



Education and Liberty

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Dear CEO, President, Rectors, Deans, Professors, ladies and gentlemen,

I'm delighted and honoured to give the closing speech of this year's ACBSP conference. The subject of this year's debate over these past days during your stay here in Barcelona is one of great interest and impact for our society and **the future of humankind's peace and prosperity. And without a shadow of doubt, the role of business-related fields like Education and training is the key to the future success of this endeavour.** Before I begin, I'd like to share with you this video song whose author is the band Pink Floyd: *Another Brick in the Wall*.

[video played]

Although this Pink Floyd video is already a classic, the message sent is as valid today as it was in the nineties: School **is just one of the many bricks used to build our lives' projects** and as such it has an important role and therefore it must be treated carefully. Of course, it will also depend on what kind of brick school is going to be for each of us. Helpful or harmful? My belief based on my own life experience is that a brick like that provided by a system with lack of liberty endangers creativity, innovation, entrepreneurship, progress, peace, prosperity. And it produces dull, dumb, sad uniformity to the trainees using that brick to build their future. Ultimately the result will make us poorer and unhappier. After all, human happiness is an individual pursuit determined by personal preferences conditioned by internal and external aspects in life like the ones mentioned before.

Happiness cannot be achieved through mass collectivization. An essential libertarian principle goes: **"Live and let live"**. **Live your life and respect the life of others in all you do.** If we apply collective force (whether it is "justified" through democratic process or directly coerced by oppressive regimes), it will ultimately lead to miserable human



submission. And how can this general submission be achieved? Of course, by shaping character, especially of those not fully yet developed: the younger generations. Adolf Hitler knew it well when he was writing “Mein Kampf”. He was convinced that **“The State must declare the child to be the most precious treasure of the people. As long as the government is perceived as working for the benefit of the children, the people will happily endure almost any curtailment of liberty and almost any deprivation. (...)The best way to take control over people and control them utterly is to take a little of their freedom at a time, to erode rights by a thousand tiny and almost imperceptible reductions. In this way, the people will not see those rights and freedoms being removed until past the point at which these changes cannot be reversed.”** And from what we know, and many of us even experienced in socialist dictatorships, this is the one belief all dictators share and it comes from a common root: Socialism.

This is why **it is essential that, through education, we recover the value of work and entrepreneurship as soon as possible.** People shaped in business-mentality tend to be more analytic and critical rather than just taking anything in life for granted, from business, family, social to political commitment. Individuals acknowledging enterprise as the root of progress in peaceful and prosperous societies will be the ones pushing for **better solutions to our world’s main problems** because their mind will be opened to accept change, flexibility, risks, hard work and resilience in order to achieve their goals.

Ayn Rand, one of the most prominent philosophers of the twentieth century, who spoke always in favor of capitalism as the most efficient and respectful form of social organization, said: **“The only purpose of education is to teach students how to live life—by developing their mind and equipping them to deal with reality. The training they need is theoretical, i.e., conceptual. They have to be taught to think, to understand, to integrate, to prove. They have to be taught the essentials of the knowledge discovered in the past—and they have to be equipped to acquire further knowledge by their own effort.”**



And Malcolm Forbes, Forbes Magazine publisher who is an active promoter and firm fighter for Liberty and a free market capitalist society, summarizes this **wonderfully**: “The purpose of education is to replace an empty mind with an open one.” A mind eager to absorb life’s knowledge and turn their hopes and dreams of a better and happy life into reality, both for themselves and for their loved ones.

I consider that the main role of education is to work towards turning as many individuals as possible into *people of the mind*, thinking individuals capable of starting up, developing and peacefully cooperating with others. That is, people who are self-confident entrepreneurs. And to do that, education needs to be able to focus on teaching students to:

- Think
- Understand
- Be able to integrate knowledge
- Prove

In opposition to:

- Submit
- Keep quiet
- Keep still
- Accept without question



For short: do not give people the fish but rather teach them how to fish. Do not treat people as weak but work towards helping them to discover their own strength and potential. [I firmly believe that there is an entrepreneur in each of us](#). The only difference between a company owner with many employees and a worker in that company is that the worker is a business individual with just one client, while the company is a business with multiple clients.

If students receive these four important training actions from the academic environment, then their mind will open and they will be able to build great things for them and to benefit those around them even without doing it intentionally.

An important side effect from a libertarian point of view to having future generations of students that do not run away from using their minds, is that society will become more and more aware of the surrounding reality. As they say in **my daughter's school: "Learning for real life"**. **If students are taught to think before they act, not to take things for granted without understanding where they came from, how things are achieved and who in fact is promoting, creating, producing and paying for them in terms of opportunity from civil liberties to cultural and economical costs, then your purpose as teachers will have been achieved.** This would enable individuals to consciously claim responsibility from those who do things wrong and have a negative impact on their lives without their express agreement in the first place. Therefore, they will become fully grown ups capable of taking care of their own life projects while respecting third parties' life projects as well as cooperating peacefully with others.

And to do that, we need to take out of the equation, as soon as possible, centralized Government-controlled educational models.

The deadliest one is the Government-controlled school system that kills creativity, innovation, entrepreneurship, open-minded training, dries out economic resources and competes from a privileged quasi monopolistic position with



private education -from private schools to home schooling-. The public school system here in Spain and elsewhere, especially in other highly Statist societies, reminds me more and more of the uniformity concept denounced by Pink Floyd's *Another Brick in the Wall* song that we've seen earlier at the beginning of my speech.

As long as the State runs Education, students will be **subject to Government, that is politician's social engineering**. As a direct consequence, they are crippled of the chance to become truly people of the mind, open-mind business favorable individuals who think and understand responsibility of one's actions.

As long as most of the Education is State-based, politicians who are the ones running the State, will always be tempted to apply uniformity of thinking, their own thinking, sets of value, among the youngsters in order to ensure future votes to perpetuate their power.

As long as Education depends on an Education Ministry who centralizes, processes the information and then serves it to the schools, our students and the entire society with them, for that fact, will always arrive late to progress and to innovation, not to mention international competition and ultimately prosperity.

As long as Education isn't free by keeping it centralized, knowledge will be brutally limited instead of expanding to all corners of our society. Therefore it will limit students' ability to open their mind to new things that can contribute to main challenges: Humankind progress through innovation, competitiveness and voluntary cooperation as opposed to mandatory development guided by a public centralized rigid structure. We know because we've experienced it over and over again: in order to impose this public educational model, any cabinet in office running the State, ultimately has to enforce it upon society by using brute force if necessary: like for instance separating parents from children in cases like the homeschoolers in Spain and in other countries or rising more and more taxes, burdening families to bankruptcy



and poverty thus depriving low income students from access to good educational plans like the ones your own schools offer, for instance.

The good news is that, fortunately, things are changing and these changes benefit civil society and free entrepreneurship more than ever through the technological revolution we have experienced over the past few decades. In Human History there have been several paradigm changes. What this means is that a profound cultural and social change has been determined by technological changes that had occurred:

a) Writing, for instance, allowed information to be passed on to next generations, provoking an important evolutionary step forward for individuals and progress.

b) Printing press. We all remember Guttenberg's printing press that put an end to church's monopolistic or if you prefer, centralized control over information.

c) Industrial Revolution is another point of no return in terms of how all society worldwide changed and experienced a big leap forward into progress and liberty.

d) The Digital Revolution that has brought to us a gigantic leap forward into human relations worldwide and informational flow and production. **We've never been so close to people in the other corner of the world** in seconds so that we can exchange, cooperate, work, share and build any kind of projects together and at such low costs that entrepreneurship is now something that general population can have access to and is not only limited to the traditionally wealthier of our society. All individuals have also become powerful generators of new information in an



instant without the need to be submitted first to censorship or be sanctioned by certain centralized power groups who “know better” what’s best for us.

If we want students to be able to think, to understand the world around, to integrate what they know and to be able to prove for themselves then, we definitely need to re-**think today’s educational model completely** outdated.

Steve Jobs, the founder of Apple, knew it very well when he dedicated his life knowledge and experience to a particular kind of individuals: “Here’s to the crazy ones, the misfits, the rebels, the troublemakers, the round pegs in the square holes... The ones who see things differently — they’re not fond of rules... You can quote them, disagree with them, glorify or vilify them, but the only thing you can’t do is ignore them because they change things... They push the human race forward, and while some may see them as the crazy ones, we see genius, because the ones who are crazy enough to think that they can change the world, are the ones who do.”

The role of education as I said earlier is to help individuals to think by themselves, not to simply memorize or agree to whatever the teacher is saying just because he/she had several titles and studies and especially because of their condition as employees of the state no matter how their performance is: good, average or poor or if they teach the same thing today as they taught years ago with some slight modifications.

The world of today is the world of a constant and fast change; where jobs and businesses aren’t something static, crystallized in time as before the digital technological revolution. Educators, professors need to update their mentalities to the new paradigm where they are, in a way, entrepreneurs whose clients are families, students and schools. But this is impossible if we keep making the mistake of entrusting education to politicians and Government



bureaucrats who are anything but business-friendly or allies of free markets. Let's not forget that they live to raise regulations and bureaucracy to justify their salaries, privileges and power.

We need to leave Government intervention in education behind and move towards an educational model fully run by Civil Society through entrepreneurship. And now we have the tools to do it. But we don't have to waste more time and we need to hurry transition to more opened educational frameworks. Frameworks able to fully integrate new technologies and individual diversity. This is a tendency we are already seeing both in Spain and elsewhere. We are already experiencing a gap between a Ministry's employees who are completely analogical 1.0 both in mentality and in new technologies use and comprehension as compared to students, to some of the teachers and to certain schools. And the breach gets bigger when we turn to politicians, legislators, especially here in Spain where they have a clear aversion to freedom and independence that new technologies can provide to society. So much so that lately, they are on a run to promote more restrictive laws against the free use of Internet and new technologies like drones for instance. And of course, the question that pops out in our minds is:

How can narrow-minded, digitally-crippled, outdated individuals like most of our political leaders and public servants be still the ones deciding over the future, not the past, the future, of education and other main aspects of our society through millions of pages of legislation issued every year?

A future, let's not forget, that will be more about new technologies and open-minded frameworks and less about blind submission to what a Ministry decides. So this means that society has already abandoned centralized forms of organization and is now immersed into the big change of paradigm ahead: the distributed human social network, finally viable because of the technological tools we have at our disposal.



So, what turn should education take in this kind of future? I'd like us to take a glimpse of new approaches that have become successful educational projects after integrating this new paradigm change: the distributed social network. I've chosen two of them.

The first one is related to superior studies, I'm referring to Singularity University in California, located in the heart of the new technologies headquarters: Silicon Valley. And the other I'd like to present is closer to home, my own daughter's school, Mirasur Private School in the Madrid region.

These are real-life examples. I've always been an action kind of person instead of just doing the theoretical part, that's why I'm in politics. Theory is good, but practice is more fun. You get to actually put in practice an abstract idea that theory has taught us. So let's have a look at these two examples. I hope in the future educational models will become more like those two and less like the one from the Pink Floyd video.

At Singularity University they take, analyze and always use the latest cutting edge technology. This combined with the input of future leaders, entrepreneurs, and technologists offers students a chance to make the best of the tools at hand. The premise used is that [an era of acceleration is here and we have to take advantage of it, not to fear it or turn our backs to it](#). For instance, they usually work with short-term programs and the duration is only for several weeks rather than forcing students to remain years in a program wasting their time in learning things that most likely will be outdated by the time they leave the university. They know that the great opportunity to benefit the whole planet means to prepare new generations of students to be able to absorb, comprehend and to apply practically as much information as possible in the short amount of time viable.



So, it is important to pay attention to what they are focusing on while defining their academic project. They call them challenges: education, power supply, environment, food, global health, poverty, security, water and space. I think we can all agree that these challenges actually represent in real life the opportunities to positively impact billions of lives.

Therefore education should mainly address them no matter the approach an organized structured institution decides to adopt. And more important, **as Murray Rothbard said “It is clearly absurd to limit the term “education” to a person's formal schooling.”** The focus at Singularity University is the commitment to teach clear genuine capitalist entrepreneurship mentality to their students. Why capitalism? Because it is the only organizational form of society which relies on genuine cooperation and peaceful voluntary exchange of value for each of them to achieve prosperity without intentionally harming others. And this is why their students when they go outside in the real world and apply what they were taught there, they become successful business people whether they promote their own startups, or lead other companies or work as highly trained employees in the most cutting edge international companies.

Singularity University simply connects from day one teaching with real world. Something I particularly like very much is their thought-provoking group discussions approach. It is kind of libertarian-like. Of course they offer the mentor connection, skill building experience and cooperative projects always with practical applications. But most important: they keep away from the old school order -the factory production chain model from the nineteenth century-, that still applies even today to most educational organizations and Government regulations in our society.

Because Singularity University is market-oriented, that is, oriented to offer best services to public's demands, the result of this kind of education service is the chance of delivering important benefits to students: working with real exponentially growing technologies while they are able to understand the basic principles, vocabulary, orientation and more important impact of these technologies in the real life.



Returning back to Spain we have several schools acknowledging the fact that evolution of society as a consequence of new technologies requires education to update and deliver something else to society. Perception of reality around us has changed dramatically. We now live in more abundance than ever in **humankind's history**. **If we were to compare** essential life quality factors like food, clothes, health services, life expectancy as a consequence of the first, then a king from the medieval times would clearly be the poor one compared to any low income worker of a twenty first century capitalist market-oriented society. **And we've just disclosed the tip of the iceberg as even the most pro-capitalism** countries have yet a long way to go before they can actually develop a 100 % free market model. But several of them are on the good track and their societies thrive and live more peaceful and prosperous than ever.

New technologies have played an essential role to this fast moving forward towards a more developed society. As a direct consequence of them we also live in a glass world where visual and sound contact are the key towards improvement and to basically any interaction in society. From business to personal relationships, the approach has completely changed. Children today are developing other neural pathways than those pre-digital. [The paradigm change we are experiencing is already showing a gigantic leap forward even on biological realities like the work of brain hemispheres in women and men.](#)

During centuries we women have been doing a lot of things at the **same time while men haven't**, because of differences in the brain hemisphere functions. But this is also changing and the digital revolution plays a fundamental part in it. There are neural studies looking into these changes. Then how can we keep applying old factory production chain models that limit the search for multiple answers and solutions to society's problems today?



From robotics to interactive web tools and smart devices apps, the world of education needs to teach students not how to repeat on and on the only way to solve a problem, the way transmitted by the higher authority: the teacher. In the old model that was considered to be *the* absolute truth without daring to question or debate. All those interactive new tech tools are great tools to help us unveil those multiple solutions instead of taking for granted what the teacher, the school, the ministry or ultimately the Government decided it was the best course of action. These tools are here just to help us to find our own thinking way on how to solve problems but also on how to create challenges and to look for the best solutions to every challenge.

Educational projects like Mirasur Private School in Madrid have already understood that today's education is about individuals who have to be able to work both independently as well as cooperating with others while respecting diversity and differences. And most of all, they have understood that the primal function of a teacher has switched 180° degrees. **Today, the teacher's role is not to maintain students on a single path but to provide them with the necessary skills and abilities to find their own paths** to build from multiple and many different, colorful bricks. This has made all the difference. It allowed them to look for those tools and to behave in a way that would enable them to approach differently each student while rendering education services not to one but to hundreds of students of different age. I'd like to share my personal practical experience as a mum whose kid is taught in a way different than conventional education I was given when I was in school.

Mirasur Private School combines multiple intelligence techniques, new technologies -both smart devices mobile and desktop, as well as robotics- and multi-space education. At the same time they have developed their own practical activities, text books, information structure and different teaching approaches quite business-oriented if we were to compare them to the general approach marked by official Government plans. There is still a long way to go in my view but at least they are on track. While it is mandatory to include some of the official curricular materials and structure,



they discovered that children advanced faster and understood things better by using other forms of teaching. This led them to focus more on particular practical exercises based on the day to day experience from the real world by working with their own students year after year. Or for instance, they promote interaction between different ages working in open-spaces with students from different years. Elder students participate in teaching the younger ones; or one group of the same year who is advancing more rapid with a certain lesson are invited to help teachers from other groups to explain the same lesson to their schoolmates in their own words and perspective. Students from final years also have the opportunity to take several hours practice work based on their profiles in local private companies. This enables them to actually take contact with real business projects and to see and participate in the business activity, of course **under adult supervision. At the same time teachers and school's managing team are actively involved with main technological companies local and international to bring new tools and ways of delivering information to students and most important to offer them the possibility of creating new information through these technologies.**

By working with several generations by now they've come to understand and accept **that a group is the result of the sum of individuals who are quite different among them. Therefore each student learns at a different pace, understands things differently than others.** As I see it the multi-space approach main functions are to turn education experience into something appealing, funny, interesting, useful, inspiring. Particularly because of what I mentioned earlier about the need to accept individual students as a whole, the solutions to fulfill the above functions need to be creative. While a student may be good with visuals, other may be better with touching, other with writing and so on. At **Mirasur they work with 5 different spaces to process the theory they've received in class from their teachers. And at the end of the day, they leave school equipped for the real life challenge of becoming self-confident, autonomous, empathic and at the same time responsible individuals.**



Internet and new technologies have made it possible to build a wide distributed global network of individuals. We've seen earlier that the new paradigm change has replaced decentralized global social network in favor of the distributed one. This implies more individual liberty to interact directly to one another without nodes of mandatory pass. But it also means more individual responsibility on **one's actions, good or bad. Everything is rapidly changing, evolving as we've** watched Singularity University explanation about the accelerated process and the challenges ahead.

So, while individual liberty and responsibility is already clear to some of us, especially libertarians, for others it isn't yet. The "Live and let live" basic libertarian principle is becoming during this paradigm change a clear evidence that **where there is Liberty in a society, there's also individual responsibility and ultimately more prosperity.** In the political area, libertarian organizations: political parties, civil movements, associations, foundations are born everywhere worldwide thanks to new technologies and to the distributed network. There is no turning point because civil society is more and more interconnected and gets to compare standards for everything: life quality, civil rights and liberties, easiness to start business or any kind of projects one desires.

To those scared of the fast changes our society is experiencing and the fact that individuals become more and more individually responsible of their destiny, there is no way back. They just have two options: update or outdate. And education is not an exception to this objective reality. One can be free to evade reality, but one cannot be free to avoid the consequences of that evasion, of the abyss one refuses to see, as Ayn Rand warned us decades ago. **We need more of an entrepreneur mentality and less of a public servant one.** Some time ago a survey among university students was released in Europe and in the US. And the results were quite insightful and quite opposite to those from EU to those from the USA. A vast majority of European Students when asked where will they see themselves in their thirties, answered: working as public servants or as managers for big multinational corporations and very few saw themselves as self-employed entrepreneurs. In the US the results were exactly the opposite. So the aversion to risk



and to unexpected challenges is part of the problem that the educational model itself here in Europe has. Government plans have inoculated an anti-capitalist mentality to past generations, and they still do. It's best if you aspire to have your degree in anything and then apply to the public sector and be set for life. So many have a real aversion and disdain to private sector in general without realizing that without private sector there wouldn't be progress, good food, clothes, health, transportation...

As long as we are governed by the outdated instead of the updated members of society, we can expect our progress to keep falling. Spain has already fallen to the 49th place in the worldwide Heritage Foundation Economic Freedom Index, behind Chile, Lithuania or Qatar for example. The outdated tend to have a profound aversion to risk in order to keep their power and privileges. Therefore they will always refuse to promote social and political schemes where individual liberty and responsibility play a key role. In the past and the present, unfortunately, many societies have already experienced this kind of models. The most clear ones are of course dictatorships. It doesn't matter if they are right wing or left wing, they are all the same in the end, as they represent oppressive collectivism. State-controlled educational models are the perfect brainwash especially when is 100 % public.

The other model, even more dangerous, is the one that isn't so bluntly oppressive and works on a more sophisticated social engineering scheme. Nevertheless, if disobeyed, ultimately the result is always the same as the previous: sad, dull, rigidness, anti-progress uniformity. Maybe because I experienced the first while I was a child and a teenager back in Ceaușescu's communist dictatorship in Romania, I've come to detect the symptoms of the other, long before many of my colleagues who were raised in countries with a higher degree of liberty and capitalism.

And this other system, is equally, if not more damaging to the long-term and we know it under the name of social-democracy. We libertarians often compare the social-democracy model to a cauldron with water warming gently on the



fire. Society is like a frog floating apparently happy to be warmed in it, away from “dangers”, from the outside worries and liabilities of having to decide on every aspect of their own existence, away from having to take risks and face challenges. In the end, for the frog it will be too late to jump outside the cauldron when the water will be boiling. This is the social-democratic system which it is boiling us by raising quite a bit the temperature nowadays. As the society starts to perceive very lightly that things aren't going so well: global crisis, excessive regulation, higher costs for everything: loss of civil rights, Internet-control, private property turned into mere possession, less and less income in our pockets and more and more going into the hands of the Government, that is into the hands of politicians and bureaucrats, censorship all over again.

For Education, the moment before the water of the social-democracy cauldron is too hot to jump outside has arrived. In Spain's case there are several alert signs that families, teaching professionals, entrepreneurs, private companies and politicians deciding today on education policy need to pay attention to:

Today's generation is the best prepared ever in Spain's modern history, or so statistics say. But [most students entering the labour market are unemployed or incapable of launching a small business to become financially independent from their families](#). Figures are quite scary. Spanish young people are over fifty percent listed as unemployed. Why is that? One quick look at our society gives us the clues. Let's remember the survey I mentioned earlier where a vast majority showed a high aversion to risk, to become entrepreneurs and instead, were looking for comfortable public servant chairs, which meant they were looking to be part of the unproductive sectors rather than the productive ones:

a) Young people lack the most important part of their training: practical knowledge.



b) They enter a completely State-controlled labour market, highly regulated.

c) They are brainwashed to “share” everything without critical thinking and of course expect everyone to share with them.

This means that they are forced to produce a significant amount from the start equivalent to fifteen - eighteen thousand euro per year without having had previous practical experiences in any field. This way they can at least cover the costs the entrepreneur / employer has to assume for having them as employees and training them for future benefits. This is the direct result of labour taxes and Government social security costs. A while ago my party, the Libertarian Party started a campaign on Internet targeted at workers, in order to raise their awareness on the lack of a free labour market and its' devastating effects on workers, especially on young ones:

If taxes on tobacco diminish smoking, what on earth is the Government thinking when it taxes labour? Can anybody really believe that taxing jobs will help job creation?

And on top of that, society, businesses have to confront with employees whose “you have to share with me no matter what” mentality has become their mantra. That is the perfect tool of brainwash that social-democracy has been inoculating for decades into the population, as opposed to “exchange” which is based on choosing, thinking, carefully selecting your actions while peacefully interacting with others in order to offer value and to expect value in return. Students are taught in school, since their toddler years and up to University, that they have to share on mandate and not to exchange voluntarily. They've grown to believe they don't need to make big efforts for themselves to thrive, to take risks, to face challenges, to fall and stand up and learn from their mistakes. According to the nanny-State of social-democracy, someone *must* always be forced to share with them because they basically need it.



Therefore, they will always have the rest of the society to feed them, to maintain their living standards even if it means just enough to live without too much effort. So they apply the same mentality when trying to enter the labour market. Only to discover that working means **effort and responsibility**. So it's harder than to do a bit of research and start asking social benefits for everything, resources shared to them by the productive members of the society. The social-democratic system allows them to keep living as teenagers without responsibilities even when they are in their thirties.

Here in Spain from the beginning of the twenty first century society has even come up with an expression to refer to youngsters that finished they mandatory public education. Some of them, **accumulating diplomas but didn't have any** interest on entering the labour market. They preferred to lay on the couch all day playing video games or spending most of the time on their social networks profiles, rather than finding jobs, starting a small business, searching for opportunities to create, innovate, produce value for themselves in the first place and for the rest of society indirectly. **There were called the "NI NI Generation": in Spanish: Ni Estudia, Ni Trabaja. That is "Not Studying, Nor Working".** This is the ultimate result of social-democracy, of this share without thinking mentality. They expected their families to share with them the house and eventually inherit it without having contributed to one month mortgage payment; they expected the rest of society to share, period.

So we've seen that the part of the best prepared generation has become quite relative as this is true only in theory. Sure, if we count the amount of titles and degrees, then yes, they have an important collection of diplomas hanging nicely accumulating dust on the walls. Therefore, the consequences of not having a free Educational system connected to real market, to society itself, is that families and professionals of education are hand-tight. **The state and its bureaucratic apparatus make it complicate and often impossible to link education to objective reality.** This would mean that students are taught in school things they would really use and need when they go out into the world,



that is into the markets. Concepts like individual responsibility, entrepreneurship, team work, cooperation, competition, genuine solidarity and applied creativity and imagination to concrete practical use in society are strange to them.

The paradigm change we are facing is the consequence of the new technologies and Internet spreading throughout the world.

The private sector is rapidly updating its systems to adapt before it is too late. The difference with public sectors, is that the private ones are held accountable not by some politicians' regulations but by customers' demands and needs. *No matter how many laws Governments pass and enforce on society, how much bureaucracy they build to swallow us, there is something more powerful than that: our spontaneous order*, brilliantly explained by Nobel Prize of Economics, classical liberal Friedrich von Hayek in his work *The Fatal Conceit*: **“Such an order, although far from perfect and often inefficient, can extend farther than any order men could create by deliberately putting countless elements into selected “appropriate” places. Most defects and inefficiencies of such spontaneous orders result from attempting to interfere with or to prevent their mechanisms from operating, or to improve the details of their results. Such attempts to intervene in spontaneous order rarely result in anything closely corresponding to men's wishes, since these orders are determined by more particular facts than any such intervening agency can know.”**

The distributed social network and Internet as the maximum exponent of that spontaneous order points modern education to the path of entrepreneurship. This is a point of no return once your mentality makes the click and understands it. The change for some may come gradual or may come faster as you start using more and more technologies in your professional and personal life. Sure, there will be some resistance because of old dogmas derived from centralized thinking most of us received for decades from the collectivist class-division Statist mentality. But this



can only slow down and every day even with less energy the paradigm change towards a more free globally integrated civil society.

In a world more and more guided by technology, the needs to provide future high tech entrepreneurs and trained professionals stopped being a weirdness and has become a real necessity. In order to address those challenges the people at Singularity University, Mirasur project, many Business Schools in Spain and elsewhere, or here in Barcelona, Col·legi Montserrat have given a step forward and are determined to jump outside the cauldron to build the future of education in a direct connection to the real world needs: power supply, environment, food, global health, poverty, security, water and space, technology.

But what about politics and politicians? Well, social-democrats from all parties have struggled over the past decades to maintain the old conventional education model, in fear that they would lose power. Well, they are right to fear it. [An important effect of the paradigm change is the atomization of power. Something we libertarians understand, embrace and actively promote in our society.](#) In a society organized as a distributed network and no longer as a decentralized one, libertarian politicians have a lot to say as we have been the only ones actually living based on our own individual liberty and responsibility, exchanging and cooperating peacefully and trusting completely the diversity instead of uniformity and centralized power. I'm a firm believer and defender of Google's main creed: "do no harm" that is perfectly complementing to the libertarian principle "live and let live".

The libertarians are definitely a reliable ally if we want the politics to stop being an obstacle for modern education and start being the tool education needs in order to serve the actual demands of society. In Spain, the Libertarian Party (P-LIB) is the only political party offering families, teachers and educational organizations successful and feasible



solutions. Those solutions have been working in capitalism placing those countries that applied this model at the top positions of every global ranking when it comes to prosperity, liberty and civil rights, general and individual welfare.

The main goal we have in mind at the Libertarian Party when we put forward our political agenda for education is the return of education to civil society, that is, to the free market. The society at large is *the* customer for education. Employers hire teachers but the ultimate clients are the parents. And in Spain there are more and more families considering ourselves like customers demanding an education service for our children or for us. It is urgent, we return the education to them so that they start paying attention again to their schools and be demanding of how things are done.

And this can only be achieved if we are willing to implement several important aspects: free choice of values and tenets, free curriculum and languages in each school; promote legislation that allows the return of schools to society - to the private sector- and school student bonus that would allow those students with limited financial resources to choose their school like the rest of the students who can afford to pay directly. Therefore [privatization with a true liberalization of schooling must be a priority, while universal access needs to be ensured](#). This way schools would be directly linked to market's demands. There are all sorts of solutions: from small & medium businesses to cooperatives owned by the schools' staff, families who take children to that school, local business owners, national or international companies, foundations, school chains etc. A future reform must include the end of Government's intervention in the plans of study for the schools. [Libertarian politicians are the only ones defending homeschooler families](#) here in Spain. While in some countries Governments force homeschooling families to put children into conventional schools without their parents consent or they maintain a legal void that generates uncertainty, libertarians promote a simple and clear legal frame to solve this issue. **The Libertarian Party's political struggle is to legalize**



homeschooling. Homeschooling shouldn't be understood like zero education for a child, but as a different way to approach education, that is how you deliver training and knowledge.

After all, new technologies now allow both homeschoolers and the general school services to implement new tools and ways to teach students outside the conventional teaching frame. Online apps and tools like Desire2Learn, Edpuzzle, Savia Digital, Youtube, Scratch or Kahoot for instance can be applied at school and at home to serve students training on real life knowledge and also on theory both with teacher's active role as well as autonomously.

The change of society as a consequence of Internet and new technologies is having a direct impact on all aspects of the individual's life. Therefore it is required new forms of approaching this paradigm that is completely transforming politics, economics, education and culture. The future of society is more and more based on individual liberty to directly decide on many aspects than in the past when those decisions were centralized in very few hands. The empowering of individuals has turned us all into generators of information, content and know-how to exchange to one another directly and instantly without centralized hubs in between. Centralized hubs that gather all the intel first, and then arrange it, interpret it and serve it to society via controlled communication channels are outdated. The new paradigm of alternative communication channels and ways to manage human relationships such as social media, blogosphere, apps for any kind of smart devices is here already. Although central-based mentality of many of today's politicians and business owners aren't ready or they are simply incapable of accept it, embrace it and practice it we are talking about a reality whose consequences cannot be avoided even for them.

Libertarian politics develop at the same pace as this fast paradigm change because they are part of that change. In the new model that is currently in the process of writing itself, people open businesses, start partnerships, relationships, build any kind of projects directly with one another, no matter their geographical location, social or



economic status or affiliation to the existing political power in place. People study thousands of kilometers away from the school and graduate without having set a foot on the actual physical premises of the Business School or University. That is why, **only those political ideas that accept, understand and practice the atomization of power will have a future in this new order of things.**

So in conclusion, dear rectors, deans, teachers and teaching professionals, ladies and gentlemen, the education of today and tomorrow needs to respond to society, that is, **to markets' demands. It needs to recover the commitment to work towards genuine free market capitalism—the only ethical framework where peaceful and prosperous relationships among individuals can thrive.** And in order to do that, we have to be able to deliver education in a

- Fast
- Technology-based
- Individualized (as much as possible)
- and business -oriented

way. In other words, **we have to deliver education in a way connected to the real world.**

Thank-you very much for and remember, *Live and Let Live*. Think Libertarian and anything will be possible.



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