



FREE MINDS

ACCREDITATION NETWORK

Accrediting Excellence. Empowering Potential.

Free Minds Accreditation Network

Independent Accreditation Body for Ideologically Free Academic Education

I. Preamble

The Free Minds Accreditation Network was established as a state, religious, political, and ideologically independent accreditation body to promote and accredit academic projects committed to the unrestricted search for truth, pure, science-based teaching, the education of individuals toward creativity, maturity, and reason, as well as comprehensive humanity through independent thinking and forward-looking, responsible action.

We stand for the freedom of the mind and a return to the original ideals of the university: intellectual honesty, evidence-based knowledge, critical thinking, and the transmission of ideology-free knowledge.

In light of recent developments and the strongly growing demand for interdisciplinary offerings, the Free Minds Accreditation Network is also open to novel, innovative, and forward-looking projects, including those based on Artificial Intelligence (AI) or organized globally and digitally. Accreditation certifies not only formal quality but also intellectual independence and the seriousness of the educational purpose.

The projects we accredit educate free minds – people who learn to think for themselves rather than to recite. Their degrees are at least equivalent to state-regulated degrees such as “Bachelor” or “Master.”

Prof. Dr. Philipp Bagus

Prof. Dr. Michael Esfeld

Christoph Heuermann

Prof. Dr. Boris Kotchoubey

Prof. Dr. Henrieke Stahl

II. Accreditation Requirements

The Free Minds Accreditation Network awards its accreditation exclusively to state-independent academic projects (institutes, academies, study programs, colleges) that fully meet the following criteria:

1. Intellectual and Institutional Independence

- Complete independence from state funding, supervision, accreditation, or regulation.
- No adoption of ideological frameworks.
- Transparent disclosure of funding sources and exclusion of influence by governments, political parties, or ideologically affiliated foundations.

2. Commitment to Pure Teaching and Ideology-Free Science

- All teaching content must be based on empirical evidence, logical rigor, and intellectual honesty.
- Prohibition of presenting political, religious, or worldview dogmas as scientific truth.
- Active promotion of diversity of opinion, critical questioning, and the principle of “falsifiability” (Popper) in all disciplines.
- No sanctioning of dissenting opinions; instead, institutionalized culture of debate and protection of academic freedom.

3. Degrees, Performance Records and Employability

- The degrees offered may not use the legally protected designations “Bachelor,” “Master,” “Diploma,” or similar.
- Instead, distinctive, meaningful designations are to be used (e.g., “FMAN Certified Scholar in [Subject],” “Advanced Studies Diploma,” “Excellence Degree,” “Advanced Excellence Degree,” “Fellow of the Free Minds Academy,” etc.).
- The programs must correspond in scope, depth, and level of requirements at least to state Bachelor’s/Master’s programs, ideally surpassing them.
- Transparent documentation of acquired competencies through detailed transcripts, portfolios, and performance overviews.
- Programs shall emphasize professional relevance, practical applicability, and long-term employability of graduates.

4. Examination Procedures

- Clear, demanding, and transparent examination regulations. Examinations must be objective, comprehensible, and at a high professional level.
- Stringency: Examinations must maintain a high level of academic rigor, objectivity, and resistance to manipulation. Clear, demanding standards are required.
- Implementation / Conduct: Transparent, fair, and reliable administration of examinations, including appropriate integrity measures, plagiarism checks, and verifiable performance records.

5. High-Quality Curricula and Teaching Standards

- Structured, demanding study programs with clearly defined learning objectives, examination regulations, and performance records that do justice to the educational purpose of pure teaching.
- High proportion of primary sources, classical texts, and foundational specialist literature.
- Integration of interdisciplinary approaches where appropriate, while strictly maintaining scientific standards.

- Regular internal quality assurance by independent subject-matter experts.

6. Qualification and Independence of Teaching Staff

- Lecturers must demonstrably possess deep subject-matter competence and academic or practical expertise.
- Obligation of teaching staff to ideology-neutral, fact-based instruction.
- No hiring or promotion based on characteristics such as gender, origin, political conviction, or other identity categories.

7. Ethics and Values

- Commitment to the dignity of every individual human being regardless of group affiliation.
- Rejection of cancel culture, political, ideological, and religious indoctrination.
- Promotion of intellectual honesty and the pursuit of objective truth.

8. Transparency and Accountability

- Publicly accessible publication of the curriculum, lecturer profiles, and examination modalities.
- Regular external review by FMAN (every 3–5 years).
- Complaint mechanisms for students and mechanisms to safeguard academic freedom.

9. Resources, Infrastructure and Governance

- Adequate personnel, technical, and infrastructural resources for high-quality academic operations.
- Sustainable and transparent governance structures that permanently safeguard institutional independence and academic quality.
- Clear organizational form, decision-making processes, and regulations to protect academic freedom.

10. Additional Requirements for Digital and AI-Supported Projects

For academic projects that are predominantly organized digitally or supported by Artificial Intelligence (AI), the following additional requirements apply. These ensure that the specific challenges and opportunities of digital and AI-based education are adequately addressed while upholding the core principles of intellectual independence, ideology-free science, and high academic quality. Compliance with these requirements is assessed as part of the accreditation procedure and is reflected in the dedicated bonus criteria of the points system.

10.1 Accessibility

Accessibility to learners regardless of their geographic location, including those living in remote or underserved areas, through digital, hybrid, or other flexible learning formats. Affordability of the Study Programs, ensuring adequate access for students from diverse social and economic backgrounds.

10.2 Quality of Examination Procedures (Digital/AI-specific)

Digital and AI-supported projects must demonstrate particularly robust examination procedures that guarantee academic integrity, fairness, and high standards in a remote or technology-mediated environment.

10.2.1 Stringency

Examinations must maintain a high level of academic rigor, objectivity, and resistance to manipulation (including AI-assisted cheating or unauthorized assistance). Clear, demanding standards equivalent to or exceeding traditional on-site formats are required. Assessment designs should actively counteract the specific risks of digital delivery.

10.2.2 Implementation / Conduct

Transparent, fair, and technically reliable administration of examinations, including appropriate measures for identity verification, secure digital proctoring or equivalent integrity safeguards, systematic plagiarism and AI-generated content checks, and clear protocols for technical failures. The practical execution must be documented and subject to regular review.

These additional requirements are evaluated in conjunction with the main accreditation criteria. Projects that successfully address them may receive the corresponding bonus points provided in the points system for AI-supported and digital projects.

III. Accreditation Procedure

The accreditation procedure of the Free Minds Accreditation Network is two-stage and serves to ensure the highest quality standards while simultaneously promoting serious, aspiring projects – expressly including novel, AI-based, and global educational projects.

The focus of the review by FMAN is on a sensible study structure and modularization, the achievement of defined learning objectives (competencies), appropriate forms of examination and workload, the qualification of teaching staff, facilities and resources of the institution, as well as professional relevance and employability.

1. Provisional Accreditation

Prior to the granting of full (final) accreditation, suitable academic projects first receive a provisional accreditation. This is granted after a thorough examination by FMAN and is generally limited to 2–3 years.

2. Full Accreditation

After the expiry of the provisional phase and successful in-depth review (including student feedback, graduate tracking, and renewed external assessment), full accreditation may be granted. This is generally valid for 5 years and is then reviewed again.

Full accreditation confirms that the project not only meets the formal requirements but in practice offers outstanding, ideology-free academic education at the highest level.

Quality Standards to Be Demonstrated for Provisional Accreditation:

- Teaching Quality and Curriculum: Detailed presentation of study content, learning objectives, and didactic concepts. Teaching must clearly serve the educational purpose of pure, ideology-free knowledge transmission.
- Examination Standards: Clear, demanding, and transparent examination regulations. Examinations must be objective, comprehensible, and at a high professional level (e.g., written exams, term papers, oral examinations, final theses with plagiarism checks).
- Qualification of Teaching Staff: Proof of professional expertise and independence of all full-time and part-time lecturers.
- Institutional Structure and Governance: Clear organizational form, decision-making processes, and regulations to safeguard academic freedom.
- Resources and Infrastructure: Adequate personnel and technical equipment for high-quality study operations.
- Transparency and Ethics: Publication of statutes, study regulations, and funding principles as well as commitment to the values of FMAN.

- Admission Procedures: Fair, performance-oriented admission criteria without ideological or quota regulations.
- Internal Quality Assurance: Initial mechanisms for regular evaluation of teaching and studies.

The Free Minds Accreditation Network (FMAN) evaluates all applications using a transparent, weighted points system totaling 101 points. This ensures objective, evidence-based, and consistent assessments.

Thresholds:

Provisional Accreditation: minimum 75 points

Full Accreditation: minimum 88 points

No.	Criterion	Max. Points	Weighting
1	Intellectual and Institutional Independence	15	Core Criterion
2	Commitment to Pure Teaching and Ideology-Free Science	15	Core Criterion
3	Degrees, Performance Records and Employability	12	High
4	Examination Procedures	12	High
5	High-Quality Curricula and Teaching Standards	12	High
6	Qualification and Independence of Teaching Staff	12	High
7	Ethics and Values	11	Medium-High
8	Transparency and Accountability	6	Medium
9	Resources, Infrastructure and Governance	6	Medium

Additionally, up to 10 bonus points may be awarded for innovative approaches (e.g., AI-supported teaching).

The evaluation is carried out by independent reviewers under the leadership of the FMAN Accreditation Office. The detailed point allocation is disclosed to the applicant in the assessment report.

Additional Bonus Criteria for AI-Supported and Digital Projects (Total: 10 Bonus Points)

For academic projects that are predominantly AI-supported or digitally organized, the following additional bonus criteria totaling 10 points apply:

No.	Criterion	Max. Points	Weighting
1	Accessibility	5	High
2	Quality of Examination Procedures	5	High
2.1	Stringency	2.5	Sub-criterion
2.2	Implementation / Conduct	2.5	Sub-criterion

1. Accessibility: Accessibility to learners regardless of their geographic location, including those living in remote or underserved areas, through digital, hybrid, or other flexible learning formats. Affordability of the Study Programs, ensuring equitable access for students from diverse social and economic backgrounds.

2. Quality of Examination Procedures: Assessment of the quality, rigor, and practical execution of examinations in AI-supported and digital learning environments.

2.1 Stringency: Examinations must maintain a high level of academic rigor, objectivity, and resistance to manipulation (including AI-assisted cheating). Clear, demanding standards equivalent to or exceeding traditional formats are required.

2.2 Implementation / Conduct: Transparent, fair, and technically reliable administration of examinations, including secure digital proctoring or alternative integrity measures, plagiarism checks, and verifiable identity of examinees where appropriate.

These 10 bonus points are available exclusively for predominantly AI-supported or digitally organized projects and are added to the base score from the main criteria table.

IV. Members of the Accreditation Council

Prof. Dr. Philipp Bagus



Philipp Bagus is Professor of Economics at the Universidad Rey Juan Carlos in Madrid. His research focuses on monetary and business cycle theory.

His work has been published in leading academic journals, including the Journal of Business Ethics, The Independent Review, and the American Journal of Economics & Sociology.

He has received several prestigious awards, including the O.P. Alford III Prize in Libertarian Scholarship, the Sir John M. Templeton Fellowship, the IREF Essay Prize, and the Ludwig Erhard Prize (2016).

He is a member of the Scientific Advisory Board of the Ludwig von Mises Institute Germany and author of several books, including:

- “Wir schaffen das – alleine! Warum kleine Staaten einfach besser sind.” (2017) [We Can Do It – Alone! Why Small States Are Simply Better]
- “Blinder Raub! Wie die Fed, Banken und die Regierung unser Geld stehlen” (2014) [Blind Robbery! How the Fed, Banks and the Government Steal Our Money]
- “Die Tragödie des Euro” (2011) [The Tragedy of the Euro]

In September 2024, his highly regarded book “Die Ära Milei” about Argentine President Javier Milei was published.

He is also Chairman of the Board of Directors of Elementum International, a Swiss company specializing in the storage of precious metals.

Prof. Dr. Michael Esfeld



Michael Esfeld, born in 1966 in Berlin (West), has been Full Professor of Philosophy of Science at the University of Lausanne (Switzerland) since 2002. He received his doctorate in philosophy in 1994 from the University of Münster and completed his habilitation in 2000 at the University of Konstanz. He was a lecturer at the University of Hertfordshire, a Heisenberg Fellow of the German Research Foundation, and from 2001 to 2002 Associate Professor of Philosophy at the University of Cologne. Since 2010 he has been a member of the Leopoldina – National Academy of Sciences. In 2013 he received the Research Award of the Alexander von Humboldt Foundation. Since 2022 he has been a member of the Foundation Board of the Liberal Institute of Switzerland, one of Europe’s leading classical-liberal and libertarian think tanks.

His research focuses on the philosophy of physics, the philosophy of mind, and in particular the relationship between the natural and human sciences. In his work he advocates scientific realism in the natural sciences and opposes scientism and its political instrumentalization.

Major book publications in English:

- Holism in philosophy of mind and philosophy of physics (2001)
- Conservative reductionism (2011, with Christian Sachse)
- A minimalist ontology of the natural world (2017, with Dirk-André Deckert)
- Science and human freedom (2020)
- Restoring science and the rule of law (2024, with Cristian Lopez)

Major book publications in German:

- Wissenschaft und Freiheit (Suhrkamp, 2019) [Science and Freedom]
- Und die Freiheit? Wie die Corona-Politik und der Missbrauch der Wissenschaft unsere offene Gesellschaft bedrohen (riva, 2021, with Christoph Lütge) [And Freedom? How Corona Policy and the Abuse of Science Threaten Our Open Society]
- Land ohne Mut (Achgut, 2023) [Country Without Courage]
- Selbstbestimmt jetzt! (Achgut, 2026) [Self-Determined Now!]

Homepage: www.michaellesfeld.com

Christoph Heuermann**Career & Profile**

Entrepreneur, investor, author, and extreme traveler (born 1990). Founder of Staatenlos.ch. Lives as a permanent world traveler and is the leading expert on flag theory, international tax optimization, and individual freedom beyond state compulsory systems. He is not a theorist – he lives 100% what he preaches.

Background & Mindset

- Studies: Politics & Administration in Konstanz (B.A.).
- The turning point: A missed lecture led to the compulsory assignment of a presentation on Friedrich A. von Hayek – the starting signal for his deep libertarian conviction.
- Education: Study abroad semester in Madrid with Philipp Bagus (Austrian School), studies at the Scholarium (Vienna), and formative internships (including Frank Schäffler, Rahim Taghizadegan).

Business & Investments

- 2015: Deregistration from Germany and flight to Mexico with less than €2,000 starting capital. Launch of the Staatenlos blog.
- Today: Staatenlos.ch is the number 1 platform in the DACH region for geographic freedom.
- Portfolio: Over 70 worldwide company holdings (FinTech, crypto, private equity) plus tangible assets for crisis protection (including own vineyard and own walnut plantations).

Extreme Travel & Lifestyle

- World record: Youngest most-traveled person in the world. Has already traveled to all 265 autonomous countries of the Earth (326 of 330 TCC territories).
- Setup: Maximum independence. Travels in his own 4x4 expedition vehicle (6.7 m × 3.2 m) and on his own catamaran.
- Family: Traveling worldwide with partner Katerina and foster son Maxi (9 years old, already in over 50 countries, temporary base for primary school in Dubai).
- 2025: Acquisition of second citizenship in Vanuatu.

Publications & Media

- Spiegel bestseller: “Staatenlos: Ein globales (Steuer)freies Leben mit der Flaggentheorie” (2026) [Staatenlos: A Global (Tax-)Free Life with Flag Theory].
- Travel blog: On christoph.today he documents his global expeditions and the exploration of the world’s relief.

Prof. Dr. Phil. Boris Kotchoubey



Born 1952.

Studied human medicine 1969–76 and psychology 1978–81 in Moscow.

Doctorate in psychology 1981 (Russian Academy of Education).

Habilitation 2002 in Medical Psychology at the University of Tübingen. Since 2005 Associate Professor at the University of Tübingen.

Total of over 170 scientific (peer-reviewed) publications, primarily on the neurophysiological foundations of consciousness and disorders of consciousness, learning processes and language (neurolinguistics), as well as extreme states (incurable illness, dying process).

Journalistic contributions inter alia at “Novo-Argumente”, “Achse der Guten”, “Cicero”.

Most recent books include:

- “Why Are You Free: Biology and Psychology of Voluntary Action” (Nova Science Publishers, 2012)
- “Irrsinn der Sterbehilfe” (Tübingen University Library, 2018) [The Madness of Assisted Dying]
- “Der Untergang einer Institution: Wissenschaft zwischen Früh- und Postmoderne” (Deutscher Wissenschaftsverlag, 2023) [The Decline of an Institution: Science Between Early and Postmodernity]

Univ.-Prof. Dr. Henrieke Stahl



Born 1970.

Since 2003 Professor of Russian and Polish Literary Studies at the University of Trier.

Studied Slavic Studies, German Studies, and Philosophy at the University of Münster 1990–1996.

2000 Doctorate at the University of Trier.

1996–2001 Research Assistant in Slavic Studies at the University of Trier,

2001–2003 Research Assistant in Slavic Studies at the University of Heidelberg.

Publications on Slavic literature, philosophy, and culture in the European context with focuses on lyric poetry and philosophy of religion.

Since 2023 independent journalistic work inter alia for Berliner Zeitung, Tichys Einblick, Cicero, Achgut, Globkult.

Monographs:

- Renaissance des Rosenkreuzertums. Initiation in Andrej Belyjs Romanen “Serebrjanyj golub’” und “Peterburg”. (Trierer Abhandlungen zur Slavistik, edited by Gerhard Ressel. Volume 3.). 478 pp. Frankfurt/M. et al., 2002. [Renaissance of Rosicrucianism. Initiation in Andrei Bely’s Novels “The Silver Dove” and “Petersburg”.]
- Sophia im Denken Vladimir Solov’evs – eine ästhetische Rekonstruktion. Münster: Aschendorff, 2019. (Texte und Studien zur Europäischen Geistesgeschichte, Series B, Volume 18). 573 pp. Russian translation 2024. [Sophia in the Thought of Vladimir Solovyov – an Aesthetic Reconstruction.]

V. Submission Guidelines

The Free Minds Accreditation Network is a state-independent, international accreditation body. It reviews and accredits academic projects committed to the unrestricted search for truth, evidence-based teaching, and education toward independent thinking, maturity, and responsible action.

FMAN is religiously, politically, and ideologically independent. It is not subject to any state supervision and is not bound to any government, party, or ideologically affiliated organization. Accreditation certifies formal quality as well as intellectual independence and the seriousness of the respective educational purpose.

Only state-independent and ideology-free projects are accredited. Submissions with recognizable ideological, religious, or political requirements will not be admitted to the procedure.

Inquiries and projects are to be submitted in writing by email.

Contact

Email: free.minds.accreditation@gmail.com

Phone: +41 76 370 18 44

VI. General Terms and Conditions (GTC) Free Minds Accreditation Network (FMAN)

As of: August 2026

1. Scope and Purpose

1.1 These General Terms and Conditions apply to all inquiries, applications, and procedures in connection with the review and accreditation of academic projects by the Free Minds Accreditation Network (hereinafter “FMAN”).

1.2 FMAN is a state, religious, political, and ideologically independent accreditation body.

1.3 The purpose of FMAN is the promotion of freedom-oriented academic projects as well as support for the unrestricted search for truth, evidence-based teaching, and education toward independent thinking, maturity, and responsible action.

2. Subject of the Service

2.1 FMAN reviews and accredits exclusively state-independent and ideology-free academic projects (institutes, academies, study programs, colleges, and the like).

2.2 Accreditation takes place in a two-stage procedure (provisional and full accreditation) according to the published accreditation requirements and the points system of FMAN.

2.3 Accreditation certifies formal quality as well as the intellectual independence and seriousness of the educational purpose. It does not constitute state recognition and does not establish any claim to equivalence with state-regulated degrees.

3. Submission and Application

3.1 Inquiries and project documents are to be submitted exclusively in writing by email to free.minds.accreditation@gmail.com.

3.2 The applicant warrants that the submitted information and documents are complete and truthful.

3.3 FMAN reviews exclusively ideology-free and state-independent projects. Submissions that are subject to recognizable ideological, religious, or political requirements or that are in a dependency relationship with state authorities will not be admitted to the procedure.

3.4 Submission does not establish any claim to the conduct or completion of an accreditation procedure.

4. Procedure and Decision

4.1 The procedure is governed by the currently applicable submission guidelines and accreditation requirements of FMAN.

4.2 Evaluation is carried out using a transparent points system.

4.3 The decision on the granting, refusal, limitation, or revocation of an accreditation lies in the sole discretion of FMAN.

4.4 To the extent permitted by law, civil claims against FMAN and the members of the Accreditation Council in connection with the conduct or outcome of accreditation procedures are excluded, unless intent or gross negligence is present. Criminally relevant conduct remains unaffected.

4.5 Provisional accreditation is generally limited to 2–3 years, full accreditation to 5 years, and may be extended or revoked.

5. Cooperation and Communication of the Applicant

5.1 Applicants shall ensure the best possible and continuous communication in the interest of a swift and smooth conduct of the reviews.

5.2 In the event of conduct by the applicant that delays or obstructs work processes without a comprehensible reason, FMAN reserves the right to terminate the review.

6. Cost-Free Nature

6.1 The review and conduct of accreditation procedures by FMAN is currently free of charge.

6.2 FMAN reserves the right to introduce fees in the future. Any such introduction will be announced to those affected in good time beforehand and will apply only to applications submitted thereafter.

7. Obligations of the Applicant

7.1 The applicant shall provide FMAN with all information and documents required for the review in a timely and complete manner.

7.2 The applicant undertakes, for the duration of the validity of an accreditation, to permanently comply with the accreditation requirements of FMAN and to notify any material changes without delay.

7.3 The use of the FMAN name, logo, or accreditation statements is permitted only within the scope of the granted accreditation and the specifications established by FMAN.

8. Confidentiality

8.1 FMAN treats submitted documents confidentially, unless legal disclosure obligations exist or the applicant has consented to disclosure.

8.2 Assessment reports and evaluation documents of FMAN remain the property of FMAN and may not be published without prior consent.

9. Liability

9.1 FMAN is liable only for intent and gross negligence.

9.2 Liability for indirect damages, lost profits, data loss, or consequential damages is excluded to the extent permitted by law.

9.3 FMAN assumes no warranty that a granted accreditation will be recognized by third parties, authorities, or other institutions.

10. Revocation and Termination

10.1 FMAN may revoke a granted accreditation, in particular in the event of:

- Violation of the accreditation requirements,
- Incorrect information in the application procedure,
- Loss of intellectual or institutional independence,
- Misuse of the accreditation.

10.2 The applicant may withdraw the application at any time until the decision.

11. Final Provisions

11.1 Should individual provisions of these GTC be or become invalid, the validity of the remaining provisions shall remain unaffected.

11.2 Changes to these GTC will be announced in an appropriate manner.

Contact

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