

WHY DOES DEMOCRACY NEED EDUCATION: An interrogation of the education attained as a potential determinant of education in Uganda

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Abstract: *The relationship between education and democracy has been acknowledged globally. The study interrogates the causal mechanisms explaining this relationship. The study presumes that teaches people to interact, and socialize, which in effect raises civic participation benefits, like voting, organizing, and lobbying. An increase in education positively affects civic participation and raises the urge for more democratic regimes and procedures. This is most likely to raise democratic revolutions against dictatorships and as well as diminish the success of anti-democratic coups*

Keywords—Education, Democracy, Uganda

1. INTRODUCTION

The connection between education and political participation was clearly articulated by Lipset in 1959.¹ Almond and Verba emphasize the relationship that education is a crucial determinant of ‘civic culture’ and participation in democratic politics.² This paper interrogates the relationship between education and democracy paying attention to the education attained by the average voter as a potential determinant of democracy. Lipset’s hypothesis is corroborated by the fact that high education standards are said to be the basic conditions sustaining a democracy. Through the analysis of years of schooling, and subsequent political regimes, studies have proven that “the uneducated man or the man with limited education acts differently from the man with higher education level.”³

The Oxford English Dictionary defines democracy as a popular government or government by the people. The exit and voice theory states that “democracy” means some form of collective control or popular power,⁴ of a situation in which power, and perhaps authority too, rests with the people”. That when more people come to have control over a shared social environment than had previously been the case”⁵ and the making of collectively binding rules, which apply to all. ⁶ Beetham writes: Democracy is the mode of decision-making about collectively binding rules and policies over which people exercise control, and the most democratic arrangement

to be that where all members of the collectivity enjoy effective equal rights to take part in such decision-making directly—one, that is to say, which realizes to the greatest collectivity degree the principles of popular control and equality in its exercise.

In a democracy, government legitimacy derives from the popular perception that the elected government abides by democratic principles in governing, and thus is legally accountable to its people.⁷ The fundamental idea is that it is a system of political governance in which decision-making power is ultimate if indirectly controlled by citizens, who are all considered equals within the system.⁸

In Uganda, the constitution provides for human rights, democracy, and political participation. “All power belongs to the people who shall exercise their sovereignty by the Constitution,” as stated in Article 1 (i) of the constitution. And that the State ‘shall be based on democratic principles which empower and encourage the active participation of all citizens, at all levels in their own governance.’ And “All the people of Uganda shall have access to leadership positions at all levels, subject to the Constitution.” “The state shall be guided by the principle of decentralization and devolution of government functions and powers to the people at appropriate levels where they can best manage and direct their own affairs.”

1 Lipset, Seymour Martin (1959). “Some Social Requisites of Democracy: Economic Development and Political Legitimacy”. *American Political Science Review*, 53, 69-105.

2 Almond, Gabriel, and Sidney Verba (1989, 1st ed. 1963), *The Civic Culture: Political Attitudes and Democracy in Five Nations*, London: Sage Publications.

3 Lipset, Seymour Martin (1959). “Some Social Requisites of Democracy: Economic Development and Political Legitimacy”. *American Political Science Review*, 53, 69-105.

4 Arblaster, A. (1994) *Democracy*. Buckingham: Open University Press.),

5 Cunningham, F. (1994) “Democratic-socialist continua: good and bad”, in Cunningham, F. (ed.) *The Real World of Democracy Revisited*. Atlantic Highlands NJ: Humanities Press, pp. 33–50.

6 Beetham, D. (1993) “Liberal democracy and the limits of democratisation”, in Held, D. (ed.) *Prospects for Democracy*. Cambridge: Polity Press, pp. 55–73.

7 Charlton, Roger. *Political Realities: Comparative Government* (p. 23). London: Longman, 1986

8 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, ‘WHY DOES DEMOCRACY NEED EDUCATION’

Education is defined by the Webster dictionary as the knowledge and development resulting from the process of being educated.⁹ Education is a social institution through which society provides its members with important knowledge, and may be a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking to distinguish education from indoctrination. Some theorists require that education improves the student while others prefer a value-neutral definition of the term. In a slightly different sense, education may also refer, not to the process, but the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex vocational skills.¹⁰

Education is divided into formal, non-formal, and informal education. Formal education takes place in education and training institutions and is usually structured by curricular aims and objectives, and learning is typically guided by a teacher. In most regions, formal education is compulsory up to a certain age and is divided into educational stages such as kindergarten, primary school, secondary school, and tertiary education.

Nonformal education occurs as an addition or alternative to formal education.¹¹ It may be structured according to educational arrangements, but more flexibly, and usually takes place in community-based, workplace-based, or civil society-based settings. Lastly, informal education occurs in daily life, in the family, and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational, whether unintentional or intentional. In practice, there is a continuum from the highly formalized to the highly informalized, and informal learning can occur in all three settings.¹² For instance, homeschooling can be

classified as nonformal or informal, depending on the structure.

2. THE RELATIONSHIP BETWEEN DEMOCRACY AND EDUCATION IN UGANDA

Studies have further indicated that more educated democracies are more stable than less educated ones, and the transition from dictatorship to democracy is predicted by higher education. This argument is based on the assumption that a higher level of education leads to higher participation in social activities and politics because, during schooling, the learners are indoctrinated about the virtues of political participation.¹³ This is further supported by the modernization theory¹⁴ espoused by Walt Rostow that, economic take-off should be led initially by a few sectors like education and democracy. Therefore, this study can state that democracy is stimulated by the amount of education attained¹⁵ by the majority of the population,¹⁶ Which is relevant for the implementation and sustainability of democracy across the country. This is in line with Lipset's view that 'education should broaden men's outlooks, enable them to understand the tolerance needs, a restraint to extremist and monistic doctrines, increase their capacity for rational electoral choices.'¹⁷

Consequently, a country with an education that provides political attitudes, institutions,¹⁸ and a large educated population,¹⁹ is more likely to establish and maintain a good democratic regime.²⁰ In Uganda today, education is recognized as a human right.²¹ In *Dimanche Sharon and Others v Makerere University*,²² it was observed that the right to education guarantees free and compulsory primary education and equal access to secondary and higher education. This argument follows the line that, the provision of education as a social right is often linked to providing adequate realization of civil and political rights. This implies that the provision of education promotes people's abilities to know, use and enjoy their liberties, due process rights, and rights to political participation; and lack of education is a barrier to the realization of those rights because uneducated people it is believed often do not know what rights they have,

9 <https://www.merriam-webster.com/dictionary/education>

10 <https://www.theasianschool.net/blog/importance-of-education/>

11 Singh, M. (2015). Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters. Springer-UNESCO. <https://doi.org/10.1007/978-3-319-15278-3-319-15278->

12 Livingstone, D. W. (2005). Expanding conception of work and learning: Research and policy implications. In K. Leithwood, D. W. Livingstone, A. Cumming, N. Bascia, & A. Datnow (Eds.), *International handbook of educational policy* (pp. 977–996). New York: Kluwer Publishers.

13 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, 'WHY DOES DEMOCRACY NEED EDUCATION'

14 Barro, Robert J. (1999). "Determinants of Democracy". *Journal of Political Economy*, 107, S158-S183.

15 Glaeser, Edward L., Rafael La Porta, Florencio Lopez-de-Silanes and Andrei Shleifer (2004). "Do institutions Cause Growth". *Journal of Economic Growth*, 9, 271-303.

16 Castelló-Climent A, 'On the Distribution of Education and Democracy' (2008) 87 *Journal of Development Economics* 179
<<https://www.sciencedirect.com/science/article/pii/S0304387807000934>> accessed 29 June 2022

17 Lipset, Seymour Martin (1959). "Some Social Requisites of Democracy: Economic Developm

18 Acemoglu, Daron, Simon Johnson and James A. Robinson (2001). "The Colonial Origins of Comparative Development: an Empirical Investigation". *American Economic Review*, 91, 1369-1401.

19 Glaeser, Edward L., Rafael La Porta, Florencio Lopez-de-Silanes and Andrei Shleifer (2004). "Do institutions Cause Growth". *Journal of Economic Growth*, 9, 271-303.

20 Castelló, Amparo and Rafael Doménech (2002). "Human Capital Inequality and Economic Growth: Some New Evidence," *Economic Journal*, 112, 187-200.

21 Article 30 of the constitution

22 (Constitutional Cause No. 1 of 2003)

and how they can defend themselves and hence a barrier to democratic participation for they will not be able to follow politics, participate in political campaigns freely among the elite community, and they lack patriotism to be able to spend the time and money to go to polls and vote but rather willing to sell their votes.²³

Education and democracy have been highly correlated across the world,²⁴ as evidenced by Studies indicating that, education is a robust predictor of transit to democracy. Although there are arguments that a country's geography, history, and culture are responsible for both education and democracy.²⁵ The current educational system of Uganda bears a distant imprint of its colonial past, where the British school curriculum and education structure was introduced to Uganda in the 1920s.²⁶ Lipset et al, argue that British rule provided a crucial learning experience for subsequent democracy. Thus, it is said that a country's colonial heritage is important for democracy if the colony inherited tendencies of more political freedom, rule of law, and protection of civil liberties.

2.1 Schooling and school enrollment

Such colonial influence is seen indirectly through the effects on the standard of living, years of schooling, and school enrollment.²⁷ School enrollment has an effect at a point in time on democracy, whereby mass enrollment in school means more educated people who will be able to influence politics over their entire lives and create lasting political institutions.²⁸ It is undisputed that, students participate in democracy and organize themselves through collective action.²⁹ This is evidenced by the many riots done by Makerere university students to challenge government policies and human rights abuse. Regardless, the enrolment of children in school is still low despite the introduction of Universal Primary Education in 1997,³⁰ amidst allegations

that the system is plagued with regional discrepancies where good schools are located and concentrated in urban centers; low funding, and inadequate facilities that continue to hinder educational development progress in Uganda.³¹

Turning to the culture in Uganda about equality between sexes, Female school attendance at all levels of society in Uganda is lower than that of men.³² Access to education is also far from equitable.³³ This can be attributed to poverty, inadequate infrastructure, social pressures, and early maternity.³⁴ Women currently face a challenge of male exclusivity compounded by colonial governments and indigenous cultures that promote the patriarchal nature of property ownership and exclude women.³⁵ These gender discrepancies are still present in Uganda regardless of the constitutional provisions on the right to hold property.³⁶ The girls are disproportionately discriminated against in terms of education amidst facing harsher barriers like disenfranchisement and Cultural, traditional and religious barriers. These are made of customary laws and moral principles that often decree and place women at a lower level than men. They for instance state that a woman has to be submissive to her husband and thus she must fulfill her husband's whims. This hinders a woman from moving forward to engage in politics because her status is already predetermined by culture to be the kitchen and to please men and politics is believed to be a men's affair.³⁷ Educational inequity and literacy discrepancies are pertinent elements of gender inequality propagation, studies indicate that democracy is determined whereby the percentage of education attained by the lowest and middle quintiles.³⁸

23 This approach was first developed philosophically by Henry Shue (Shue 1996; see also Nickel 2007 and 2016)

24 Alvarez et al. (2000), Barro (1999), Boix and Stokes (2003), Glaeser et al. (2004), and Papaioannou and Siourounis (2005)

25 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, 'WHY DOES DEMOCRACY NEED EDUCATION'

26 Rana Hassan, Education in Uganda. 2020 <https://wenr.wes.org/2020/10/education-in-uganda#:~:text=School%20education%20in%20Uganda%20consists,children%20age%20six%20to%2013.>

27 Barro RJ, 'Determinants of Democracy', *Journal of Political Economy* (1999)

28 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, 'WHY DOES DEMOCRACY NEED EDUCATION'

29 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, 'WHY DOES DEMOCRACY NEED EDUCATION'

30 Stasavage, David (2005). "The Role of Democracy in Uganda's Move to Universal Primary Education" (PDF). *The Journal of Modern African Studies*. **43** (1): 53–73. doi:10.1017/S0022278X04000618. JSTOR 3876259. S2CID 15216417.

31 Hasaba, Sarah (2014). "Women and Poverty Eradication Efforts in Uganda: Why is Ending Gendered Poverty Still Far-Fetched?". In Falola, Toyin; Abidogun, Jamaine (eds.). *Education, Creativity, and Economic Empowerment in Africa*. New York, NY: Palgrave Macmillan. pp. 43–52. ISBN 978-1-137-43849-2.

32 Moussa, Wael; Omoeva, Carina (2020-04-22). "The Long-Term Effects of Universal Primary Education: Evidence from Ethiopia, Malawi, and Uganda". *Comparative Education Review*. **64** (2): 179–206. doi:10.1086/708144. ISSN 0010-4086. S2CID 202690594.

33 "United Nations Girls' Education Initiative - Uganda - Snapshot". *UNGEI*.

34 Atekyereza, Peter R. (2001-01-01). "The education of girls and women in Uganda". *Journal of Social Development in Africa*. **16** (2): 115–146. doi:10.4314/jsda.v16i2.23876. ISSN 1012-1080.

35 Daniel S (1995) Social Aspects of Sustainable Dryland Management. John Wiley and Sons. UNEP, Nairobi.

36 Christine KE and Jephther A, 'Environmental Protection Efforts , Women ' s Rights , and Ecofeminism in Uganda' (2022) 6 171

37 Christine KE, 'Women's Rights to Participate in Representative Politics: Perspectives from the Eastern and Central Regions of Uganda' (2022) 6 International Journal of Academic Multidisciplinary Research 255 <<https://www.wipo.int/edocs/lexdocs/laws/en/ug/ug002en.pdf>> accessed 11 July 2022

38 Castelló-Climent A, 'On the Distribution of Education and Democracy' (2008) 87 Journal of Development Economics 179 <<https://www.sciencedirect.com/science/article/pii/S0304387807000934>> accessed 29 June 2022

Yet these barriers continue throughout the woman's life and become a challenge to female political participation.³⁹ Thus, the gap between female and male attainment of education negatively affects democracy by lowering electoral rights, because the theory has it that, equal educational opportunities across sexes will raise the level of democracy. Cole remarked that vast inequalities of wealth and status, resulting in unacceptable inequalities of education, power, and control of the environment: 'are necessarily fatal to any real democracy, whether in politics or any other sphere.'⁴⁰ In *R v Sussex Justices, Ex parte McCarthy*,⁴¹ Lord Hewart famously stated that it 'is of fundamental importance that justice should not only be done but should manifestly and undoubtedly be seen to be done. An essential aspect of the State obligation to ensure the right to access to justice, Legal and judicial systems are centrally placed to prevent abuse of power and arbitrary decision-making; Apart from being relevant in promoting democracy and human rights, more accountable legal and justice systems, contribute to the overall wellbeing of society and individuals as well as the equal distribution of opportunities. They are essential for creating conditions conducive to national and regional peace and security. Rule of law and justice are indeed both processes and outcomes of inclusive, accountable, and democratic. that all people enjoy their right to equality before the law, that procedures are in place to guarantee non-discriminatory access to justice, and that they have effective access to remedies when their rights have been violated.

The reality in Uganda is that unfairly enforced laws that are not accessible to all, weak institutions due to political-executive interference, lack of judicial independence,⁴² and corruption affect access to justice, hence citizens cannot make effective use of the law.⁴³ Perhaps it should be conceded that human rights documents and treaties have not said enough about positive measures to promote equal opportunity in education and work. A positive right to equal opportunity, like the one Rawls proposed, would require countries to take serious measures to reduce disparities between the opportunities effectively available to children of high-income and low-income parents (Rawls 1971). John Stuart Mill⁴⁴ stated that, "*the only government which can fully satisfy all the exigencies of the social state is one in which the whole people participate; that any participation, even in the smallest public function, is useful; that the participation should be everywhere be as great as the general degree of improvement of the community will allow; and that nothing less can be*

ultimately desirable than the admission of all to a share in the sovereign power of the state. But since all cannot, in a community exceeding a single small town, participate personally in any but some very minor portions of the public business, it follows that the ideal type of a perfect government must be representative". Benjamin Barber argued for 'strong democracy and the importance of participation as an educating force in 'thinking publicly as citizens.'⁴⁵ However, It is very expensive to guarantee everyone basic education and minimal material conditions of life. Frequently the claim that social rights are too burdensome uses other, less controversial human rights as a standard of comparison, and suggests that social rights are substantially more burdensome or expensive than liberty rights.

2.2 Political success

According to the Behaviorist theory of education Advanced by Guthrie, Hull, Pavlov, Skinner, Thorndike and, Tolman, Watson, the learning process is a 'Change in behavior'.⁴⁶ They believe that learning is a change in observable behavior and it happens when communication occurs between two events, a stimulus and a response.⁴⁷ Accordingly, positive or negative reinforcement can be used to encourage the repetition of the behavior. In a democracy, political success is reliant on large numbers of supporters. Education is said to provide such supporters through the indoctrination of the youths. Education causes people to believe in a more inclusive system in the incumbency in the short run, but as the level of education rises, the more challengers to the incumbent regime increase because education increases groups challenging the existing regime.⁴⁸ Thus, a country with a low level of education is most likely to tolerate dictatorship more than a democracy because dictatorships offer strong incentives needed to induce people to defend them.⁴⁹

2.3 Elections

Elections establish the political rights of the people as a whole, as well as of the individual citizen. They constitute the ongoing representation of the "consent of the governed." For democracy to work, everyone has to agree to accept the results of freely held elections. The people must accept their collective verdict. Parties and candidates who have either lost power or failed to gain it must be willing to concede defeat. If the loser refuses to acknowledge the winner, the legitimacy of the election would be diminished and the political system

39 Masuda, Kazuya (April 2017). "The Effects of Female Education on Adolescent Pregnancy and Child Health: Evidence from Uganda's Universal Primary Education for Fully Treated Cohorts". *National Graduate Institute for Policy Studies* – via IDEAS.

40 Cole, Guild Socialism Re-stated, p 14.

41 ([1924] 1 KB 256, [1923] All ER Rep 233

42 H Kiirya, 'Judges, Magistrates Cite Repeated Threats', *New Vision*, 8 December 2005.

43 B.D. Mulumba, 'US Tells Govt to Respect Courts', *The Monitor*, 4 July 2004.

44 (John Stuart Mill, 1998, pp. 255–6)

45 Jenny Pearce, 'Participation and Democracy in the Twenty-First Century City' [2010] Non-Governmental Public Action Series.

46 Kay D and Kibble J, 'Learning Theories 101: Application to Everyday Teaching and Scholarship' (2016) 40 *Advances in Physiology Education* 17

47 Aliakbari F and others, 'Learning Theories Application in Nursing Education.' (2015) 4 *Journal of education and health promotion* 2
<<http://www.ncbi.nlm.nih.gov/pubmed/25767813%0Ahttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC4355834>>

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could be disturbed by conflict and instability.⁵⁰ Elections constitute one of the most important pillars of democracy; those are the texts of Electoral Law that rule and clearly define the organization of these elections.⁵¹ Elections have crucial importance, given the fact that they influence not only the political structure but also the formation process of the political will. College graduates are more likely than high school dropouts to say that they vote in local elections and are more likely to help solve local problems. In the same view, the constitution of Uganda provides in Article 38 for Civic rights and activities that, “Every Uganda citizen has the right to participate in the affairs of government, individually or through his or her representatives in accordance with the law, and has a right to participate in peaceful activities to influence the policies of government through civic organizations. Right to vote states that, Every citizen of Uganda of eighteen years of age or above has a right to vote,⁵² yet It is the duty of every citizen of Uganda of eighteen years of age or above to register as a voter for public elections and referenda.

The constitution further recognizes the need to protect the rights of the minority to participate in decision-making processes so that their views and interests are taken into account in making national plans and programs (Article 36). And the State shall take all necessary steps to ensure that all citizens qualified to vote register and exercise their right to vote. there should be no burdensome impediments in the way of adult citizens wishing to register themselves as voters or cast their votes. The only legitimate requirements for eligibility to vote are age and/or residence. All those above the minimum age for voting must be encouraged and assisted to register themselves as voters and exercise their franchise. clear efforts must be made to maximize participation in elections so that the results are seen to reflect the will of the people as a whole.⁵³ This was also observed in the election petition of *Dr. Kiiza Besigye vs. Museveni Y K, the Election petition of 2011*. Where it was noted that Uganda not keeping up-to-date voters’ register and not updating the voter’s registers caused burdensome impediments in the way of adult citizens wishing to register themselves as voters or cast their votes.

This has been witnessed in almost all the elections conducted in Uganda since 1995; whereby there have been many complaints of voters’ names missing on the registers. registering to vote. This variable is an important measure of political participation in a democracy. Registering to vote (and voting) is particularly strongly associated with years of education. the introduction of the biometric system in the 2016 elections, prevented many Ugandans from voting. This

was observed in the election petition of *Amama Mbabazi vs. Museveni YK 2016*.

The constitutional guarantees notwithstanding, studies have stated that elections alone are insufficient to sustain democracy. But the right to elect one’s political representatives, shape the political nature of one’s government and influence the political direction of one’s nation is an indispensable foundation of democracy. Without free elections, citizens would not have the opportunity to express their will, change their leaders, address wrongs, or protest the limitation of their rights. Elections establish the political rights of the people as a whole, as well as of the individual citizen. They constitute the ongoing representation of the “consent of the governed.”

2.3 Cost/benefit of political activity

Political participation is taught in schools, which in one way reduces the cost of civic education and is a benefit to democracy. Political/civic education aims at students understanding their obligations of civic-mindedness, voting rights, registering to vote, and service to the country as provided by the constitution in objective xxix, and Article 17 on the duties of a citizen.⁵⁴ In democratic countries, political aims are usually viewed as an educational goals. The constitution further provides that,⁵⁵ ‘The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.’⁵⁶ This is in line with the view that a high level of education is most likely to support democracy because an education system will create knowledgeable, democratic, and patriotic citizens who can endure weak incentives from democracy.

Where people are uneducated, they can easily be manipulated by a dictatorship incumbency and it continues to win.⁵⁷ However, In as much as it is also true that, citizens have the right to choose from several candidates or parties that can run for the election without any restriction, the level of poverty in Uganda has greatly affected this choice. They choose the candidate based on “*who has given me what,*” and not who is the most capable or the person of their choice. These are witnessed in the case of *Dr. Kiiza Besigye vs. Museveni Y K, Election petition of 2011*, where the court observed that voter bribery marred the election. The election violence and commercialization of elections is a sign of poverty as was observed in the election petition case of *Dr. Kiiza Besigye vs Yoweri K Museveni 2011*. if Ugandans were rich then they not be paid to participate in elections or vote for an unsuitable person for a political position. That is not a sign of democracy. Rousseau made a clear point when saying that ‘*no citizen shall*

50 Meyer, Thomas / Breyer, Nicole (Hrg.): *The future of social democracy*, SAMSKRITI + FES, Bonn 2007

51 Meyer, Thomas / Breyer, Nicole (Hrg.): *The future of social democracy*, SAMSKRITI + FES, Bonn 2007

52 Article 59.

53 Jenny Pearce (n 432).

54 The 1995 constitution of the republic of Uganda

55 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, ‘WHY DOES DEMOCRACY NEED EDUCATION’

56 Objective xviii of the constitution of Uganda

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ever be wealthy enough to buy another, and none poor enough to be forced to sell himself.⁵⁸ While “buying elections” is almost everywhere a source of opprobrium—votes cannot or at least should not be traded in the marketplace as if they were a commodity; it has been argued that the way electoral campaigns are run in many Western countries amounts to little more than “buying votes.” Campaign contributions are required to “persuade” voters (via 30-second sound bites), and those providing the funds have undue influence in policy formulation.

Education also saves the cost of individual participation in politics⁵⁹ and increases the ability to withstand any political pressure, and the value of incumbency declines as education produces more people able to stand for political positions and fight for their rights. Ironically, empowered participation requires a strong, functioning state that has not only internalized the broad objective of deepening democracy and developed a much more perceptive view of citizens’ role in shaping policy but has also actively promoted and supervised the process by which this process happens. In the case of *Charles Onyango Obbo and Anor V Attorney General*,⁶⁰ the court observed that the issue is not whether under democracy citizens are required or permitted to make demonstrably untrue and alarming statements under any guise.

A democratic society respects and promotes the citizens’ individual right to freedom of expression because it derives benefit from the exercise of that freedom by its citizens. To maintain that benefit, a democratic society chooses to tolerate the exercise of freedom even in respect of “*demonstrably untrue and alarming statements*”, rather than suppress them. *Article 29(1) of the Constitution guarantees free speech and expression and also secures press freedom. These are fundamental rights. It can be said that tolerating offensive conduct and speech is one of the prices to be paid for a reasonably free and open society. it applies not only to “information” or “ideas” that are favorably received or regarded as inoffensive or as a matter of indifference but also to those that offend, shock or disturb.*

In the *Lingens Case*,⁶¹ the European Court of Human Rights *Such are the demands of pluralism, tolerance, and broadmindedness without which there is no “democratic society”.* *These principles are of particular importance so far as the press is concerned. Whilst the press must not overstep the bounds set inter alia, for the “protection of the reputation of others”, it is nevertheless incumbent on it to impart information and ideas on political issues just as those in other areas of public interest. Not only does the press have the task of imparting such information and ideas; the public also has a right to receive them.”* in *Edmonton Journal vs. Alberta*

(*A.G.*),⁶² was cited with approval in *Charles Onyango Obbo case*, the court noted that “*It is difficult to imagine a guaranteed right more important to a democratic society than freedom of expression. Indeed, a democracy cannot exist without the freedom to express new ideas and put forward opinions about the functioning of public institutions. The concept of free and uninhibited speech permeates all truly democratic societies and institutions.*

2.4 Socialization

According to the social theory of learning proposed by Bandura, Rotter, Engestrom, Eraut, Lave and Wenger, Salomon, (Vygotsky) (Piaget), and (Boud), the learning process assumes is a social process where learning happens in a social context. Learning is in the relationship between people and the environment.⁶³ Similarly, the social constructivism theory propagates that, knowledge construction in children/learners is based/influenced by their understanding of the surrounding environment, experiences, and the world around them, which is the basis for selecting and transforming information from past, and present into new personal understanding and knowledge.⁶⁴ Therefore, schooling lowers the cost of socialization by teaching people how to interact freely with others and their environment with an altruistic view that, it is the most important skill needed to function in society and to work well in social settings. This involves learning to appreciate and understand other people’s viewpoints while at the same time learning how to effectively communicate own views through writing and speech. Consequently, the learners become more vocal and productive participants in political activities and develop cooperative relationships and social skills, which are key factors for democracy. Aristotle once stated that “the citizens of a city must know one another’s characters to give decisions in matters of disputed rights, and to distribute the offices of government according to the merit of candidates, Where this is not the case, the distribution of offices and the giving of decisions will suffer.”⁶⁵

Thus, education should be responsible for all social involvement and it is believed that acquiring social capital is a crucial part of acquiring human capital a key factor in democracy. Higher levels of human capital make people better at inducing their peers into political participation, can reap the benefits of participation because they understand why they are participating, and educated people are effective in everything, both work, and civic activities.⁶⁶

58 Rousseau, *The Social Contract*, p 50, cited in Campbell, David II. Lewis (n 406).

59 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, ‘WHY DOES DEMOCRACY NEED EDUCATION’

60 In *Charles Onyango Obbo and Anor v Attorney General* ((Constitutional Appeal No.2 of 2002)) [2004] UGSC 1 (10 February 2004);

61 (No. 12/1984/84/131),

62 (1989) 2 SCR 1326

63 Kay D and Kibble J, ‘Learning Theories 101: Application to Everyday Teaching and Scholarship’ (2016) 40 *Advances in Physiology Education* 17

64 Bognar et al., 2015

65 (Aristotle, 1998, p. 262)

66 Edward L. Glaeser Giacomo Ponzetto Andrei Shleifer, ‘WHY DOES DEMOCRACY NEED EDUCATION’

2.5 Personal material benefits

Schooling is believed to raise political participation as children learn about the material benefits of involvement in civic activities. Thus, more educated are more likely to become political and civic leaders because of the belief that it is one way of making and earning more money.⁶⁷ However, this tendency threatens the core principles of democracy of free and fair elections, public interest, and representative democracy. For example, in Uganda elections have been marred with voter bribery as was stated in the case of *Kiza Besigye vs Museveni* (2011). This hurts popular and effective participation because those without money to buy voters will not be voted.⁶⁸ If the consent of the governed is the most fundamental concept of democracy, the most essential right within democracy is that of citizens to choose their leaders in free, fair, and regular elections. In Uganda, the constitution Article 67 has the effect that, The electorate's votes should be final, meaning that the election results should be enforced effectively, which implies that they must be accepted as legitimate.⁶⁹ Unfortunately, empirical research has shown that the accountability that public officials are exposed to through the conduct of periodic elections is not enough to guarantee good government and the rule of law.⁷⁰

3. THE CONSTRUCTIVIST THEORY

This is a theory proposed by C Dewey 1966; Piaget 1973; Burns 1995; and Atherton 2005. Their View of the learning process is that, Constructivism theory explains how new understanding develops by building on individual's existing understanding. Learner constructs knowledge based on their experiences and that how they do so is related to their biological, physical, and mental stage of development.⁷¹ Learner assimilates, accommodates, and adapts knowledge to develop new understanding. The learning process involves construction of meaning from experiences through critical reflection.⁷²

3.1 ABBREVIATIONS AND ACRONYMS

UPE-Universal Primary Education

USE-Universal Secondary Education

PLE-primary Leaving Examination

UCE-Uganda certificate of Education

UACE-Uganda Advance Certificate of Education

3.2 Methods

The study used a constructivist approach to gather information. People were studied in their social settings. The also carried out a documentary review and analysis.

4. CONCLUSION

The study established that education causes civic participation by making people tolerant of education also enables them to sit through meetings or wait in line to vote. Also, as education rises, more people are willing to support democracy despite the weaker incentives it offers because education teaches them the cost and benefit of political engagement. Education further teaches the learners social skills that can later help them in political activity.

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