



Certificates - Coercion and Myth

Effects and Solutions concerning the State Intervention into Society by the Requirements of Certificates and its Market Outcomes

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I. Introduction

Wherever we use to spend time in interaction with society, we are likely to be faced with the phenomenon of certificates, unfortunately often accompanied and implemented by the force of the state. While doctors tend to be obliged to have them, lawyers, architects, engineers, policeman, inspectors and even nurses of all kinds, security guards to carpenters, bricklayers, limousine and taxi drivers¹ and mechanics are likely to join the certificate circle, created by public law makers and administrators that are often not running out of imagination and joy coming up with new fields in society they can put their hand on and coercively regulate, always of course in “favour” of the public good and in “protection” of consumers and the market.

Bureaucrats supposed to do business as usual and civilians exposed to their authority for decades, the ordinary man does not even flinch an eye anymore towards this phenomenon, not recognizing the dimensions this practice is taking in his life and those of his fellow citizens. The fact that they are exposed to monopolies and privileges - owned by men submitted to the status quo of the current establishment – which they are by the nature of this system not able to avoid, must be finally subjected and evaluated, dealing with old myths and assumptions that might not stand an actual examination anymore.

The title of this essay “Certificates – Coercion and Myth” already reveals what we will be dealing with on the next pages.

Certificates seem to be omnipresent in a lot of societies and by far they are not the evil itself, unless they are not used as legal arms against the society it aims to protect by the addition of this famous “small pinch” of coercion being put to their acquisition, making the practice of any voluntary action (or interaction) impossible (or painful) by interference of a third party.²

Acknowledging the individual misery and the public burdens in shortages of supply of products and services, unemployment and the possible prevention of one’s objectives and dreams attached to this phenomenon caused by the resulting inflexibility and rigidity of the system, the light put on this issue urgently needs to be refreshed, having in mind the inconveniences a static approach of this kind entails.

¹ In Berlin you need a certificate for driving a taxi or a limousine. The tests for its obtainment encompass knowing all mayor streets, the accessibility and minor streets to all “important” hospitals, hotels, venues etc. from mind, being demanded to recapitulate the routes between all of them and naming the streets to pass. A test which basically - if you want to pass - needs a daily training of three months. And this in times of GPS.

² So far detected by the author, coercion (use or threat of physical force for the attainment of an objective) can have three sources: 1) the state (“legitimate” rule), 2) Mafia structures (“not legitimate” rule) and 3) other individuals.

II. Degree of Certificate Coercion

The intensity of this phenomenon differs from each national, federal or regional administrative apparatus in the world to another. Often better, sometimes less known by the actors of society its influence is extending over brighter and smaller fields to any possible kind of occupations often scratching the typical fields of “exigent occupations” extending even to the most banal professions already mentioned in the introduction.

III. Consequences of Certificate Coercion

We can divide up the range of effects to the most basic fields in individual and societal consequences.

1. Consequences for the Individual

a) Exposure to Monopolistic Structures

The exposure to monopolies is hampering the individual human being in his free decision for an education that fits his needs. Monopolistic structures are therefore caused by the state monopoly of certificates from at least four sides.

On one side, institutions must gain the exclusive right to issue the intended certificates. This usually entails a multitude of administrative requirements that tend to be arduous to fulfil and in the end, restrict the number of institutions being able to sustain and therefore offer their services to the individual willing to learn.

On the other side, the state thereby often tends to simultaneously distort the natural and free learning structure by subsidizing some (often state-near) institutions, creating high obstacles for institutions that are not equipped with these privileges to compete for students and so as well subsidizes the disappearance of the latter. Often the state-privileged institutions are disproportionately well equipped and are held artificially cheap letting other institutions no chance on fair grounds to compete with them in order to develop proper structures that could be equally affordable, but au contraire to the former would evolve naturally and also sustainable out of the free demand of society.

As a third effect of this, there are exploding costs for education relatively (since competition for students would be in charge) to bearable tuition fees, when unnecessary expenses would be reduced to

a minimum.³ Since economic reality does not even spare governments,⁴ students and above all parents should be more sceptic about the status quo of the current public educational system. Because even if the impression is being preserved strongly that the educational systems in some countries are supposed to be free, the reality says they are not and the public budget plan tells us, that the ordinary tax payer is actually paying the bill, so the bricklayer is paying for the university of the doctor's son.

So, if free education is really wanted and not just an illusion of it, we must let the free society with its thousands of creative entrepreneurs work out solutions for this demand and not inefficient bureaucrats who are generously filling the pockets of often lousy, dusty and incompetent professors and the rat tails of administrative staffs looking forward to anything else but serving the student needs.

Fourth, the offer is drastically shrunk by the tendencies of the educational monism we shall turn to in point b).

Therefore, the individual finds itself therefore exposed to a very much shrunk, reduced and crippled offer of education and almost in full control by these few institutions that manage to survive in this coercive system,⁵ often being obliged to fulfil static demands that won't be free of arbitrariness, since the mechanism of free offer and choice and therefore the achievement of the best working circumstances of a learning environment is given no air to breath.

b) Exposure to Monism

Unfortunately, it does not stop here and we just entered the beginning of a whole string of consequences. Not just that students and their parents will suffer the already mentioned downsides, since the framework and even the syllabuses are stipulated to a large extent by bureaucrats, little space will be left - relatively to the wide range of science and the complexity of our world - to follow, to teach and also to abandon alternative and mainstream approaches, whose process could be considered as the core of any scientific environment and progress.

Stealing these opportunities of scientific polemics, controversies and plurality, different schools of thought and the diverse approaches to education itself from society - which in a free society would all

³ The unimaginable creative, innovative and most of all student-friendly forces of such a system are unforeseeable and up to the needs of the students themselves, of which tuition-reduction should probably be **one** of the most important (Who in the world would like to leave school or university with a lot of debt?). We can therefore only refer to the logical process of demander(student)- friendly policies by educational institutions which would be evoked by the free competition for students and therefore the must to appeal to their needs and demands. As some easy examples, there could be repeatable online courses, student-organized courses, massive expense-reduction through less administrative obligations by the state, faculty-, building- and professor-sharing by different institutions, third-party financing, incentives for experts to give courses for free, working offers for students, self-financing structures through cooperation with outside and partner institutions etc. etc.

⁴ Very illustrative herefor for example: Eugen Böhm-Bawerk (1914), "Macht oder Ökonomisches Gesetz", Zeitschrift für Volkswirtschaft, Sozialpolitik und Verwaltung, Bd. XXIII, S.205–271.

⁵ Relatively to the multitude of possibilities to learn and later on to practice their job in a free non-coercive system.

free to be chosen from, as long as they are gaining enough acceptance to sustain - will not just make the individual a lot poorer, but lead society into a slow but certain status of spiritual decadence, not being able to adequately approach and address the multitude of phenomena in our highly complex world.

A free educational system by far wouldn't lead to an educational mayhem as often falsely supposed, as the different approaches are still in competition with each other and the most suitable ones meeting the human demands will gain acceptance and quickly be challenged again in a continuous process of widening human knowledge. The significance of absurd and useless concepts would be diminished and abandoned soon as not being appreciated enough by the needs of society's participants.

c) Exposure to Coercion

Last of all, bureaucrats once again permitting themselves the violent interference⁶ into free human cooperation which does not just do no harm to anybody, but au contraire could even lead to the blossom of the educational landscape.

This freedom of choice is taken from the individual, forcing him into a bureaucratic, static, monopolistic and monistic frame that he wouldn't have followed in this way, if he had been free to choose otherwise in a society that would allow him to choose freely.⁷

2. Consequences for Society

a) Monopolies, Monism, Coercion and market

As effecting the individual, the already mentioned consequences therefore also effect society as being considered as the individuals living and in the pursuit of the melioration of their lives cooperating with each other. The number of people – the problem being considered in the macro-sphere – now has just increased suffering and being deprived of the mentioned benefits of setting the human ingenuity, diversity and willingness to cooperate finally free and letting the forces of human creativity and inventiveness breath air, as well as the complexity of the process of affection is increasing enormously. Not to mention that the costs of this static educational system and the costs of crippled human creativity, which could have been brought forward by new educational approaches, are being paid by all into the pockets of a few. To the distorting market consequences we shall turn to later.

⁶ As the violence may not be seen directly due to pre-obedience by individuals, one should through simulation of cases of non-obedience to these rules, see what would be the final consequences of not being obedient, namely the loss of one's property or jail.

⁷ The probability tends to be zero concerning a system under free (and for that unimaginable and unforeseeable different) circumstances that an individual would choose exactly the same educational path, within the same institution in the same forms as they are existing today.

IV. The Significance of Certificates

As a crucial point in grasping the absurdity of the status quo we need to consider the question what the holding of a certificate in the end really guarantees to an outside observer, who has no information about the certified person confronted with. The only thing we really can determine a priori in this question is, that the holding of a certificate does in the end not really have to mean more than having fulfilled the necessary criteria for its acquisition being determined by the issuing institution and the state. With no intention to say, that the demanded standards by the issuing institution are necessarily lacking a good and exigent quality, relying on a certificate as a piece of paper with an important looking symbol and stamp, firmed by a person with an important sounding name **as the only source of verification** for the qualities and skills of a person, could lead into a dangerous intellectual trap.

How many persons do we know that are holding a certificate in anything and do not even have a clue anymore about the things that it is certifying? How many students in the world start learning for exams just a week before the exam is taking place or even in the last hour before, still passing and are later on being attested the skills of the asked matter („Cramming “or „Bulimic Learning“). Which quality can generalized exams and tests at all assure to have obtained skills after having them passed? What guarantees that the memorized and not seldom occurring then pasted knowledge really sustains after the exam? Does an exam or internship guarantee that a person really grasped the demanded matter? How often has it occurred already that a person is leaving an education institution entering the working sector and finding himself having no clue about the things he is confronted with there (mostly in educations with no references to the real practical world). Does not holding a certificate prevent any person of developing skills and qualities in a certain field? Isn't the main drive of obtaining knowledge and skills not more than the interest and curiosity in a certain field rather than it is depending on having passed a certain test? And are humans immune to unlearn skills they once attained and were issued in their lives? And if the answer to this question is no, what makes us attributing them those qualities in an almost life-guaranteed way? How do we deal with the phenomena of cheating, right-guessing and ghost-writing?

But it even can get worse, looking at the phenomenon of reliance and self-deception, a certificate is almost becoming a sort of surrogate-religion that makes people believe to really have achieved something with the consequence of not exerting oneself more as to the demanded tasks by an institution. Not exerting oneself to become a Master in his field when the general education is actually just supposed to be the preparation for later on achievements that can just derive from acting within the demand of society. In this case, which might not occur to seldom, certificates can even have a reverse effect of having years not invested into real education, but stolen by a static, administrative apparatus which deceives its students and their dreams in their lives, subliminally attesting them that their certificate is the only thing they need in order to become a skilled person and to be appreciated by society later on.

Therefore, the strive for a diploma as a proof of social superiority and as a need of social recognition, has launched to bigger and greater dimensions and their alleged importance even having become a self-fulfilling prophecy lowering the quality of certain professions and deceiving the expectations of individuals being blinded by their shine.

V. A Society without Certificate Coercion

How do we choose a doctor, a lawyer, a carpenter, a baker or a plumber? Do we ever have a look at their certificates before engaging with them? And even if we would, would the certificate tell us anything about the quality of the other part as a supplier? And let's even go so far that the other part is holding a diploma of a world renown elite-university in which we have a lot of trust, would that automatically mean that he will offer us an invariable good service in every thinkable case and is immune to give a service that could vary depending on sympathies towards clients, his personal mood and motivation, implying that even skills themselves are a just necessary but never a sufficient part of a good performance?⁸

So what would society do if the government wouldn't oblige its citizens just being able to cooperate with each other in certain fields, as long as one of the parties is fulfilling some imposed criteria from above holding a certificate? Would the world perish and turn into a menace society of traitors and charlatans?

First of all, the disappearance of a coercive rule does not necessarily correlate with the disappearance of the institute that it aimed to protect before. To the contrary, if the institute was actually doing a good thing for society, what could prevent anybody of maintaining it, just when its coercive imposition – just as one alternative for its protection - is gone? Of course, the answer is: nothing.

Before I visit a doctor or turn to a lawyer I better make sure that the person I am turning to is skilled in his profession and knows what he is doing. Does this person necessarily need a diploma or an official approval from a public institution? Of course not. Concerning the core of skills, whose qualities are determined by Theoretical-Knowledge, Practical-Experience (just a theoretical knowledge would be useless for its application) and a certain Temporality (without a certain degree of recurring practice the skills decrease) an issued piece of paper doesn't make the difference.⁹ So, both, the diploma and the

⁸ You could be the best in your profession in the world but refuse to provide a good service to people you don't like, be basically unmotivated or because of permanent fatigue unable to practice your profession or just don't see a need in it.

⁹ Besides that, entrepreneurial (human) knowledge is also always subjective and practical, private and dispersed and tacit and not possible to articulate (Huerta de Soto (2005), Pp. 52-60; Meseguer (2015), P. 202).

official approval do not necessarily say anything about the skills of a person, not at all about those of an institution.¹⁰

Even if we would presume, that a renewal of the license is demanded by the state every two years or so, by which standards does a public institution want to determine and thereby assure that the tests they're demanding will in the end culminate into skills that are demanded by society? Wouldn't it make a lot more sense to quit this intermediate stage (with all the miseries that it is carrying along) and let society - for which this intermediate stage was supposed to be originally designed for - determine directly who they are acknowledging is capable of fulfilling their needs and who is not? Now we have finally come to the crucial point, the demand and offer of and by society, or better expressed in one word, the market, the institution to assure that we get the best possible offers for the resources we are ready to dedicate for the fulfilment of our needs.

If a person without any experience, knowledge and skills decides from one day to another to fulfil his childhood dream and become a doctor, he is very free to do so, but it is very unlikely, that he will get any patients to trust him. People will get informed (as they already do, even within a state control of certificates) via friends, colleagues, family, their social network in real life or online platforms to make sure they obtain the best service they can possibly get, relatively to the importance they attribute to their certain need. The more important the matter (from an always subjective perspective), the more a person will get informed. The vast emergence of new online rating platforms, where you can evaluate basically everything from doctors, lawyers to pizza deliveries and barbers actually indicates that the people themselves already have recognized the problem, that just a piece of paper is nothing one should rely on.

Let's assume a second case. A person with experience, knowledge and skills but without a university diploma (exam nerves, free spirit, poor family, aversions towards the education system, etc. etc.) but an excellent scholar in his medical field, equipped with innovative, well-functioning methods (because he didn't join the conventual education, rather did internships in hospitals and gained a lot of experience by treating people for free¹¹) decides to fulfil his childhood dream and become a doctor. A lot of people are queuing up the first day of the opening of his new praxis to get treated by him, having heard and being told by different mediums they trust, that he is a very good medic and besides that

¹⁰ The human tends to explain certain phenomena by looking for synonyms for it, rather than trying to explain the phenomena themselves. As it is being referred to thieves by certain groups from foreign areas, dumb as to any other opinion but its own and a good vine is being judged by the country of its origin none of these comparisons will be never fully equivalent and neither will it make the phenomena in the end intelligible. So rather as looking for synonyms, humans should aim to explain the phenomenon itself and shouldn't turn to mystic methods that are lacking any scientific standards.

¹¹ Very illustrative for this example, the figure of Philo Farnsworth, whose work according to Rothbard's research benefited a lot from his lacking contact to the conventional scientific world. Also, Einstein should have suggested (Quote of Rothbard) "that refugee scientists take jobs as lighthouse-keepers, so that they could enjoy needed isolation". see: Rothbard (2004), "Science, Technology, and Government", P. 14 f.

because of his unharmed soul (side effect of avoiding the oppressive state university system and not having tens of thousands of euro debt due its tuitions) even very nice to the people he treats and always with a smile on his face. After the first day, everybody is happy with his service (he started reading medical books and working as a side job in hospitals) and gives him very good feedback on online portals. Now a dusty university doctor is noticing that day by day there are showing up less patients in his praxis and he starts investigating where they all have gone, finding them all in line in front of the praxis of the newcomer. Of course, so far being granted a monopoly as a doctor because of his state-university degree, he doesn't think about the possibility of offering better and cheaper service to his patients but instead blackens the newcomer for not having gone the conventional way, letting the administration shut down the praxis everybody loved and the uncertified doctor being put to jail for practicing something he didn't have a piece of paper for allowing him to do so.

This is the current situation. And the question is, why should the praxis of our newcomer be shut down? Of course, besides the envy of other market participants that are seeing their status quo - well protected by bureaucrats - now endangered. The answer to this question is, that there are absolutely no reasons to do so. Bad doctors without a diploma won't get hired or must shut down their praxis, as well as bad doctors with a diploma. Why now exactly good doctors without a diploma should be in disadvantage to good or bad doctors with a diploma since society, as we have seen would be poorer and worse off, and since it is not possible to conceive the services of a good doctor just because of the carrying of a diploma.

Now one could mention the feeling of assurance against fraud or a bad treatment towards an uncertified doctor. But first of all, one is also in the same way assured against fraud and bad treatment towards the non-certified as towards the certified doctor via the civil and penal law. And secondly, who is pretending that a certificate makes a person an angel or immune against a practice lacking expertise? We need to acknowledge that the feeling of security by something officially confirmed from the state is a deceptive and not adequate one. Nobody can assure to anybody out of the blue that the provider of a service or a product is reliable without the variables of actual information in form of practical proof of his quality. If the obtainment of this information results to be arduous for a person, that person could still rely on a certified doctor, because exactly for those cases the institution of certificates actually exists. It still serves as an indication that the carrier of a certificate is likely to have more skills in this field than any other person that is lacking this indication. But indication can derive from any source being evaluated adequately to serve it. This does not change in a society that abandoned the road of certificate-coercion, the only thing that changed is, that the compulsion of this decision is gone, which gives light to totally new fields of human cooperation and since services and products will sustain as they are demanded freely by the people, they will be highly advantageous and beneficial for the flourishing of society. Because now the people are even given more offer to choose from, as they are finally being allowed as well to choose the services of highly competent doctors, that

for what reason so ever (we listed hypothetical ones) just do not carry a basically meaningless paper with an at the most indicating role.

And how do I find out if the doctor is a certified one? The answer to this question is simpler than one thinks, because since there will be a demand for that information, doctors will put their doctor title in front of their names or their universities they graduated from in brackets following it.

And what if there are people pretending to be a certified doctor and copying these methods? Also, the answer to this question is not to hard, because then they will be convicted into fraud, just as a person would be pretending this would today. The situation would be completely the same as people are already today prevented from putting wrong attributions in forms of titles or degrees to themselves.

VI. Further Possible Outcomes and Solutions in a World without Certificate Coercion

Even if we can state that certificates are not a necessity of quality, in complex and large societies and markets where people barely know each other and quick decisions are often unavoidable, there will still be a vast demand for them, acknowledging the diversity and dynamics of a free world and the human need for orientation and assurance. If there will be a demand for certificates, as me wanting to assure myself that my doctor I want to visit in an unknown city had enjoyed a decent medical education, there will be an offer of institutes for professional training that will satisfy this demand. Now a new demand will arise within this cooperation, the demand of actual quality of the certificates an institution is issuing. Because since the state coercion is finally absent and basically everybody could open an institution of this kind of course theoretically would open the door for low quality education and fraudsters.¹² Since a hypothetical demand creates itself its offer, the market will be also offer a solution to this phenomenon, that could occur now in the following approaches:

- Consumer organizations and quality institutes that are carrying out quality tests and list educational institutes of high, middle and low quality and before all fraudulent institutes
- The local, national and international spread of information, recognition and reputation of which institutes are to trust, because of long term quality performance, assurance throughout a qualitative Body staff etc.
- Rating portals in the internet, newspapers and all other mediums of possible information exchange in society

¹² A state coercive system would never eliminate these phenomena either as one could discuss if the educational monism, that in the end prevents the exposure of a dogma to competition with other approaches in the end deprives society of enjoying better working methods as existing in their current state. Also are the state requirements by fare anything absent of a certain level of arbitrariness as they are often not exposed to full competition either and in consequence not exposed to the free build demands of society and their different actors.

- Suppliers and supplying institutions seeking for permanent maintenance and improvement of their qualities, evaluating, testing and training new employees in advance and along with older employments meanwhile their employment

A good example for this process of information and intuition in choosing is the already general mistrust in obtained titles from areas and countries with an unknown educational and institutional infrastructure (for example bought PHD and Doctor Titles¹³) or from questionable institutes that are barely known and barely carry a reputation. It is very unlikely, that once a higher awareness has arisen around consumers and as well suppliers, that obscure and dishonest players on the market will have any more chance to sustain, since now people cannot rely anymore on a centralistic supervisor, keeping up an artificial structure that pretends to assure them quality of the different actors in society, but now there a real need to get informed is incentivised.

So far, this artificial structure just served to the good of low quality players making it possible for them by artificially restraining the offer of certain professions by the institute of this certificate monopoly to sustain on the offer side without having to improve their service. With the returning to the institute of information, it is therefore even more likely that less fraud and less bad service will occur, because of the growing responsibility of the people for their actions and their thereby followed more cautious behaviour.

In the end a free market economy is a society concept, that is eventually serving the demander of products and services the most, exposing the suppliers to permanent competition with other market competitors and demanding them to fulfil the consumer needs in the best way possible to be able to sustain on the market.

This fact, of the market in serving before all the consumer the most, once grasped, must lead to the realization of the fact, that every state deviating from this concept is practiced on the back of the consumers, as saying so, at the back of society at his whole, acknowledging that suppliers are consumers as well.

Once being demanded to get informed, this will set free an unimaginable force of suppliers to serve as qualitative as possible to the good of society and within that releasing society efforts for the flourishing of the good of everybody, letting fraudsters and low-quality parties no chance to sustain in offering their bad and low-quality products and services.

¹³ For this: Spiegel-Article, Himmelrath, 05.07.2012, „Promotionsbetrug im Selbstversuch - Wie ich mir einen Dokortitel erschummelte“ (“PhD defraud in a self-experiment – How I managed to obtain a doctorate by fraud”) <http://www.spiegel.de/lebenundlernen/job/promotionsbetrug-wie-man-sich-einen-falschen-dokortitel-kauft-a-842596.html>; FAZ-Article, Bös, 09.12.2015“Erschlichene Stellen, erkaufte Titel“ („Obtained posts by fraud, bought titles“ <http://www.faz.net/aktuell/beruf-chance/campus/deutschland-landet-bei-akademischer-korruption-nur-im-mittelfeld-13956553.html>); Zeit-Article, Koch, 10.05.2012, “Beim Titelhändler“ („With the titledealer“) <http://www.zeit.de/2012/20/B-Titelkauf>.

VII. Consequences for Companies

Now at last, one could discuss what consequences this would have for companies in their recruitment procedures and for the applicants seeking for a job. First of all, for those cases applies all the above mentioned.

But in fact, there is another phenomenon that arises in this field. Since private companies are in the permanent state of seeking to improve or maintain the quality of their services and products, they'll also have a quite higher interest in improving or maintaining a skilled staff that serves this necessities. In having this need they will tend to be the first ones in revealing the general myth of the equivalence between skills and a certificate. Because in the most cases (except symbolic representative positions) companies do not have a need for nice looking certificates but rather for skills. Since those two are neither equivalent nor in contradiction, companies will do at least two things:

- Asking for certificates that have proven to be accompanied by its high-qualitative and also practical (application of the theoretical in the real world) than only theoretical education
- Asking rather for proofs of skills (internships, realized projects, other kinds of working experience in certain fields) than just relying on certificates, which can also be implemented by previous tests, internships or probation for newcomers (how many university students are there leaving their studies not being equipped with any practical and directly applicable skills in their working field, needing not seldomly to learn the job from the basics on)

Consequently, there will be a vast demand for a good and also useful education which will have the pleasant side-effect of a vast improvement of many educational institutions producing rather skilled than blinkered and just theoretical specialists. So far by their granted monopolies, educational institutions were not obliged by market forces to offer this, leaving hundred-thousands of students behind with an useless education, which does not enable the students afterwards to find any need in society in their field, forcing them to turn to other occupations that have nothing to do with their long year education before.

VIII. Conclusions/Summary

We basically just worked us through some questions as for example:

- 1) When could there be a need for a certificate?
- 2) How can we make sure the education of the certificate was of good quality?
- 3) How can we make sure a non-certified supplier is offering a good service/product?

We found the possible answers for the first question in cases as for example like: a lack of information combined with the lack of time or difficulties obtaining this information (foreign area, very cautious demanders etc.) as well it could possibly derive from insurance conditions or from the maintenance of

traditional choice-selection. The last two questions can be satisfied with practising the demand for good quality certificates as for services and products provoking the supplier reaction to fulfil this demand and simultaneously by seeking for the information of these good quality suppliers.

Other conclusions could be in principle resumed in the following points:

- A market economy is a society model (or a non-system¹⁴) that serves principally to the needs of the consumers, as they are practising their wishes and needs up on the suppliers, who are depending on the consumers to sustain
- Adequate information will enable consumers to get the best services and products possible concerning their needs and their readiness to invest
- A lot of demanders still rely on inadequate information using certificates approved by the state which is pretending to assure quality
- Certificates by their pure nature can never assure quality, just quality itself can, as artificially constructed synonyms never represent an equivalence
- The best possible option to obtain quality, is to obtain the information where quality and by whom quality is practised
- Therefore:
 - Can Certificates to the most be an Indicator of quality, but never a proof neither an assurance.
 - Can relying on certificates as the only source of verification be very dangerous
 - Is the state's certificate coercion not only a coercive act but also an **useless one**
 - Could the practice of certificate coercion be abandoned already today, as society has already partly adopted and recognized this phenomenon and further auto re-education will lead to further advantageous adoption and the enjoyment of the mentioned fruits being caused by this process.

¹⁴ Baader (2004), S.84.

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