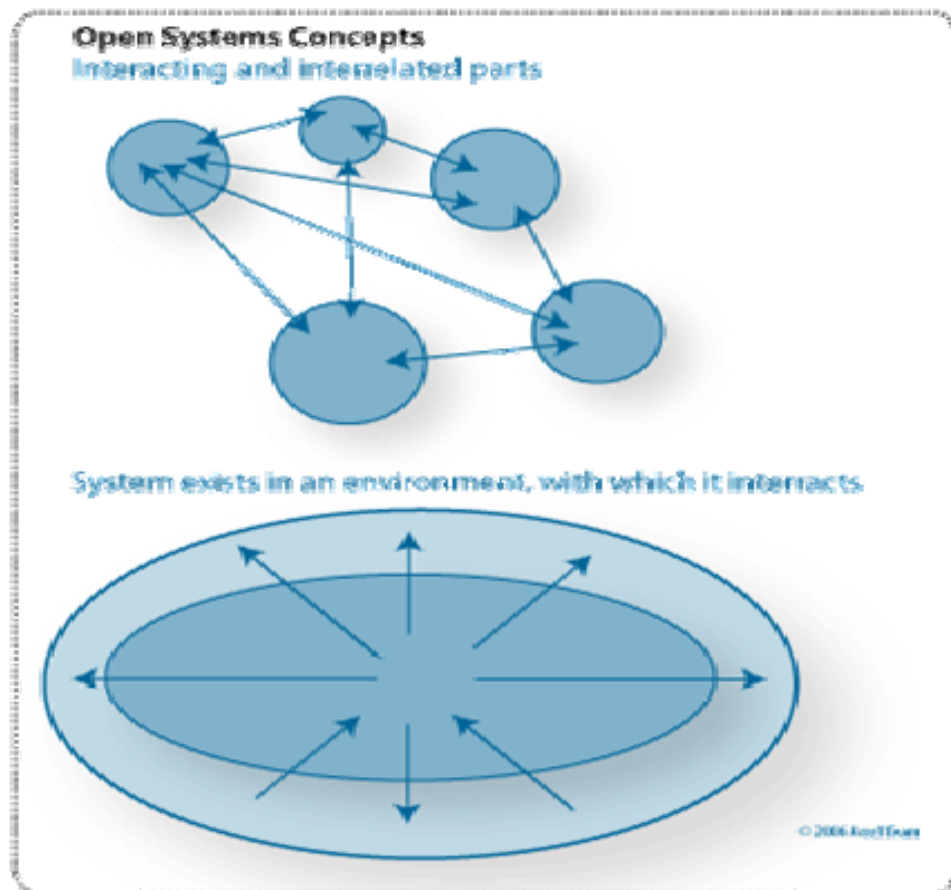


Fig.1. Open Systems Concepts, found on: [http://accel-team.com/business\\_process/index.html](http://accel-team.com/business_process/index.html)

Family system subscribes to the satisfaction of individual needs. The rules are for the best satisfaction in common of these needs. Of course that not every individual need can be fulfilled inside the family in the same way as if all individual needs are satisfied relating outside then the system is senseless or at least one individual leaves it. In other defaulting systems one individual or group is better satisfied through family relationships than the other members level of needs satisfaction. The later(s) develops an alienation and psychic sufferance until breaking the system or illness. These “solar system” cases in which decision power is concentrated to one or few

are, in the end, dysfunctional. Another aspect regarding equitable needs satisfaction and decision taking power in what concerns system's direction is the inequality of individual development. For example, children are unequal to adults. Functional families direct decisional process towards real children's needs satisfaction in the first instance. Then the other member's individual needs. Otherwise physical or psychological illness has a high probability to occur in an exterior environment where children are not sufficiently adapted. For these "in developing" individuals there is the surviving aspect before any other benefits-costs analysis. Or else stated, disadvantages of a broken system are totally overcoming the benefits of a functional family. The awareness of the meaning, the purpose of the existence and maintaining family relations makes putting developing members needs in the first place a natural process. The rules and behaviors are congruent with values and mission (scope). Without awareness of purpose, only on the basis of rules imposed either by society or by individuals themselves, it is hard to overcome the tensions among the individual elements that have instincts, needs, values, identities, and of course different strengths depending on the level of development. It is also true that feelings play an important role in the family system. Still, without a conscious coordination goal oriented, the feelings do not suffice for long time system's cohesion.

In a functional system, individual sensed and conscious needs determine behaviors and relationships according to these behaviors, shaped by abilities, regulated by values, convictions, beliefs, identity, sanctioned by membership and subscribing an assumed mission. In this approach institution is a consequence not a premise as it is generated from system's functioning not from external environment and it is flexible according to the pursuit objective.

Another important aspect for the paper here is the emphasis put on education: " My approach is based on the premise that all we manifest at any point in time represents what we have learned consciously, implicitly, cellular. Our behavior reflects what we have learned. Learning is the basis of behavior. To change behavior, we need to have new learning. To accomplish new learning, we need a motive, a purpose, a nurturing context and a trust in something from outside to help us." (Satir)<sup>1</sup>

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<sup>1</sup> Russell Haber, *Virginia Satir: An Integrated, Humanistic Approach*, article found on: [https://www.academia.edu/1377300/Virginia\\_Satir\\_An\\_integrated\\_humanistic\\_approach](https://www.academia.edu/1377300/Virginia_Satir_An_integrated_humanistic_approach)

Enhancing awareness, understanding patterns of communication, building high self esteem, expanding self discovery and self response, reshaping relationship, realistic discovering dysfunctional relational dynamics, tapping into internal resources to change external behaviors and developing congruent living style resists as the success recipe for solving family system tensions and conflicts for more than a half a century.

***What generates tensions and conflicts into a system and how could they be overcome?***

For the present paper here hypothesis I'll further extract a couple of principles from NLP<sup>1</sup> and Systemic (Complexity<sup>2</sup>) Approach Theory<sup>3</sup>.

Systems Theory states that reality consists in interconnectedness among any organizational structure and that every living or nonliving system can be identically defined through relationships among various levels or organization. This implies the interdisciplinary study of systems in general with the goal of elucidating principles that can be applied to all types of systems at all nesting levels in all fields of research<sup>4</sup>. A central topic of systems theory is self-regulating systems that are found in nature, including the physiological systems of our body, in local and global ecosystems, and in climate - and in human learning processes (from the individual on up through international organizations like the EU or the UN)<sup>5</sup> It is an important assumption for the present paper here because this assumption will be further utilized for the analysis of European Union system according to family therapy theory and to Logical Levels Congruence Theory<sup>6</sup>.

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<sup>1</sup> [http://www.nlpinformal.ro/Instrumente\\_pentru\\_schimbare\\_p17.html](http://www.nlpinformal.ro/Instrumente_pentru_schimbare_p17.html)

<sup>2</sup> <http://www.complexityexplorer.org/>

<sup>3</sup> Ray W. Cooksey, *What Is Complexity Science? A Contextually Grounded Tapestry of Systemic Dynamism, Paradigm Diversity, Theoretical Eclecticism*, article found on: [http://www.tandfonline.com/doi/abs/10.1207/S15327000EM0301\\_06?journalCode=hzze20#.U\\_2cqCgtRa8](http://www.tandfonline.com/doi/abs/10.1207/S15327000EM0301_06?journalCode=hzze20#.U_2cqCgtRa8)

<sup>4</sup> Fritjof Capra, *The Web of Life-A New Scientific Understanding of Living Systems*, Anchor Books, 1997, New York, 347pp.

<sup>5</sup> Gregory Bateson, *Mind and nature: A necessary unity*, Hampton Press, New York: Ballantine, 2002, 240 pp.

<sup>6</sup> Robert Dilts, *Modeling With NLP*, found on: <http://www.scribd.com/doc/62307831/Modeling-With-NLP-Robert-Dilts-OCR>



*Figure 2: Logical Levels Pyramid*

Robert Dilts Logical Levels Pyramid<sup>1</sup> is a useful tool for tensions and inner system's conflicts analysis.<sup>2</sup> This analysis is focused on the congruence of neurological levels. If there are observed differences among the content of the analyzed levels, these opposed components are considered the cause for the conflict that will cause problems to the system. Any change made to one level will affect inferior levels. For example a change at values and beliefs level will change behaviors and the relation with the environment. A consistent qualitative or quantitative change at a certain level may as well affect the immediate superior level but the change is more profound when it is up produced to bottom propelled.

<sup>1</sup> Joe Cheal *The Logical Levels of Organisations (Exploring and expanding Dilts' Logical Levels model in an organisational context)*, article found on: <http://www.gwiznlp.com/Logical%20Levels%20of%20Organisations.pdf>

<sup>2</sup> Robert Dilts, Tim Halbom, Suzi Smith, *Beliefs: Pathways to Health and Well-Being*, 2012, Crown House Publishing Limited, 2<sup>nd</sup> edition, 256 pp.

From this perspective the most effective method for education appears to be the awareness of the mission. Which is the system's goal? But sometimes (in the most cases of malfunctions) the goal isn't obvious. It might appear as a vague, unconscious issue. For this reason each level analysis and step-by-step knowledge about the system is necessary as it is valuable.

Step-by-step knowledge approach means realistic answers for the question raised at each level. Thus there are found incongruent items that produce tensions in the system. For example, the values that manifest through the rules might be in opposition with abilities or environment fact that generates tensions. Another type of same level conflict might occur for example between opposing values: economic growth versus sustainability.

Once every level question answered, the system can be influenced from the top by a trickle down effect or a quantitatively or qualitatively substantial stimulus to a certain level.

It is to notice that the focus shifts from the frame (e.g. institution, organization, model) to the congruence of different levels thus harmonizing relations among elements towards a purpose or to what is found at a higher level. The model (the way the system is organized) is thus a "result of" and not a "by default" pattern according with contents adapt. This statement does not intend to minimize the importance of having a model as organizational framework that maintains system's stability and perpetuates valid systems. This statement rewrites the importance of the content oriented toward a goal to achieve through an also goal subscribed and flexible model (rules, institutional framework etc.). This model has also to be understood, acknowledged, assumed and flexible (adaptable).

According to these three theories, I synthesized a five steps approach method to understand and diminish tensions into a given social system:

1. Understanding the fact that individuals are different in some respects and similar in others such as: needs, tastes, preferences, perception and cognitive levels, culture, intelligence, physical, social, economical strength etc. Acknowledging and describing these traits means a clearer view of what is. Observing where incongruence points appear: at behaviors level, values, etc. and the changes that has to be made for congruence. This represents a diagnosing step in finding what is needed to infuse, at what level, in order to support the system.

2. A benefit-costs analysis during a large time frame of satisfying needs in a group versus individual choice. This long-term awareness gives a broader perspective on the system's real state.
3. Observing, understanding and describing the followed common goal, with respect for each element characteristics.
4. Realistic approach of options, relationships that lead to common goal. That is coping with what each member has to offer and supporting cohesion of the system regardless development state for each member. That is that stronger elements will support the educational process for least developed ones.
5. Assuming rules and roles corresponding to the followed goal. This process is based on democratic support, considering each member's will. In this phase the emphasis on relationship education intervenes in order to achieve proper behaviors for supporting the assumed goal. Education might represent a qualitative or quantitative infusion at values, beliefs and convictions level, for example. Another aspect of this last step of voluntarily assuming common purpose is that it corresponds to mature members, in family case. Children are educated towards common goal in order for them to assume at maturity or to achieve the proper means to opt for another type of system. This is not a possibility in what it regards the will of sovereign states, considered as such. On the other part, educating behaviors might be implemented regardless the type of the system.

These steps describe a cognitive process for analyzing the system both as composing elements and relations among them:

What is?----->Which is the purpose----->What can be done in order to achieve the goal-----> Assuming roles and educating behaviors----->New proper relationships.

Thus, the first step in analysis is looking at the model and describing elements and relationships. What is, how is it, which tensions occur. And then clarifying the purpose and finding and educate adequate solutions (proper behaviors, adequate means, adequate values etc.) This represents a systemic approach of any system that has the property of self-awareness and might be translated: Put model into the light! This is equivalent with: Introducing knowledge into the model sustains adequate behaviors through education and regulation for the model's purpose.



This first part conclusion is, in order to achieve lasting change, there has to be clarified common goals, understanding essential important needs to be resolved in the system, respect for the individuality of each member and educating relationships towards a common goal.

According to this conceptual framework, the paper here tries to offer a method for extending awareness of the European Union Model as we cannot aim for promoting and implementing it without a proper understanding. It also argues a way of promotion and implementation through knowledge that supports behaviors education towards the followed goal.

In this approach, “synchronizing” means enhanced awareness in order to align behaviors with capacities, values and/or identity subscribing the common purpose. The term is understood as “behavior’s congruence towards the sense (scope)” and is different as meaning from “leveling” understood as “diversity homogenization”. It is considered that leveling is harmful for EU Project, as there is a continuous need for the elites to pull up entire society as role models generate hope and enhance cohesion towards the scope.

It is important to be able to look at EU as a long time relationship among “related” members as we all share more or less the European family culture and set of values. And, as in any long-term commitment, there exist moments of tensions and stress. Thus, a sober analysis and approach of the common evolution is needed, analyzing both stress moments as well as harmonious development. This dynamic accounting process is a useful tool for the decision of continuing the relationship. Another conceptual aspect is that the relationships in the EU are built on and justified by European citizens needs satisfaction. Not every individual need can be fully satisfied in the system but, from the author’s point of view, EU has to satisfy, at least, the basic needs for everyone: peace, security, sustainable prosperity.

The idea of peace, security and economic recovery of European countries devastated by World War II was the intended purpose of the union founding fathers. They had the vision to harmonize a divided continent by the recognition of similarities in the values and through adopting appropriate behaviors.

Integration process understood as enhancing quantitative and qualitative relationships among member states, market unifying, continuous enlargement of the EU and the external promotion of European Model (ex. the EU is the largest donor to developing countries) it subsumes an unclear

purpose, mutant, which seems to lose sight of the basic system's element: the European. Of course there are procedures (treaties, institutions, policies) and there is an agenda that changed qualitatively and quantitatively from one treaty to another. What this paper highlights is the need for awareness of the meaning of the European integration project and of the direct link between the purpose of the system and the needs of citizens. Else put, the questions that arise are: If you get peace, security, smart growth, then my needs as an European will be met? Why do I have to adapt my behavior to the European family? What is the purpose? How to prove that once the goal achieved I will be better in the EU than outside this family?

The specialty literature<sup>1</sup> consecrates entire volumes to prove the outcome of different processes. Pessimistic, realistic and optimistic scenarios<sup>2</sup> are made for the integration process<sup>3</sup>, for the EU and member states economic growth in relation one to other and to the exterior, for the evolution of the common currency and Monetary Union, for the evolution of the welfare state in terms of demographic changes, for unifying EU policies, etc.

This paper intends to move the focus from processes towards the principles and to sustain the importance of understanding and knowing (learning if necessary) “what is”, “what for”, “how” and “for who” answers. It is considered of utmost importance to acknowledge the purpose of European model as is it's “at maturity” foreshadowing. There is a need for having reason to believe in an architectural plan and this need is not sufficiently supported by political hesitation and communicational lacks that leave the impression of building parts that do not relate to each other. Or worse, like a Romanian myth tales: “What was created in the morning, was ruining during night time.” And if all these nowadays European's insecurity emotions prove to be justified, there is still hope for that it means that the magic ingredient for continuing the EU building might be the soul and awareness. That is Europeans involvement and democratic choice in joint, at the moment, wealth sacrifice in respect for a future common followed state. And that like in any sustainable relationship the knowledge and recognition of similarities and differences is required in order to be able to use the qualities that we need from each other to achieve the common goal.

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<sup>1</sup> [http://www3.weforum.org/docs/CSI/2012/Europe2020\\_Competitiveness\\_Report\\_2012.pdf](http://www3.weforum.org/docs/CSI/2012/Europe2020_Competitiveness_Report_2012.pdf)

<sup>2</sup> [http://www.espon.eu/export/sites/default/Documents/Projects/AppliedResearch/ET2050/DFR/ET2050\\_DFR\\_Volume1-QualitativeScenarios.pdf](http://www.espon.eu/export/sites/default/Documents/Projects/AppliedResearch/ET2050/DFR/ET2050_DFR_Volume1-QualitativeScenarios.pdf)

<sup>3</sup> <http://www.ucl.ac.uk/european-institute/analysis-publications/publications/WP3.pdf>

From these principles, facing the essential needs for every European (region, state or citizen), the European Model's analysis has to be started.

### ***Where, When and With Who?***

In order to bring more consciousness in the European Model the first question to answer is about the context, time span and interested stakeholders. At present, EU faces a world with quantitative and qualitative changes comparing with the moment of the first Treaty. Contexts turned both in terms of quantity - the magnitude of flows that amplified the problems facing humanity at the beginning of the third millennium, in terms of differences in development, private and public debt, pollution, social issues - as particularly in relations quality - the twists, sometimes surprising, of geo-political, economic and financial relationships. Models themselves shifted their focus from ideological and doctrinal orientation toward technocratic method and argumentation. The very notion of development has embraced other objectives evolving from the strict economic growth as the solution to remove gaps, to holistic models that attempts including all aspects of human life that are determined and also influence economic activity. Studying the contexts, the main paradigm cannot explain the fact that after fifty years of qualitative and quantitative changes regarding all political, economic and social disparities among nations, only a small number of economies have reached the stage of development. Also, environmental issues are major and urgent and welfare indicators deteriorate in "the best of all possible worlds."(Leibniz)<sup>1</sup>

There were also changes in general knowledge and individual consciousness on disparities and pollution. Given that the world is interconnected these unresolved imbalances imposed discovering an alternative approach to development. The literature provides some frameworks, models, theoretical and practical approaches directed toward diminishing disparities and providing aid, in addition to the focus on economic growth: the Millennium Development Goals<sup>2</sup>, ecological models<sup>3</sup>,

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<sup>1</sup> Gottfried Wilhelm Leibniz, *Theodicy-Essays of theodicy on the goodness of God, the freedom of man and the origin of evil*, found on: <http://www.gutenberg.org/ebooks/17147>

<sup>2</sup> <http://www.un.org/millenniumgoals/>

<sup>3</sup> <http://www.journals.elsevier.com/ecological-modelling/>

socio-eco-economic models<sup>1</sup>, behavioral models<sup>2</sup>, the theories focused on human capital and education<sup>3</sup>, models of international cooperation<sup>4</sup> etc. Approaches to economic and social problems have come a winding road. From solving national development issues using interventionist economic policies, going through generalized embrace the principles of liberalization, to the reconsideration of the role and shape of global institutional and political frame. Implementing the vision of stimulating economic and social space has moved from the top-down approaches, to the bottom-up and to the interrelated ones.

Given the context, one of the hypotheses explored by the European Model is that institutions and political bodies to change their action to be strongly correlated with the action of civil society. This changing role and place in decision-making, is justified by the support offered by a particular economical, cultural, social, democratic and institutional context and seen as a natural solution in terms of synchronization and durability.

It follows an unprecedented acceleration and amplification of international flows, in the context of power mutations as geo-political and economic-financial relations and increasing global problems. Although European and global economic growth is generated by national economies, the causes of disparities appear to be only a certain amount of internal origin (given that the vast majority of developing economies that have implemented a set of economic policies have not reached the expected economic results and only a few countries have reached levels of development of Western economies. Plus the positive example of China in terms of gap coverage was present with a sustained increase throughout the time span studied). Regulatory errors and strategy regarding the functioning of international financial markets led to economic shocks in both emerging

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<sup>1</sup> Holling, C.S., Understanding the Complexity of Economic, Ecological, and Social Systems, *Ecosystems*, August 2001, Volume 4, Issue 5, pp 390-405

<sup>2</sup> Colin F. Camerer, *Behavioral Economics: Past, Present, Future*, Division of Humanities and Social Sciences 228-77 Caltech Pasadena, CA 91125 [camerer@hss.caltech.edu](mailto:camerer@hss.caltech.edu), Department of Social and Decision Sciences Carnegie-Mellon University, Pittsburgh PA 15213, found on: [gl20+@andrew.cmu.edu](mailto:gl20+@andrew.cmu.edu) <http://www.hss.caltech.edu/~camerer/ribe239.pdf>

<sup>3</sup> Herschel I. Grossman, Minseong Kim, *Human Capital and Predation: A Positive Theory of Educational Policy*, NBER Working Paper No. 6403 □ Issued in February 1998 □ NBER, found on: <http://www.nber.org/papers/w6403>

<sup>4</sup> Scott Barrett, *A Theory of Full International Cooperation*, found on: <http://jtp.sagepub.com/content/11/4/519.short>

economies and developed economies, financial and economic '70s, '90s and 2008 manifested crises. Economic growth during 2000-2006 was mainly driven by the speculative bubbles in the United States and the rest of the world and rising commodity prices on international markets for goods. In terms of weak regulatory global frame and stuttering institutions and politics, the speculative bubble bursting entailed imminent collapse of the financial system in the absence of policy intervention. In these conditions the major stress for the global economy, interdependent and almost instantaneous in the dissemination of negative phenomena, prompt central banks, international financial institutions and G8-20 was the eloquent proof of the need for a new paradigm approach to cover and shape economic relations. The second phase of the deadlock, manifested by the European economies debt crisis, required reconsideration of the substantiation of the European Union, especially in terms of coordination and control of the fiscal policy.

Approaches to European governance and debt management in the Economic and Monetary Union in order to increase credibility in the international financial markets are still under discussion at high level. Giving still the absence of political union, European Model stressed on the importance of mutual coercion. It used specific tools to diminish tensions arising from market and single currency in order to maintain cohesion and credibility. Further harmonization at European and global relations systems is needed under these circumstances.

Given that it is generally accepted that the best yields are found in conditions of perfect competition, it is not clear why, in terms of liberalization, deregulation and privatization massively undertaken by emerging economies, the effects were not so fruitful as anticipated. Moreover, any disturbing factor was transmitted throughout the system and shock wave disturbed reducing disparities sense. Global economic architecture appears as an organic system that influences growth and is influenced both ways by social and environmental indicators. It is also obvious that externalities management in the national frame do not suffice. Examples provided by the financial and economic crisis in decades, the alarming increase in the level of pollution, the negative social phenomena, the financial markets and international trade monopolization prove that externalities global management become a pressing problem as that there is still no global governance.

For the present paper's issue is important to notice that the European Model is facing same issues as the whole world today.

European model also supports the idea of good governance together with institutional lever working as a useful tool to manage social and economic issues both at national and international level. But it is considered self-evident that in the absence of consciousness of each individual belonging to a larger community, this remains a utopia. This top-down approach must be supported by conceptualization, awareness, education, training and action of a European behavior.

***What is the European Model? How does it act? What are Europe's beliefs and values? What is European awareness?***

European Union was edified for assuring peace and prosperity on the fragmented continent after the Second World War. It's mission stated for the twenty first century is to maintain and extend peace among member states, to create a frame for economic, social and political cooperation, to provide security to European citizens, to promote economic and social solidarity, to maintain European identity and cultural diversity in a global space and to promote European common values.

European model appears as a metaphysical construction of will on common interests and founded on treaties oriented to guarantee the nation states and equal chances for each member. Following the principle of humanistic and progressive values, EU aims to guarantee the benefits and not downsize of the major World changes to its members. There is also the solidarity principle observing that markets or nation states alone are not sufficient to satisfy all the needs of the citizens. The European model represents a vision of what matter for the vast majority of it's citizens as: cultural heritage, human rights, social solidarity, freedom of enterprise, equal distribution of economic growth, clean environment, respect for cultural, linguistic and religious diversity, blending tradition with progress.

EU operates through its institutions as European Council, European Parliament and European Commission and it is involved in various policies regarded as beneficent for it's members: innovation and solidarity-cohesion policies, financed from an annual UE budget.

Common market is an important aspect and achievement of the EU. Trade and free competition barriers and restrictions were gradually removed with a direct impact on living standards. Common market is oriented

towards a common economy haven't been achieved yet as some general interest sectors remaining still under national law. Services freedom stimulates economic activity. Over the years EU introduced common politics regarding transports and competition for a greater consumer's and enterprises access to the common market and the crisis determined a reinforcement of financial EU rules.

Euro is the common currency for 17 European states and will become the unique currency for all member states as soon as they're prepared to. It became a main global reserve currency. Euro is presumed to offer benefits for the Europe's citizens to be safe from exchange rate fluctuations. Central European Bank's activity is to maintain constant prices and during 2008 crisis it protected Euro Zone countries against competitive devaluation and speculations. A future stronger coordination and economic solidarity among member states in order to proper manage public finances and reduce fiscal deficits is still needed though. Strategic planning for Europe in the near future aims progress through knowledge and innovation: intelligent economic growth meaning sustaining knowledge, innovation, education and digital society, sustainability and inclusion.

In order to support European identity, EU finances various educational and cultural programs, recognizing that this belonging feeling will evolve progressively only if there exist real EU accomplishments and benefits perceived by the population.

As for the European model resemblance with the core Barcelona edifice, Robert Schuman, on 9<sup>th</sup> of May 1950, said that "Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity."<sup>1</sup>

The "Lisbon Treaty"<sup>2</sup> is just another brick towards integration and not the end of the work. Formerly known as "Constitution for Europe", the Treaty implies a full positioning on the creation of the Political Union based on identity and the values of Europe. As European Union fundamentals on the synergy of its distinctive parts, the identity also must be understood as a three layers edifice: local, national and European. Which makes it very fragile to define, comprehend and operate with. Is there enough to occupy a certain geographic area in Europe in order to have a European identity? This

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<sup>1</sup> The Schuman Declaration – 9 May 1950, [http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index\\_en.htm](http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index_en.htm)

<sup>2</sup> [http://europa.eu/lisbon\\_treaty/glance/rights\\_values/index\\_en.htm](http://europa.eu/lisbon_treaty/glance/rights_values/index_en.htm)

view appears to manifest though not easily recognized, in recent accession negotiations. Or rather means thinking European like, having European values, beliefs and traditions or, more intimate but valuable as well, having European feelings? This consciousness would for sure lead to the sacrifice of prejudice and ethnic segregation and what about the radical political views finding that there is nothing to fight against?

Jean Monnet stated that belonging to the European culture is an indispensable cement for the emergence of a real European identity.<sup>1</sup> It might be, as a step in front for the Glory façade is, a mean to assert European identity, the emergence of a European conscience, a sense of belonging and pride in being in each of the citizens becoming a fundamental part of the future of Europe. And also a focus shift from UE as political process towards the symbolic meaning of integration: an intuitive construct with a spiritual dimension intending to affirm its identity through education and the communication of a European identity.

But what precisely European conscience means as the term itself and its more comprehensive relative consciousness are difficult to comprehend and conceptualize by current scientific knowledge? Although the paper here will focus on the conscience as a behavioral response to inner values system, in according to the greater scope of being aware of European identity and unity, it is also worth to frugal mention the concept of consciousness. The Webster's dictionary meaning of the word consciousness extends through several centuries and associated cognate meanings which have ranged from formal definitions to somewhat more comprehensive ones as is the modern stream meaning: "the totality of sensations, perceptions, ideas, attitudes and feelings of which an individual or a group is aware at any given time or within a particular time span"<sup>2</sup>. The European Consciousness would be an ideal model of integration, as perfect market is for microeconomics, and for the present state of facts the paper must resume to operate with conscience.

For exemplifying European Consciousness as European Conscience it might fit the sense "concerned awareness: interest, concern for something or someone"<sup>3</sup>. Or, as very specific, Paul Valery stated that being European means: "having Greek habits of mind, having a Roman attitude towards law,

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<sup>1</sup> <http://archbishop-cranmer.blogspot.ro/2007/10/rise-of-european-consciousness.html>

<sup>2</sup> <http://www.merriam-webster.com/dictionary/consciousness>

<sup>3</sup> <http://www.merriam-webster.com/dictionary/consciousness>



living in a Romanized culture, being Christianized and having a Christian idea of love.”<sup>1</sup> Thus, defining European conscience as a state of being (identity) manifested in attitudes (behaviors) in accord with values and beliefs system.

Taking foreword within this framework, where European behavior is an exterior manifestation of the inner principles, beliefs and values, the first step to answer what European conscience means question, is to define which are these shared European’s values, if there are any characteristically European common values at all. The impact and the place of values in European conscience remains a matter of debate for a future work. The hypothesis of this present paper consists in that there is a system of European values and beliefs.

The importance of studying European values system is rooted in the present paper author’s creed that the values a society lives by will determine its world perception, cultural space and religious institutions, its scientific frame and technology, politics and economics. Society and economic system both evolve in close relationship to the value system shift underlying all its manifestations. Once the European set of values has been defined and culturally and institutionally expressed it will become the framework for the European’s perceptions, insights and choices for what regards economic, political and any social matters, innovation, technology. As the cultural value system changes the main goal of European Union, integration through synchronicity and durability will naturally occur as it will be a proper pattern for comprise the changes. In turn, a reexamination of economics and politics, to comprise the cultural context, will have to be done in accord with the underlying value system. Another question this value system oriented perspective rises towards European Union present operating mode is: The values system genuinely derives from Europeans or are they up-high institutionally generated and implemented according to political goals?

The core values of European Union, stated at the very beginning of the Treaty of Lisbon as in the Charter of Fundamental Rights are: human dignity, freedom, democracy, equality, the rule of law and the respect for human rights.<sup>2</sup> Lisbon Treaty, entered into force on the first of December

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<sup>1</sup> Wessel Reijers, *How to create a European consciousness and avoid its deadlocks*, Mar 24, 2014, <http://www.aegee.org/how-to-create-a-european-consciousness-and-avoid-its-deadlocks/>

<sup>2</sup> [http://europa.eu/documentation/legislation/pdf/oa8107147\\_en.pdf](http://europa.eu/documentation/legislation/pdf/oa8107147_en.pdf)

2009 is the legal base for European values promotion. The Charter of Fundamental Rights enumerates all present recognized rights of Europeans. European model bases on common rights and values as are believed to create a sense of identity to the European family for its citizens. The main directions are enriched with more specific ones like social justice and protection, the fight against social exclusion and discrimination. EU states the will to promote humanist and progressive values and to guarantee the benefits of global context for individuals. It also recognizes that people needs cannot be solely satisfied through market mechanisms or singular national actions. In this regard EU model appears as the assertion of majority's values: rich cultural heritage, human rights, social solidarity, freedom of enterprise, equitable distribution, clean environment, cultural, linguistic and religious diversity, and a harmonious blend of traditions with modernity. These values promotion and, why not saying, implementation, together with traditional peace and well-being of the European Union's members appear to be the main goals for economical and social oriented policies.

The knowledge and learning about the European Model, might be one of the factors towards synchronicity, durability and promotion of European values. This, as a result of recognizing in each European citizen, an individual system of values which, according to European statistics overlays with the most significant European values towards the common goals. Knowledge and learning is a mean to perceive this inner resemblance at the beliefs and values level, despite the outer differences. This inner level of recognized common values is the key to unite in diversity, to feel belonging to Europe no matter the skin tone, the alimentary habits, the color and the texture of the cloths, the variety of dances or music.

Knowledge is, from this perspective, a factor for synchronicity, durability and promoting European Model. But, in order to maintain the European conscience and perpetuate the European identity, the author considers that educational system represents the main pillar.

The EU model appears as the assertion of majority's values: rich cultural heritage, human rights, social solidarity, freedom of enterprise, equitable distribution, clean environment, cultural, linguistic and religious diversity, and a harmonious blend of traditions with modernity.

If European behavior is supposed to be consistent with European values system then perceiving, recognizing the importance of these above

values for individual life, embracing and acting accordingly creates the European behavior and, on a deeper level of consciousness, the European identity. More, this type of recognizing and being proud of the membership to a large-scale community, creates, in author's opinion the proper ground for synchronicity and durability of the European structure.

It appears also to be possible to say: through knowledge, education and direct cultural exchange and cooperation as factors for individual development the citizens gain European consciousness. Durability though can be achieved through educational system in order to preserve and perpetuate European legacy.

### ***Conclusions***

The paper emphasizes the need for awareness and possibilities for overcoming the limits of educational, cultural, legal, moral, psychological and political, in the sense of people actually creating a European identity. It is about a deeper understanding of the contexts and frameworks, about educating relationships, self-determination, respect, roles assuming and the return to the principles that states the common purpose.

A European Model of peace, security and prosperity means satisfying these basic needs for every European citizen, in respect for cultural diversity.

Institutional frame, knowledge and education become the main pillars for promoting European behavior to sustain EU integration project.

Knowing about the context, common values, rules and the awareness of the purpose leads to the possibility of finding resemblances and differences at each level and gives the possibility to cope with in order to diminish the tensions that occur.

On these bases education becomes a way to achieve this type of knowledge of being able to select and adopt proper behavior in order to support harmonious relationships among parts towards a common conscious purpose.

Therefore the need for information and knowledge creation is considered to be what makes the formation of European behavior: information on the economic, cultural, social and environmental common European values, the EU and the organization of decision-making and vision. Creating knowledge in this regard is the second decision to be committed in order to sustain and promote, on democratic basis, the

European Model. This can be institutionally done and through the educational system.

In the European Union there can be found similarities in the cultural environment, at values and beliefs level<sup>1</sup>. There are also differences in the behaviors of the Europeans, their relation to the values or that are in conflict with the purpose. To eliminate stress, a clarifying of the purpose is needed and also an awareness at every aggregation level of the system. This conclusion is drawn from applying the principles of psychology, family relationships, neurological levels of organizational hierarchy, conflict mediation theory and complex systems theory on the EU model.

The main way in which awareness can be generated and increased is through information and the creation of knowledge. In order for the citizen, on account of which the European project justifies and for who this service is targeted, to be able to support a goal-directed constant behavior. Otherwise, the pressures of the external environment (international markets, geopolitical conflicts) and the inner system's ones (downsides produced by the European crisis, the tensions caused by sovereign debt problem and hesitations of a weak political leadership facing a national introversion and a need for power perpetuation) can lead to the failure of integration project.

With realism and discernment we must be aware of that fifty years ago we were united by the need of safety, stability and growth. Europeans are at present experiencing the emotion of insecurity. Taking this step as such in the existence of the European family, returning to principles while looking towards the common goal is an action that I consider mandatory for united Europeans.

Behaviors result from the free assumed decision to support the common goal. They can be educated and regulated institutionally but are generated individually. Understanding the reality of the European model, its principles, values and, moreover, recognizing a sense of belonging to a European identity can be the foundation of democratic support, eventually, of every citizen.

Thus, "to be or not to be" European is an act of courage (sensing the outcome of the joint project) and involves consciousness (knowing and validating the common purpose by shared values subscribed behaviors).

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<sup>1</sup> [http://ec.europa.eu/public\\_opinion/archives/eb/eb69/eb69\\_values\\_en.pdf](http://ec.europa.eu/public_opinion/archives/eb/eb69/eb69_values_en.pdf)  
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I end with a cite that synthesizes the essence of this paper view on the way of promoting and implementing the European model:

“We’re at a crossroads, an important crossroads of how we view people. That’s why it’s possible now for all the different kind of therapies to go into education, education for being more fully human, using what we know as pathology is only something that tells us that something is wrong and then allows us to move towards how we can use this to develop round people. I’m fortunate in being one of the people who pushed my way through to know that people are really round. That’s what it means to me to look at people as people who have potential that can be realized, as people who can have dreams and have their dreams work out. What people bring to me in the guise of problems are their ways of living that keep them hampered and pathologically oriented. What we’re doing now is seeing how education allows us to move towards more joy, more reality, more connectedness, more accomplishment and more opportunities for people to grow.<sup>1</sup>” (Satir)

***Acknowledgements:** This paper is supported by the Sectorial Operational Programme Human Resources Development (SOP HRD), financed from the European Social Fund and by the Romanian Government under the contract number SOP HRD/159/1.5/S/136077.*

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