



Does Educational Content Impact Countries' Compliance With Human Rights?

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Does Educational Content Impact Countries' Compliance with Human Rights?

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A Thesis in the Field of Government for the Degree of Master of Liberal Arts Degree

Harvard University

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Abstract

According to the international human rights law, the first objective assigned to education is civic. Education has to promote human rights. According to philosophical views, education has to empower and free people. From an academic perspective, human rights and education seem intuitively correlated as democracy and education are. Data quantifying education, like the number of years of schooling, the ratio of tertiary enrolment, and the amount of dollars spent are mostly used to establish the different correlations with data measuring the level of democracy or of economic development. Using these same quantitative data about education and correlating them to indicators that measure compliance with human rights should lead to quite the same result found about democracy or economic development. Even if no academic correlation has yet been made between education and human rights, the result of such a correlation should not be drastically different from the correlation of democracy and education.

However, based on the main objective of education, which has been settled as a civic objective at the very first of my thesis, quantitative data are not able to assess the civic content of education provided to a country. Using more qualitative data that focus on the educational content delivered to students in tertiary education can shed light about the correlations that have not been explored by the academic fields so far and call into question previous well-established studies. Therefore, the question is no more about the existence of a correlation between the quantity and the level of education and the countries' compliance with human rights. The question of the thesis is about the correlation of the content of education provided to students in relation with human rights

compliance. I argue that switch from a quantitative perspective to qualitative one by analyzing the content of education does challenge the well-established soft power usually attributed to education. The multiple regression method applied in the thesis shows that most of the educational contents have none influence on compliance with human rights except health and welfare study that improve respect to human rights when some fields of study seem to have a negative impact on the international norms.

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I

Research problem

According to the international human rights law, the first objective assigned to education is civic. Education has to promote human rights. According to philosophical views, education has to empower and free people. Education is indeed intrinsically considered as public service, banded from the economic market. It is perceived like the best mean to develop individual and social freedom as well as personal development. In this view, education, when not distorted toward political or economic aims, has the main objective to free people from oppression by increasing the level of democratization of a country and the level of compliance with human rights. Consequently, education, as a soft power, contributes to the welfare of the population. Based on this conception of education, some popular but also academic and political views try and succeed to transform education as a mean to increase countries' economic growth, claiming that economic growth will increase human rights.

From an academic perspective, human rights and education seem intuitively correlated as democracy and education are. Data quantifying education, like the number of years of schooling, the ratio of tertiary enrolment, and the amount of dollars spent are mostly used to establish the different correlations with data measuring the level of democracy or of economic development. Using these same quantitative data about education and correlating them to indicators that measure compliance with human rights should lead to quite the same result found about democracy or economic development.

Even if no academic correlation has yet been made between education and human rights, the result of such a correlation should not be drastically different from the correlation of democracy and education.

However, based on the main objective of education, which has been settled as a civic objective at the very first of my thesis, quantitative data are not able to assess the civic content of education provided to a country. Using more qualitative data that focus on the educational content delivered to students in tertiary education can shed light about the correlations that have not been explored by the academic fields so far and call into question previous well-established studies. Therefore, the question is no more about the existence of a correlation between the quantity and the level of education and the countries' compliance with human rights. The question of the thesis is about the correlation of the content of education provided to students in relation with human rights compliance. I argue that switch from a quantitative perspective to qualitative one by analyzing the content of education does challenge the well-established soft power usually attributed to education.

The thesis is organized as follows. In the section I, the literature review starts with a review of the concepts of education and human rights and their associated concepts like democracy, socialization, indoctrination, and information. Literature is massive about those concepts, which will not allow me to be exhaustive. However, a large existing consensus about the definition of those concepts will enable me to give an operational and not controversial definition of them. Afterwards, in section II, I will try to build the puzzle of the theory that structures the thesis. Then, in section III, I will be able to review the literature based on secondary sources regarding the correlation of close concepts of

education and human rights since, as I mentioned above, the initial correlation between education and human rights has not yet been established. In section IV, since the objective of the thesis is to see if the content of education of a country is linked to the level of countries' compliance to human rights, to perform this correlation, I need to correlate data measuring compliance with human rights to data measuring countries' content of education through the different fields of education. In the findings and last section V, I will try to explain why the content of education is more important than the level of education since some fields of education, like law and business could reveal counterproductive in terms of human rights compliance, democracy and economic development. I will demonstrate that the economic conception of education has an impact regarding the educational content and therefore the level of countries' compliance with human rights and so on. These findings will hopefully call fewer researches in the field of economic and educational development and provide hypothesis on causation.

II.

Definition of Terms

I argue that there are some positive but also negative correlations between some fields of tertiary education and the level of countries compliance with human rights. Surprisingly, there is no academic literature regarding correlation between education, even as a whole, and human rights. This relationship has never been academically explored before. However, literature exists regarding other correlations: democracy and education, human rights and information, for instance. Therefore, the definition of other related concepts to education and human rights like democracy, socialization, indoctrination and information, has to be explored in order to be able to compare them. This definitional section will be crucial as the thesis is about searching the nature of the conceptual relationship between all these concepts before searching any correlation between them.

Education is a fairly broad concept of education which has to be defined and compared to other related concepts like information¹, indoctrination² or socialization³, which some have shown academic correlations with human rights. The English utilitarian, James Mill, stated: “one of the most astonishing things about education is that after more than 2 000 years of intensive debates there is probably as much clarity about

¹ Xinyuan Dai, “Information Systems in Treaty Regimes,” *World Politics* 54, no. 4 (2002): 405- 436, doi:

² John Lott, “Public Schooling, Indoctrination, and Totalitarianism” *Journal of Political Economy* 107, n° S6 (1999): S127-S157.

³ Edward Gleaser, Giacomo Ponzetto, and Andrei Schliefer, “Why Does Democracy Need Education?” *Journal of Economic Growth* 12, (2006): 77- 99.

its nature today as there was during the times of the Pre-Socratic philosophers”.⁴ In this respect, according to the broad nature of the different concepts mentioned above, a non-exhaustive analysis could only be performed. However, even if the analysis can only be limited to a certain amount of authors, it does not mean that we will not be able to give clear and operational definition of education and an overview of the main objectives assigned to education.

The functionalist and constructivist approaches of education

The standard definitions of education usually adopt a functionalist approach. The Oxford Dictionary defines education as “the process of receiving or giving or giving systematic instruction, especially at a school or university.”⁵ First and foremost, education is a process, a series of actions or steps taken in order to achieve a particular end. Pimentel, a Portuguese scholar, gives a fairly broad and conventional definition of education: “Education is widely understood as the gradual process of acquiring knowledge or the process of training through which one teaches or learns specific skills; furthermore, it can be understood as disciplining the character.”⁶ These two functionalist definitions of education do not give any indication about the nature of the goal that has to be pursued by education and the way to achieve it.

In contrast, in *Democracy and Education*, Dewey adopts a constructivist approach

⁴ Tasos Kazepides, “Educating, Socialising and Indoctrinating,” *Journal of Philosophy of Education* 16, no. 2 (1992): 155- 65, doi: 10.1111/j.1467-9752.1982.tb00608.x.

⁵ Oxford Dictionaries, accessed December 14, 2017
<http://www.oxforddictionaries.com/definition/english/education>.

⁶ Caetano Pimentel, “The Human Right to Education: Freedom and Empowerment,” *Multicultural Education* 13, no. 4 (2006): 9.

of education and defines it as the “reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience.”⁷ Here, education and democracy are seen as empowerment that gives student the power to build and manage the experiences. The Dewey’s definition of education can be associated to the Piaget’s definition of intelligence: “the essential functions of intelligence consist in understanding and in inventing, in other words in building up structures by structuring reality”⁸. Intelligence and the process of education, when oriented through experience learning, empower individuals instead of trying to make them fit a political system and trying to transfer knowledge and custom from generation to generation.

In fact, the debate is not about what is education but what should be the objective and therefore the content of education. On the international scene, the question has been raised and answered.

The different achievement goals of education

Firstly, education could be paradoxically contemplated as the way to free people. Liberalization is the fact to allow more freedom in laws, system or opinion and to remove restriction typically in economics and more precisely in trade. Economic liberalization is often assimilated to its effect: the globalization. Few authors have seen liberalization as an “important determinant of human rights.”⁹

⁷ John Dewey, *Democracy and Education* (New York : Macmillan, 1916 :reprint, 1944), p.76.

⁸ Jean Piaget, *Science and the Psychology of the Child*, New York :Orion Press, 1970), p. 27.

⁹ Axel Dreher, Martin Gassebner, Lars-H. R. Siemers, “Globalization, Economic Freedom, and Human Rights,” *Journal of Conflict Resolution* 56, no. 3 (2012): 516-546 and Poe Steven, and C. Neal Tate,

For the UN, the education is a human right that should help to create a virtuous society. Education has the task to promote values embedded in the UDHR can fulfill this crucial goal. However, a question remains: does education have to empower the person or does it have to support the government and the culture of a given country. As Richard Shaull claims: “There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom', the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.”¹⁰ The German philosopher Immanuel Kant has noticed this tension. He said in substance that the objective of education is to develop the potential perfection in every individual. However, he also pointed the crucial tension between the freedom that education has to teach to pupils and the constraints it has to impose on them. Compulsory education embedded this paradox where people have to be educated in order to be free.

Secondly, education is a mean to inculcate values and customs to people. Plato and Aristotle, claimed, “what you want in the state, you must put into the school”.¹¹ The education is therefore meant to serve the goals promulgate by the government. Durkheim, considered as the father of sociology of education, claimed the transfer of customs from generations to generations. As for Durkheim education is the process of socialization,

“Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis,” *American Political Science Review* 88, no. 4 (1994): 853–72.

¹⁰ Richard Shaull, drawing on Paulo Freire. In Gramsci, Freire, and Adult Education: Possibilities for Transformative Action, Peter Mayo, Macmillan, 1999, ISBN 1-85649-614-7, 5.

¹¹ James Coleman, “Education and Political Development” (paper presented at a seminar held at Lake Arrowhead Conference Center of the University of California, Los Angeles), June 25, 1962.

which means that a child has to be nurtured in the values, beliefs and customs of the society he belongs¹². This type of education is foreseen as conservative.

Thirdly, education is viewed as a way to empower people's lives. As Cooper, former Commissioner of education of the United States, claimed in the 1930s, education is a lifetime process of "growth and development" for each individual. He gave clear objectives to reach for educated human beings about their natural and social environment, "to observe and analyze his natural environment, to modify it to his needs, and to adjust himself intelligently to non alterable conditions, and to comprehend the social environment in which he finds himself, to understand how it came to be, what it is, and how it can be changed".¹³ As for Cooper, education should teach how to live and not how to make a living. Therefore, education should not be assigned any economic objective.

Fourthly, Kofi Annan, past Secretary General of the United Nations, claimed not only that education is a human right, but also that education is founded on freedom, democracy, and sustainable human development.¹⁴ This objective is in line with the definition of education given by the article 26 of UDHR and the Dakar Framework for Action: "Education is the key to sustainable development and peace and stability within development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the

¹² W. S. F. Pickering, "Durkheim and Moral Education for Children: a recently discovered lecture," *Journal of Moral Education* 24, no. 1 (1995) : 19-36, DOI: 10.1080/0305724950240102.

¹³ William John Cooper, "Definition of Education," *Journal of Education* 117, no.12 (1931) : 324, <http://www.jstor.org/stable/42840049>.

¹⁴ Kofi Annan, "The State of the World's Children 1999," Unicef accessed August 20, 2015, <http://www.unicef.org/sowc99/sowc99a.pdf>, foreword, page 4.

twenty-first century, which are affected by rapid globalization (...)”¹⁵ Therefore, according to the international law, education should teach peace and human rights and have a civic curriculum.

Finally, Pimentel, a professor of political sciences, shares and merge Dewey’s empirical education and the civic vision privileged by the international institutions. Pimentel claims that education represents an empowerment of the individual as it allows awareness of the existential condition of the learner and gives to him/her the opportunity to change it. Learners take the agents’ position. Education is a way for everybody to “conquer freedom”, claims in substance Pimentel. However, Pimentel warns about the objectives and in particular the content of education: “ (...) just providing universal formal schooling is not a guarantee of an educational system that prepares the individuals to be free.”¹⁶ In this respect, Pimentel develops a distinction between indoctrination and education.

Education and its related concepts of information, socialization and indoctrination

Indoctrination is the free rider of the education. Whether education can be provided without indoctrination, is a crucial question. Therefore, a clear definition of the concept of indoctrination is needed. However, the notion of indoctrination shows a large variety of definitions from influence to freedom deprivation. The question is not about the presence of indoctrination in education but the kind of indoctrination performed by

¹⁵ UNESCO, The Dakar Framework for Action Education world forum, Dakar, 26-28 april 2000 p. 36. http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf.

¹⁶ Caetano Pimentel, “The Human Right to Education: Freedom and Empowerment,” *Multicultural Education* 13, no. 4 (2006): 9.

educators. In the case of negative indoctrination, teachers are using indoctrination to deprive student from any critical spirit and freedom. Palmer¹⁷ gives a broad view of how indoctrination may be defined.

Usually indoctrination refers to the molding of children in somewhat the same way that propaganda refers to the molding of adults, but within this limitation indoctrination may refer to a number of very different visions and intensities. Sometimes, it simply means influencing the immature; sometimes it means influencing them in a particular way, as by a play upon their feelings; and sometimes it means dealing with them in such a manner as to hinder their freedom of thought in certain areas. This last claim allows thinking that the strongest level of indoctrination is contradictory to human rights, and moreover to educational content focused on human rights as stated by paragraph 2 of the UDHR. The rich literature comparing the two concepts takes place during the Cold War and after the World War II where public schools start to be considered as an efficient mean to teach democracy, human rights and avoid extremisms.¹⁸ Nowadays, civic education is still perceived as one of the best, if not the best, mean to promote democracy values, which could also be seen as necessary and inevitable indoctrination.¹⁹

¹⁷ Roderick Palmer, "Education and Indoctrination," *Peabody Journal of Education* 34, no. 4 (1957), doi:10.1080/01619565709536742.

¹⁸ Willis Moore, "Indoctrination Versus Education," *Bulletin of the American Association of University Professors* 38, no. 2 (1957): 220- 229, <http://www.jstor.org/stable/40220887>.

¹⁹ Bruce Suttle, "The Need for and Inevitability of Moral Indoctrination," *Educational Studies: A Journal of the American Educational Studies Association* 12, no. 2 (2010): 15- 25. doi: 10.1207/s15326993es1202_4.

Education should also be distinguished from information. Losee²⁰ wrote, “[o]ne of the most common ways to define information is to describe it as one or more statements or facts that are received by a human and that have some form of worth to the recipient.” One can equate information to meaning or even knowledge. However, I will assume that information is indeed informative but is not equivalent to meaning, knowledge, and education. I actually want to make a distinction between information and education. Compare education to information seems to be an additional step in the acquisition of knowledge. “The highest education is that which does not merely give us information but makes our life in harmony with all existence” said Tagor.²¹ It allows the analysis of information. The dissemination of information could also be a form of education, which could be opposed to education as a learning experience.²² Dissemination of information to non-educated people could reveal some negative effects since no “practice” has been performed with the information received. Moreover, a certain kind of education, critical thinking for instance, can help to discuss information, which does not provide *per se* critical spirit. Finally, information does not seem to be an efficient tool to improve on freedom or democracy. Therefore, a natural question emerges: what would be information without education? What would be its impact on pupils without knowledge and a critical sense?

²⁰ Robert Losee, “A Discipline Independent Definition of Information,” *Journal of the American Society for Information Science* 48, no. 3 (1997): 254- 69, <http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/216907672?>.

²¹ Rabindranath Tagor, A Poet’s of School, in *The Religion of a Man*, Visva Bharati, 1917, 116. In *Towards Universal Man*, 285-301.

²² Sharon Weiner, “Institutionalizing Information Literacy,” *Journal of Academic Librarianship* 38, no. 5 (2012): 287- 293, doi: 10.1016/j.acalib.2012.05.004.

Finally, education could also often be linked to socialization, the process whereby individuals acquire a personal identity and learn the norms. I want to emphasize this relationship since some literature²³ views socialization as causality between education and democracy. Unlike education, socialization has no proper definition. One definition could be the one claimed by Kazepides “the diverse and complex processes by which young children, born with an enormous potential for different types of behavior, come to adopt the specific language, customs, beliefs, standards and values of their society”.²⁴ One can see here some indoctrination, or a conservative education deprived from freedom and critical sense, others can just see one of the objectives assigned to education.

Human rights and the related concept of democracy

A human right is defined by the UDHR in its Preamble as the “common standard of achievement for all peoples and all nations.” It is a right, which is believed to belong to every person. According to the article 26 of the UDHR, education is a human right since “Everyone has the right to education”.²⁵ Stalin’s Soviet Constitution of 1936 first expresses education as a human right with duty of the state to provide it.²⁶ The UDHR enshrines in its article 26 the right for everyone to have access to free and compulsory education for the elementary levels at least and to higher education according to the

²³Edward Gleaser, Giacomo Ponzetto, and Andrei Schliefer, “Why Does Democracy Need Education?” *Journal of Economic Growth* 12, (2006): 77- 99.

²⁴ Kazepides, “Educating, Socialising and Indoctrinating,” 157.

²⁵ UDHR, Article 26.

²⁶ Manfred Nowak, “The Right to Education,” in Asbjorn Eide, Catarina Krause and Allan Rosas, *Economic, Social and Cultural Rights*, (Dordrecht : Martinus Nijhoff Publishers, 1995), 192.

merits of the students. The article mentions that education has to “be directed to the full development of the human personality.”²⁷ The legalization of education as a human right continues with the International Covenant on Economic, Social and Cultural Rights which recognizes in its article 13 the right for free higher education. The trend has been adopted through different treaties and conventions mentioned in the introduction of this proposal.

As a human right, education gives to individuals a right in the society instead of assigning them a role in the capitalistic economy.²⁸ Education is assigned to the second generation of human rights, related to equality. Education is also a positive right, which supposes a positive action from the states to provide education to its people. However, education can also be indirectly assigned to the first generation of human rights called freedom rights. Indeed, education allows individuals to build liberty and autonomy toward their institutions. Education also refers to the right to choose their education. Finally, education could be classified in the third rights’ generation regarding solidarity, which actually mentions self-determination. Giving to education the status of human rights represents a mean to consider the individual as stakeholder in the society and not just as an object of charity or investment.²⁹

As opposed to the human rights conception of education embed in UDHR, WTO adopted an economically oriented definition of education. According to the WTO,

²⁷ UDHR, Article 26.

²⁸ Caetano Pimentel, “The Human Right to Education: Freedom and Empowerment,” *Multicultural Education* 13, no. 4 (2006): 2- 10.

²⁹ Swedish International Development Cooperation Agency, “*Education, Democracy and Human Rights in Swedish Development Co-operation*,” UNESDOC, (2004):17, http://unesdoc.unesco.org/Ulis/cgi-bin/ulis.pl?catno=173707&set=50A3DFF1_2_51&gp=&lin=1&ll=c.

education is a service as any other tradable one. Any barriers to free trade in education have to be removed. For Katarina Tomasevski, the commercial approach adopted by the WTO is an obstacle to the full realization of education as a human right. According to GATS, education has to become a lucrative business. It has to be transnational and borderless. Therefore, education could not be subsidized by public funds anymore. Since the GATS, education is on its way to shift from a “public good”,³⁰ from a “subjective public right”, and from an essential instrument of democratization to “a global service market”.³¹ The provision of public education is even challenged. Since the market of higher education represents \$221 billion on an annual basis, in the US, it is easily understandable why some private actors do not want any public competition in the field anymore.

It is also crucial to notice that the UDHR provides clear guidance regarding the content of education; people have to be human rights educated. The objective behind this provision is to promote or even protect other human rights. Article 26 mentions: “[e]ducation shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”³² The content of education has to be human rights-oriented. If not, the right to education loses its essence. What will actually be the right to be educated if the content is against human rights or even silent about them? However, to avoid indoctrination, human rights have to be taught

³⁰ “A commodity or service that is provided without profit to all members of a society, either by the government or by a private individual or organization.” Oxford Dictionaries accessed December 14, 2017 https://en.oxforddictionaries.com/definition/public_good.

³¹ Angela De Siquiera, “The regulation of education through the WTO/GATS,” *JCEPS* 3, no. 1, (2005), <http://www.jceps.com/wp-content/uploads/PDFs/03-1-02.pdf>.

³² UDHR, 1948.

in a context of freedom to allow the contestation and the critical spirit.

Finally, since democratization and liberalization have been previously correlated with education, I would like to analyze the concept of democracy and compare it the concept of human rights. I assume that democracy and human rights concepts are strongly correlated. However, I perceive that the scope of democracy is narrower than human rights' one. Democracy can exist, probably not on a sustainable basis, without entire human rights compliance.³³ On the other hand, some "separationist" partisans claim that democracy is not useful for human rights compliance³⁴ and that some human rights, not all, can be respected in some non-democratic countries.

³³ Aidoo Akwasi, "Africa: Democracy Without Human Rights?" *Human Rights Quarterly* 15, no 4 (1993): 703-715, http://muse.jhu.edu/journals/human_rights_quarterly/.

³⁴ Anthony Langlois, "Human Rights without Democracy? A Critique of the Separationist Thesis," *Human Rights Quarterly* 25, no. 4 (2003): 990- 1019.

III.

Theory

The reason why the content of education should affect compliance with human rights comes from the definitions of the concept of education and its objectives. If we consider that education aims at freeing people and at reinforcing compliance with human rights, its content will be different than if we think education is a way to instill values imposed by governments or a way to increase economic growth in a countries. However, I need to explain why these fields actually matter, what is specific to each of these fields to have distinct correlations with human rights compliance. I do not make any discrimination between all the contents of education and take them all into account. UNESCO classification show seven fields of education : Agriculture, Arts and Humanities, Sciences, Health and Welfare, Business and Law, Education, Manufacturing.

In most countries, tertiary students can chose the field for their tertiary education as far as they are able to attain this high level of education. What will determine students' choices in terms of tertiary educational fields is due to multiple factors: social background from a personal, employability, passion and the quality of the school.

The socialization and constructivist theories offers a comprehensive explanation on how certain fields of higher education can influence compliance with human rights.

The students who graduate from Health and Welfare fields are exposed to more content related to human rights, and universal standards, and they are socialized into preferences regarding compliance with human rights. As more and more of these students graduate, they are more likely to serve in the government or other public roles that are instrumental in human rights compliance. In the long run, this can explain the positive

correlation. In other fields like agriculture, sciences, certainly business and law students are exposed to be more individualistic and care less about the aggregate well-being of the society overall, and on average might be less inclined to enforce compliance. In other words, maybe, a doctor is more likely to care about well-being and rights of everyone in the population than an investment banker or a merger and acquisition lawyer, when they play a key role in government decision-making processes. Another example theoretical argument could be these ratios over different subjects reflect the society's overall preference over human rights issues, and the stronger the support base, the more likely citizen will exert influence on politicians and decision-makers.

I will claim that education, if performed in a democratic context, empowers people to adapt to their natural environment and to change their social environment in order to be free in a sustainable way.

I can hypothesis that, according to the correlation between education and democracy, there is also a correlation between human rights and education.

I claim that business field of study is counterproductive for compliance with human rights.

I claim that education field of study is the best defender of human rights since teacher are supposed to teach human rights, in the first place according to UDHR.

IV.

Literature Review

The power of education has been demonstrated in the context of democracy improvement. Education and democracy form a well-established correlated duo. From common sense perspective, swapping democracy for human rights seems not to break any correlation with education. However, from a scientific lens, this perceived small change between democracy and human rights has not yet been demonstrated in a context of correlation with education.

As mentioned above, the absence of resources on the impact of education on human rights' compliance push me to contemplate other factors that can be related to both sides of the equation - education and human rights - and have already been the subject of academic research. On one side of the equation, economic development and liberalization are the usual concepts that are correlated to human rights or democracy in political sciences research. On the other side of the equation, studies have been performed to correlate information – not education- to human rights.

After analyzing in the academic literature the correlated duo represented by education and democracy, I should refer to the literature regarding the relationship of the concepts that have been related to human rights.

A conditional well established duo : human rights and political factors

Whereas the treaty ratification is one of the most discussed and studied factor of compliance with human rights, it is not the purpose of my research because this literature ignore the power of education in the equation. However, I have to take it into account to understand the underlying debate about the data I also use for the empirical study in the limitation section. According to these studies political factors, among others, have significant effects on respect to human rights. Later on, Poe and Tate, in 1994³⁵ and in 1999³⁶ demonstrate that governmental repression has a negative effect on compliance, that nongovernmental organizations considerably and positively influence respect for human rights, that change in regime is effective on compliance, that this independence of domestic courts is determinant that a higher number of legislative veto players is also a deciding factor.

A large part of the research³⁷ focuses on the ratification of human rights treaties, the strong management with which they are enforced, as factors to improve governments' compliance, with no attention to educational factors. Their quantitative and qualitative, constructivist³⁸ or rationalist³⁹ studies show that country that has for

³⁵ Poe Steven, and C. Neal Tate, "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis," *American Political Science Review* 88, no. 4 (1994): 853–72.

³⁶ Poe Steven, and C. Neal Tate, and Linda Camp Keith, "Repression of the Human Right to Personal Revisited: A Global Cross-National Study Covering the Years 1976–1993," *International Studies Quarterly* 43, n° 2 (1999):291–313.

³⁷ Ibid, Simmons 2009, Hafner and Ron 2009

³⁸ Finnemore and Sikkink 1998 and Sikkink 1993, Risse, Jentschke, and Schmitz 2002, Risse, Ropp and Sikkink 1999

³⁹ Hathaway 2002, Hollyer and Rosendorff 2011, Vreeland 2008

instance ratified “Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment ” is more compliant with human rights than a country without commitment to this convention. However, those quantitative studies are not well-established and show some discrepancy.⁴⁰

The constructivist role of socialization

When defining education and its related concepts, I gave the definition of socialization, this complex process whereby individuals acquire a personal identity, customs, values, and beliefs and learn the norms of their society.⁴¹ Education could be assimilated to this socializing process. Gleaser, Ponzetto, and Schliefer⁴² claim that socialization could explain the correlation between education and democracy. Regarding international relations, the constructivist approach insists on the importance of both factors of socialization and values, which improve norm compliance. The signing states of a treaty identify themselves to the international community, which has defined the appropriate behavior and norm. Finnemore and Sikkink⁴³ name this process of social influence “norm life cycle”. States construct rules and internalize them, which actually helps them to adopt the norm, and then to apply them and improve compliance.

Finnemore and Sikkink see a correlation between socialization and human rights.

⁴⁰ Simon Hug and Simone Wegmann, « Complying with human rights, » *International Interactions* 42, no. 4 (2016): 590-615.

⁴¹ Kazepides, “Educating, Socialising and Indoctrinating,” 157.

⁴² Edward Gleaser, Giacomo Ponzetto, and Andrei Schliefer, “Why Does Democracy Need Education?” *Journal of Economic Growth* 12, (2006): 77- 99.

⁴³ Martha Finnemore and Kathryn Sikkink, « International Norm Dynamics and Political Change” *International Organization at Fifty: Exploration and Contestation in the Study of World Politics* 52, no. 4 (1998) :887-917.

The well established duo: education and democracy

In 1937, according to Dewey, the American philosopher, psychologist and educational reformer, “[d]emocracy is so often and so naturally associated in our minds with freedom of action that we forget to some extent the importance of the free intelligence which is necessary to direct and to warrant freedom of action.”⁴⁴ Dewey clearly sees education as a mean to free our intelligence in order to free our action. Nowadays, it is a fairly accepted idea that “[e]ducation is necessary to democracy.”⁴⁵ Empirical researches in the sociological field have in fact statistically demonstrated the philosophical thesis establishing the correlation between education and democracy.

First, the Lipset hypothesis⁴⁶ claiming in 1959 that education and democracy are two highly correlated variables is supported by several strong empirical studies.⁴⁷ To give one example, the correlation coefficient between the score of democracy, as assessed by Polity IV index,⁴⁸ and the years of schooling in 1960⁴⁹ across 91 countries, is 74%.⁵⁰ I do not explore the research that has tried to demonstrate that the correlation does not remain

⁴⁴ John Dewey, “John Dewey Discusses Democracy and Education,” *The Clearing House* 11, no. 8 (1937): 499, <http://www.jstor.org/stable/30174854>.

⁴⁵ William Garrison, “Democracy and Education: Empowering Students to make Sense of Their World,” *Phi Delta Kappan* 89, no. 5 (2008): 347- 348.

⁴⁶ Lipset Seymour Martin, “Some Social Requisites of Democracy, Economic Development and Political Legitimacy,” *American Political Science Review* 53, (1959):69- 165.

⁴⁷ Edward Gleaser, Rafael La Porta, Florencio Lopez-de-Silanes, and Andrei Shleifer, “Do Institutions Cause Growth?” NBER Working Paper N° 10568 (2004), doi : 10.3386/w10568.

⁴⁸ “INSCR Data Page,” Center for Systemic Peace, accessed August 20, 2015, <http://www.systemicpeace.org/inscrdata.html>.

⁴⁹ Robert Barro and Jong-Wha Lee, “A New Data Set of Educational Attainment in the World, 1950-2010,” *Journal of Development Economics* 104 (2013): 184-198, doi: 10.1016/j.jdevco.2012.10.001.

⁵⁰ Glaeser, Ponzetto, and Shleifer, “Why Does Democracy Need Education?” 77- 99.

when controlling for some permanent country effects, such as geography and culture,⁵¹ since the Lipset hypothesis has been widely accepted. Beyond the correlation, causation has been sought⁵² since the level of wealth or health could also cause the level of democracy and the level of education.

As for the relationship of causation between democracy and education, Glaeser, Ponzetto, and Schliefer⁵³ provide a modeled explanation with “hinges on the connection between education and the costs and benefits of political engagements”.⁵⁴ For instance, in percentage, college graduates are more likely to vote than dropout high school individuals in local elections⁵⁵ and to join organization.⁵⁶ Dee⁵⁷ also shows that an increase in schooling rate, due to a compulsory law,⁵⁸ raises voters’ turnout.

The criterion of public educational expenditures proves to be ambiguous and should not be confounded with the level of education. John Lott, a liberal economist, claims that public expenditures invested in public education increase with

⁵¹ Daron Acemoglu, Simon Johnson, James Robinson, and Pierre, Yared, “From Education to Democracy,” *American Economic Review* 95, no. 2 (2005): 44- 49, doi:10.1257/000282805774669916.

⁵² Glaeser, Ponzetto, and Shleifer. “Why does Democracy Need Education?” 77- 99.

⁵³ Glaeser, Ponzetto, and Shleifer. “Why does Democracy Need Education?” 77- 99.

⁵⁴ Glaeser, Ponzetto, and Shleifer. “Why does Democracy Need Education?” 77- 99.

⁵⁵ Denise DiPasquale, and Edward Glaeser, “Incentives and Social Capital: Are Homeowners Better Citizens?” *Journal of Urban Economics* 45, n°2 (1999): 354:384, doi: 10.1006/juec.1998.2098.

⁵⁶ Edward Glaeser and Bruce Sacerdote, “Educationa and Religion” Harvard Institute of Economic Research Paper N° 1913 (2001): 18, <http://dx.doi.org/10.2139/ssrn.263258>.

⁵⁷ Thomas Dee, “Are There Civic returns to Education?” NBER Working Paper Series (2003): 9588, doi: 10.3386/w9588.

⁵⁸ Kevin Milligan, Enrico Moretti, and Philip Oreopoulos, “Does Education Improve Citizenship?” *Journal of Public Economics* 88 (2004): 1667-1695, doi:10.1016/j.jpubeco.2003.10.005.

totalitarianism⁵⁹. This finding could raise the question of indoctrination in a negative way. However, the result of this correlation between totalitarianism and public expenditure in public education does not contradict the correlation between the level of education and the degree of democracy.

Education is conceived quantitatively, as an amount of education assessed in terms of money, numbers of student reaching a certain educational level. However, the data used does not assess the content of education provided to students and if the definition of education is truly full filled within the educational contents provided to students.

An unexplored duo: indoctrination and democracy

The indoctrination criterion has not been directly and statistically correlated to democracy or any of its surrounding concepts in the academic field. For instance, the correlation between political participation and the level of education⁶⁰ does not allow perceiving the indoctrination. The level of education does not measure the content of education. This lack in the research can be explained by the nature of this criterion, which is difficult to quantitatively and directly apprehend. Indeed, to determine if education is in fact indoctrination, to distinguish both concepts, a qualitative research has to be performed. It implies to qualify what kind of pedagogical methods and what kind of education contents could in fact reveal to be indoctrination, to identify the educational

⁵⁹ John Lott, "Public Schooling, Indoctrination, and Totalitarianism" *Journal of Political Economy* 107, n° S6 (1999): S127-S157.

⁶⁰ Edward Gleaser and Bruce Sacerdote, "Educationa and Religion."18.

method performed and to assess educational content provided by teachers in a large scale. However, John Lott indirectly detected indoctrination in the expenditures in public television or in public education to correlate it with index measuring totalitarianism⁶¹. One can argue that public financing in media or in school is also a mean in democracy to insure the independence from the financial sector of information and education provided to people.

An alternative duo: information and human rights

From a rationalist perspective, treaties provide information that the population can seize to influence their governments and “hold them accountable”.⁶² It appears that information comes first, followed by legally binding rights. This demonstration brings me to the role of information in the implementation of human rights. The dissemination of information, particularly on countries compliance with treaties, can represent human rights implementation leverage.⁶³ When activists or international organizations reveal non-compliance of governments, this warns the population and hopefully mobilizes people for actions against non-compliance. The constructivist approach, which will look at the concept of socialization, is in this case closely related to the concept of information. In the opposite, compliance information can “facilitate the reputation and reciprocity mechanisms” that will lead to compliance. The power of information provided by politicians, states, activists, and journalists will help to publicly disclose hidden facts and

⁶¹ John Lott, “Public Schooling, Indoctrination, and Totalitarianism” *Journal of Political Economy* 107, n° S6 (1999): S127-S157.

⁶² Beth Simmons, *Mobilizing Human Rights: International Law in Domestic Politics* (Cambridge University Press, 2009), 10.

⁶³ Xinyuan Dai, “Information Systems in Treaty Regimes,” *World Politics* 54, no. 4 (2002): 405- 436, doi: 10.1353/wp.2002.0013.

to sanction or reward state behaviors.

The weak and not robust correlation between democracy and economic growth

One can believe that economic growth is an obvious factor to improve democracy and furthermore human rights. However, there is no academic consensus on the impact of democracy on economic performance. Przeworski and Limongi, based on their empirical research study conclude that the correlation is weak and not robust between democracy and economic growth.⁶⁴ However, Persson and Tabellini find that persistent democracy is correlated to increase in economic performance.⁶⁵ I will use GDP as a control variable in the empirical study.

The controversial link between human rights and economic liberalization

The question rose by Carden and Lawson, professors of finances, is: “do human rights abuses and economic crises lead to economic liberalization?”⁶⁶ The question is opposed to what has been empirically demonstrated so far. Indeed, it is commonly admitted that “respect for human rights promotes economic development” and economic liberalization. However, Naomi Klein, journalist, argued in 2007 that economic liberalization is aided by human rights abuses. The claim is even stronger since for Klein, human rights violations are necessary to avoid resistance from the population to the

⁶⁴ Adam Przeworski and Fernando Limongi, “Political Regimes and Economic Growth,” *Journal of Economic Perspectives* 7, no. 3 (1993) :51-69.

⁶⁵ Torsten Persson and Guido Tabellini, Democratic Capital: The Nexus of Political and Economic Change (2005) in Timothy Besley and Kudamatsu Masayuki, “Health and Democracy”, *American Economic Review* 96, no. 2 (2006) :313-318.

⁶⁶ Art Carden and Robert A. Lawson, “Human Right and Economic Liberalization,” *Business and Politics* 12, no. 2 (2010).

implementation of liberalization. Her claim is not supported by any empirical analysis and focuses only on observation and analysis of historical events. Cowen⁶⁷, Norberg, for the Cato Institute, a libertarian think tank,⁶⁸ and Carden⁶⁹ have published critical reviews. Carden and Lawson went further than the reviews by supporting their critics with statistics. At page 11, the empirical analysis drawn by Carden and Lawson demonstrates that for instance one unit of improvement in torture is associated to 0,12 unit improvement in liberalization. This statistical result tends to prove that Klein's claim is statistically wrong.

The link between health and democracy

As economic growth, health is usually perceived as a factor leading to democracy. Health is often measured by taking into account greater child and maternal mortality's rates. However, it has been demonstrated that health and economic growth is not sufficient to explain democracy. Ethnic and linguistic divisions of societies are other factors that impact democracy. Timothy Powell-Jackson, Sanjay Basu, Dina Balabanova, Martin McKee, David Stuckler have even been able to demonstrate that democracy and growth are adversely correlated to health when societies are socially divided. Therefore, if both economic growth and democracy are not sufficient to improve children and maternal mortality, one can question the correlation between health and democracy and

⁶⁷ Tyler Cowen, "Shock Jock", *The New York Sun*, October 3, 2007, accessed December 18, 2017 <http://www.nysun.com/arts/shock-jock/63867/>.

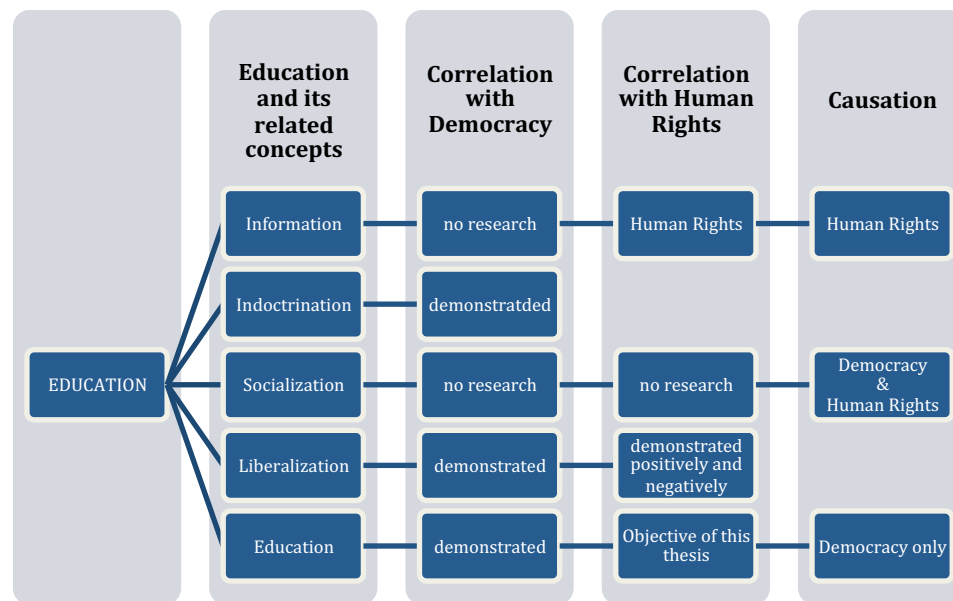
⁶⁸ Johan Norberg, "The Klein Doctrine, The Rise of Disaster Polemics," Cato Institute, May 14, 2008, Accessed December 18, 2017, <http://object.cato.org/sites/cato.org/files/pubs/pdf/bp102.pdf>.

⁶⁹ Art Carden, "Shock and Awe: Institutional Change, Neoliberalism, and Disaster Capitalism," November 15, 2008, accessed December 18, 2017 <https://ssrn.com/abstract=1302446>.

furthermore the correlation between health and human rights when social division factors are taken into account⁷⁰.

⁷⁰ Timothy Powell-Jackson, Sanjay Basu, Dina Balabanova, Martin McKee and David Stuckler, "Democracy and growth in divided societies: A health-inequality trap? " *Social Science & Medecine* 73, no. 1 (2011) : 33-41.

Table 1. The correlation and causation relationship between education or its related concepts and democracy or human rights



The diagram above summarizes the nature of the multiple relationships academically explored between all the concepts surrounding education and human rights. We can observe that if education has demonstrated some correlation with democracy, none relation with human rights has empirically emerged in academic research. So far, we can notice correlations between information and liberalization with human rights and two relationships of causation between information and socialization and human rights. My goal is to empirically demonstrate a correlation between human rights and education.

V.

Empirical Analysis

This chapter describes the empirical analysis performed for the thesis. First, the source of the data and indexes is explained (Data). Then, linear correlation coefficients between educational content data and human rights indexes are listed (Correlations). Afterwards, I have strengthened the founded correlation coefficients with multiple linear regressions (Multiple regression). Finally, I have tried to establish a causal relationship between different indicators of education of a country and its compliance with human rights (Discussion).

Data

In the purpose of establishing correlations and multiple regressions, data used for dependent, explanatory and control variables are analyzed. Dependent variables correspond to different indexes measuring the level of democracy in countries as well as their level of compliance with human rights. Since both concepts of human rights and democracy are mixed, searching data from indexes that measure either one or the other is necessary. Independent variables are the different educational contents in tertiary education expressed in ratio by countries. Controlled variable is measurement of economic growth since health data have finally not been used because of the co-linearity problem with GDP data.

Alternative dependent variables: democracy and human rights

Measuring compliance with human rights and democracy through scaled indicators implies to perform previously a qualitative analysis of policies, practices and conditions in a large amount of countries and regions. The time constraint imposed to this empirical analysis does not allow me to perform such a qualitative analysis. However, some projects, like the Cingranelli-Richards Project, also called CIRI Human Rights Project⁷¹ or The Political Terror Scale⁷², draw their own rating from qualitative analysis provided by annual reports issued by external organizations such as Amnesty International, Human Rights Watch, and U.S. State Department. Other projects, like Polity IV⁷³, Minority At Risk website⁷⁴, Freedom House⁷⁵, draw their indicators from their own qualitative reports. Finally, some projects, like CIFP, compute some of those previous ratings, from MAR or Polity IV for instance, to build their own rating. This plurality of methods to rate and scale the level of compliance with democracy or human rights in a given country demonstrates the complexity to define and evaluate both concepts.

Details about all these projects and indexes are given in the following paragraphs.

⁷¹ “Data & Documentation”, CIRI Human Rights data Project, accessed August 20, 2015: <http://www.humanrightsdata.com/p/data-documentation.html>.

⁷² “Download”, The Political Terror Scale, accessed August 1, 2017: <http://www.politicalterrorsscale.org/Data/Download.html>.

⁷³ “Polity IV: Regime Authority Characteristics and Transitions Datasets”, Polity IV dataset, accessed September 1, 2016: <http://www.systemicpeace.org/inscrdata.html>

⁷⁴ “MAR Data, Minorities at Risk, accessed August 20, 2015, http://www.cidcm.umd.edu/mar/mar_data.asp.

⁷⁵ “Regions,” Freedom House, accessed August 20, 2015, https://freedomhouse.org/regions#.Vdb_kVPtmkp.

CIRI data are quantitative and focus on 15 indicators for 202 countries on an annual basis. According to its Coding Manual⁷⁶, CIRI uses, as a primary source, the US State Department Country Report on Human Rights Practices to assess Freedom of Speech and Press, Freedom of Religion, Freedom of Domestic Movement, Freedom of Foreign Movement and Travel, Freedom of Assembly and Association, Electoral Self-Determination, Workers Rights, Women's Political Rights, Women's Economic Rights, Independent Judiciary, Women's Social Rights. For rights known as « Personal Integrity Rights » like extrajudicial killing, disappearance, torture, and political imprisonment, CIRI uses Amnesty International's Annual Report. The indicators established by Polity IV are two or eleven point scale depending of the type of right or freedom assessed. For instance, the indicator called Women's Economic Rights, WECOM, assesses a number of internationally recognized rights, like equal pay for equal work, equality in hiring and promotion practices, job security during maternity leave, unemployment benefits, no arbitrary firing or layoffs, etc... A score of 0 indicates that there is none economic rights for women and that systematic discrimination. A score of 1 indicates that the economic rights legally attributed to women are not effectively enforced. A score of 2 indicates that the government allows a moderate discrimination against women even if most of the rights are enforced. Finally, a score of 3 indicates that government guaranties the enforcement of nearly all of women's economic in practice. Costa Rica, South Korea, Australia, United States and most the European countries score, except France, Greece, Portugal, Spain and the countries of Eastern Europe score 2, except Poland, Cyprus and

⁷⁶“The CIRI human right data project coding manual”, accessed September 1, 2016: <https://drive.google.com/file/d/0BxDpF6GQ-6fbWkpXTDZCQ01jYnc/edit>.

Romania that score 1. Few countries score 0 as for instance Lebanon, Ethiopia, Cameroon, Saudi Arabia.⁷⁷

Polity IV establishes an index of Democracy and Autocracy⁷⁸ for 167 countries. In contrast with CIRI, Polity IV does not draw its index from any external reports from any states or any organization. Polity IV performs its own qualitative analysis from which it draws its quantitative analysis. The Democracy indicator established by Polity IV is an additive eleven-point scale from 0 to 10. The criteria are political participation, executive recruitment, and constraints on executive authority. The Autocracy indicator is built on the same criteria. The Polity IV score is computed by subtracting the Autocracy score from the Democracy score for each country. For instance, the definition of democracy given by Polity IV is characterized by “(a) political participation is unrestricted, open, and fully competitive; (b) executive recruitment is elective, and (c) constraints on the chief executive are substantial ». Polity IV takes the French political democracy to illustrate how the score can change for a same country but at a different time. As for Polity IV the way the President Charles de Gaulles executed his power was with less limitation than during the « cohabitation » during the second phase of the first Mitterrand presidency. Consequently, the democracy score of France has increased over time. All the european –except Belgium- and western countries of the panel with also Chile, Uruguay,

⁷⁷ <https://drive.google.com/file/d/0BxDpF6GQ-6fbY25CYVRIOTJ2MHM/edit>

⁷⁸ “Polity IV: Regime Authority Characteristics and Transitions Datasets”, Polity IV dataset, accessed September 1, 2016: <http://www.systemicpeace.org/inscrdata.html>.

Japan, Costa Rica, Panama and Turkey have a score between 10 and 9, except Belgium scores 8, like Brazil, Guatemala or South Korea.⁷⁹

Freedom House, founded by Eleanor Roosevelt in 1941, is a US-based non-governmental organization (NGO) that conducts research and advocacy on democracy, freedom, and human rights. Freedom House assesses political rights (participation, pluralism and transparency) and civil liberties (press, religion, education, labour, assembly, property, etc.). As Polity IV, Freedom House is performing its own quantitative analysis on which it based its quantitative rating. Freedom House scores two criteria: political rights and civil liberties. The methodology is derived from the Universal Declaration of Human Rights. It evaluates 195 countries and 14 territories during 2010. Each country and territory is assigned between 0 and 4 points on a series of 25 indicators, for an aggregate score of up to 100. These scores are used to determine two numerical ratings, for political rights and civil liberties, with a rating of 1 representing the most free conditions and 7 the least free.

Civil liberties, includes freedoms of expression, assembly, association, education, economic activity and religion with an independent judiciary. The civil liberties questions are grouped into four subcategories: Freedom of Expression and Belief (4 questions), Associational and Organizational Rights (3), Rule of Law (4), and Personal Autonomy and Individual Rights (4).

Political rights includes free and fair elections. Political parties are competitive. The opposition enjoys real power, and the interests of minority groups are well

⁷⁹ <http://www.systemicpeace.org/inscr/p4manualv2015.pdf>

represented in politics and government. The political rights questions are grouped into three subcategories: Electoral Process (3 questions), Political Pluralism and Participation (4), and Functioning of Government (3).

The difference of scoring for a same country between political rights is never larger than two points. For instance, all the western countries score 1 and some of them score 2 regarding respectively civil liberties and political rights. Saudi Arabia and Uzbekistan score 7 for both criteria.

MAR is a project that monitors and analyzes the status and conflicts of 284 politically active minorities in countries with a current population of at least 500,000. The data are based on surveys and focus on minorities' rights performed by the MAR Project. As Polity IV and Freedom House, MAR uses its own qualitative analysis to draw its quantitative indexes. MAR is not indexing countries but different minorities in a country. This scaling does allow a comparison between minorities but not between countries. Therefore, the MAR data cannot be used for this empirical analysis, which is based on country scale. Since CFP computes MAR indexes in its own indexes, I use CFP indexes in which MAR data are included.

The Political Terror Scale and Country Indicators for Foreign Policy use rating from those previous projects to construct their own ratings. The selection they made among numerous indicators is not exhaustive and could also be criticized, although it is not the purpose of the thesis. The Political Terror Scale uses the year based country reports of Amnesty International, the U.S. State Department Country Reports on Human Rights Practices, and Human Rights Watch's World Reports. The PTS rates the intensity

between 1 and 5 with which a country engages in acts of political violence and terror, including political murder, extrajudicial killings, torture, beatings, physical abuse, disappearances, as well as political imprisonment and detention without trial. Two scales are provided depending on which external report, Amnesty International and the U.S. State Department, is used. Aggregate scores are provided for 2013 and 2014⁸⁰. Aggregate scores for each country is described in a “disaggregated scores” excel file, which allows understanding the aggregate score. The PTS makes a list of different types of victims like for instance women, children, refugees, activists, journalists, minorities, etc. For each type of victims, PTS identifies three kinds of perpetrators: individuals/ad hoc groups, corporate, organized/armed groups. For each type of victim and for each type of perpetrator against each type of victim a score is given to the country with a large description of the violence if the score is above 1. For instance, Switzerland in 2013 scores 3 under 5 in societal violence. In terms of violence perpetrated on women by individuals and/or ad hoc groups, PTS score 3 and reports: “In 2013 police recorded 571 rapes, compared with 569 in 2012...NGOs such as Terre des Femmes, Vivre Sans Violence, and the umbrella organization for women’s shelters noted that violence against women remained a serious problem. Domestic violence resulted in the deaths of 24 individuals in 2013. In 2013 police registered 16,496 cases linked to domestic violence or domestic abuse and investigated 4,798 serious cases of domestic violence...There were no cases [of FGM/C] brought to court during the year. (...)”

⁸⁰ “The Political Terror Scale”, accessed August 1, 2017, <http://www.politicalterror scale.org/Data/Download.html>.

Data from Country Indicators for Foreign Policy provides through his Canadian website⁸¹ a country ranking table regarding Governance & Democracy.⁸² The table contains seven columns. All columns contain indicators that are evaluating either democracy or human rights. I use all the seven columns.

For instance, the “R5” column scores the level of human rights compliance for every country in the world. Countries are ranked on a nine-point index: the highest score, the less compliant the country is. For instance, in order to compile the “R5” column, CIFP takes data from three different sources: CIRI Human Rights Project⁸³, Minority At Risk website⁸⁴ and Freedom House.⁸⁵ As for the “R5” column, the CIFP ranking has selected 11 of CIRI’s indicators: disappearances, killings, torture, freedom of movement, freedom of assembly and association, freedom of speech, women political rights, women social rights, women economic rights, empowerment rights, and physical integrity rights. The CIFP ranking selected seven items from MAR data: minority access to education, minority ability to engage in commercial activities, minority presence in professions, minority presence in governmental institutions, minority ability and right to organize, differential rules and practices regarding ownership of property, and recruitment of

⁸¹ “Country Indicators for Foreign Policy”, accessed August 20, 2015, <http://www4.carleton.ca/cifp/>.

⁸² “Country Ranking Table 2007,” Country Indicators for Foreign Policy, accessed August 20, 2015, http://www4.carleton.ca/cifp/app/gdp_ranking.php?order=Human%20Rights.

⁸³ “Data & Documentation”, CIRI Human Rights data Project, accessed August 20, 2015: <http://www.humanrightsdata.com/p/data-documentation.html>.

⁸⁴ “MAR Data”, Minorities at Risk, accessed August 20, 2015, http://www.cidcm.umd.edu/mar/mar_data.asp.

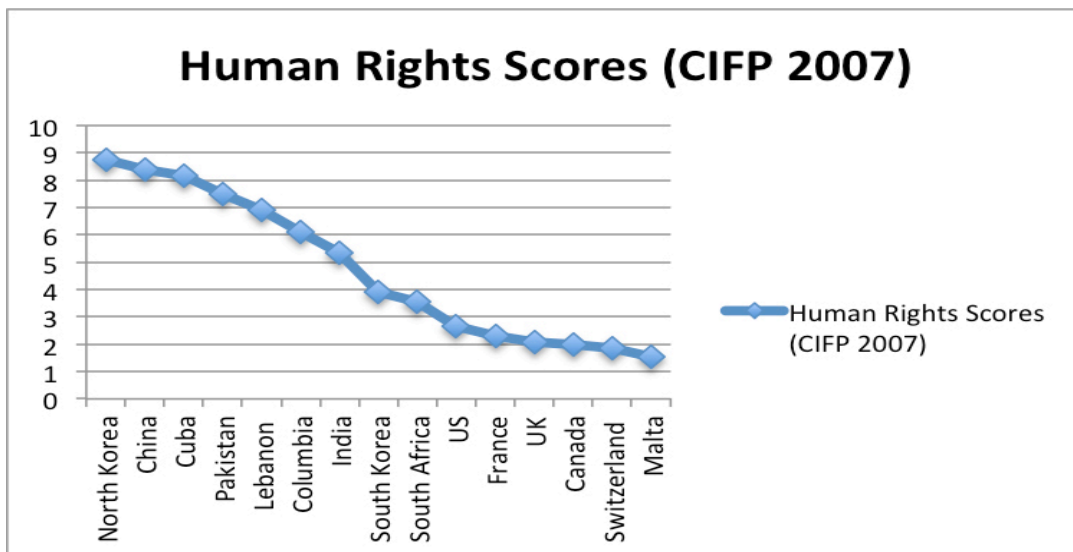
⁸⁵ “Regions,” Freedom House, accessed August 20, 2015, https://freedomhouse.org/regions#.Vdb_kVPtmkp.

minorities into the police and military. The CIFP ranking has selected data related to civil liberties and political rights from the Freedom House dataset.

The CIFP method represents a multidimensional approach that reflects the multidimensional aspect of human rights and democracy. This computation has been made over a six-month period extending from November 2006 to May 2007.

Unfortunately, no later collection has been performed. This implies that educational data have to be collected in accordance with this time period as well since human rights are quickly evolving. From a year to another, circumstances can drastically change because of a war, a conflict between countries or with minorities, etc.

To illustrate the CIFP Human Rights ranking, I have randomly picked some countries of the R5 column and displayed them in a marked line chart. It actually demonstrates that the CIFP ranking provides a source of information for cross-country comparison.



According to CIFP, a high score of 6.5 or higher indicates that the country has a low human rights performance relative to the others. This high score is usually due to the non-democratic characteristic of the regime. A low score comprised between 1 and 3.5 indicates that a country is performing well relative to others. Finally a moderate score in between, from 3.5 to 6.5, indicates a performance approaching the global mean. The table bellow presents another view of this appreciation.

1 to 3.5	3.5 to 6.5	6.5 to 9
High performance	Mean	Low performance

In terms of alternative dependent variables, I have selected five indexes: CIRI, Polity IV, CIPF, The Political Terror Scale and Freedom House. I have excluded MAR.

Explanatory variables: educational content data

The thesis focuses on the explanation of countries' compliance with human rights regarding the content of education provided in countries. It is academically established that the level of education can explain the level of democracy. However, my empirical analysis tests a new correlation between educational content and human rights level of compliance. This new correlation sheds some lights on the true effect of education on democracy and on human rights.

As for the assessment of the educational content, the empirical analysis uses the repartition of graduated students between the different subjects: Agriculture, Arts and Humanities, Sciences, Health and Welfare, Business and Law, Education, Manufacturing.

Educational data is provided by UNESCO on an annual basis and expressed in ratio⁸⁶. Appendix 1 gives all the data computing the mean of the ratio for the seven educational contents between 2005 and 2007.

⁸⁶ "Completion, Tertiary graduates by level of completion," Unesco Institute For Statistics, <http://data.uis.unesco.org/>.

Controlled data: Health and Wealth

It is commonly admitted that GDP per capita and infant mortality are best indicators for countries' level of respectively wealth and health. The World Bank provides both kinds of data⁸⁷. However, the infant mortality shows co-linearity with GDP that forces me to exclude this data and keep only GDP as controlled data. As for GDP, I have computed the mean of GDP for years 2010, 2011 and 2012 expressed in current US dollars.

Time period

The time period issue comes from the availability of the data as well as the accountability for the level of democracy and for the compliance with human rights.

As for the question of knowing which educational data are accountable for the political situation in a given year, I hypothesis that a lag of one to four years ahead to the political situation asses is acceptable. One can argue that the political situation assessed in a given year is the consequence of the past educational policy, which, in fact, the number of years of schooling and the gross graduation rate, in that given year, takes into account. As for the content of education, I argue that the education content from decades ago is partly the responsible of the actual political situation. I also argue that revolution comes from the young generation as the Arab Springs demonstrate. Therefore, I hypothesis that a one to five years lag is acceptable.

Except CIFP data, all other explanatory variable are from year 2011 and no later. Therefore dependent variables for education have been taken from 2005 to 2007. The four years lag between explanatory variables and dependent variable is the maximum lag

⁸⁷ World Bank, accessed December 14, 2017 <https://data.worldbank.org/data-catalog/GDP-ranking-table>.

that can be established according the availability of the explanatory variable. Before 2005, educational variables regarding the content of study are scarce. The lag allows educational content between 2005 and 2007 to explain the political situation five years later.

PTS data of Societal Violence are aggregate scores from 2013. CIFP has issued data in 2007. Afterwards the project has not updated its indexes. However, I still can correlate these data to the mean of educational data between 2005 and 2007 even if the maximum lag between explanatory variable and dependent variable is two years. The precedent lag of five years is reduced to one year in the case of CIFP data.

Research Limitations

The first limitation is the availability of data in education for the past years. This will have the consequence to reduce the number of countries included in the panel for the correlation.

The second data limitation prevents me from doing a deeper qualitative analysis on the way countries teach the fields of studies. For instance if two countries show the same level of compliance with human rights but also show the same ratio of students in Arts and Humanities, Welfare, etc, I will not be able to assess if the content of each subject is taught in significantly different ways in each country. Another case could also be for instance, Cuba that shows a high ratio of students involved in Health and Welfare education comparable to countries with a high level of compliance with human rights. Paradoxically, Cuba shows weak scores of compliance with human rights in overall. This rise the question of the same content taught quite differently in different countries that data limitation would prevent me from performing a deeper and qualitative analysis on

the educational content. That also insinuates that indoctrination is neutral in terms of compliance with human rights at least when reaching the tertiary education. Or, it could also mean that the content is by itself a factor of compliance, no matter the way it is taught. However, the issue could also be addressed by considering that higher education is not the sole factor responsible for compliance with human rights. Tertiary education is apparently the result of primary and secondary education. The students' choice is probably guided by the previous years in education. Finally, I do not claim that the content of tertiary education is the sole educational factor that impacts human rights compliance.

The third limitation is the lack of assessment of compliance with human rights in the past. The lag between a change in higher education and its effect on compliance with human rights could be very long.

The last limitation is the absence of secondary sources that have actually provided direct correlations between education and human rights.

Methods

First, I explore the correlation between the different political data assessing democracy and human rights with GDP and educational contents. Table 1 shows both results of such a study.

Second, I strengthen the correlation results with multiple linear regression method where the dependents variables, data assessing democracy and human rights, are changing and the explanatory variables, data computing educational contents and GDP, are stable. Table 2 shows the results.

Correlation

The coefficient of correlation r with data assessing rights and liberties is computed in table 1 for GDP computed by World Bank and for the seven types of educational contents listed by UNESCO.

Table 2. Correlation between ratio in educational contents (2005-2007), GDP and human rights criteria (2011 or 2013)

INDEXES	Dependant var.	GDP	Educ	Humanities and Arts	Soc. Sc. And Business	Welfare	Sciences	Manufacture	Agriculture
PTS	SOCIETAL VIOLENCE	- 0,4	- 0,0	- 0,2	0,5	- 0,3	- 0,0	- 0,1	0,0
CIFP	DEMOCRATIC PARTICIPATION	- 0,5	- 0,0	0,3	- 0,1	- 0,5	- 0,2	- 0,0	0,1
CIFP	Eco. And Po Efficiency	- 0,9	0,2	- 0,0	0,3	- 0,6	- 0,2	- 0,1	0,2
CIFP	ACCOUNTABILITY	- 0,8	0,1	0,2	0,1	- 0,7	- 0,0	- 0,1	0,1
CIFP	HUMAN RIGHTS	- 0,7	0,0	0,2	0,1	- 0,7	- 0,1	- 0,1	0,1
CIFP	POLITICAL STABILITY	- 0,6	- 0,1	0,2	0,2	- 0,5	- 0,1	- 0,1	0,1
CIFP	RULE OF LAW	- 0,9	0,1	0,0	0,3	- 0,6	- 0,2	- 0,1	0,1
CIRI	PHYSICAL INTEGRITY	0,5	0,0	- 0,1	- 0,1	0,5	- 0,2	- 0,2	- 0,1
CIRI	DISAPPEARANCE	0,2	- 0,0	- 0,0	0,0	0,2	- 0,2	- 0,2	- 0,1
CIRI	KILLING EXTRAJUDICIAL	0,4	0,0	- 0,0	- 0,2	0,3	- 0,1	- 0,1	- 0,1
CIRI	POL. IMPRISONMT	0,5	0,1	- 0,1	- 0,1	0,5	- 0,2	- 0,2	- 0,0
CIRI	TORTURE	0,6	- 0,0	- 0,1	- 0,1	0,5	- 0,0	- 0,0	0,0
CIRI	EMPOWERMENT	0,5	0,1	- 0,3	0,1	0,6	- 0,2	- 0,2	0,0
CIRI	FREEDOM OF ASSEMBLY	0,5	0,2	- 0,3	- 0,1	0,6	- 0,2	- 0,1	0,1
CIRI	FREEDOM FOR MOVMT	0,3	0,1	- 0,3	0,0	0,4	- 0,1	- 0,2	0,0
CIRI	FREEDOM DOM MOV	0,3	0,1	- 0,3	0,1	0,4	- 0,3	- 0,1	- 0,0
CIRI	FREEDOM OF SPEECH	0,3	- 0,1	- 0,1	0,1	0,4	- 0,1	- 0,3	- 0,1
CIRI	ELECS	0,5	- 0,1	- 0,2	0,0	0,6	- 0,2	- 0,1	- 0,1
CIRI	RELIGION FREEDOM	0,3	0,1	- 0,3	0,2	0,4	- 0,2	- 0,2	0,1
CIRI	WORKER	0,5	0,0	- 0,2	0,1	0,4	- 0,1	- 0,1	- 0,0
CIRI	WOMEN ECONOMIC RIGHTS	0,7	- 0,1	- 0,0	- 0,2	0,5	- 0,1	- 0,1	- 0,0
CIRI	WOMEN POLITICAL RIGHTS	0,4	0,2	- 0,1	- 0,1	0,4	- 0,1	- 0,2	0,2
CIRI	INDEP JUDI	0,7	- 0,0	- 0,0	- 0,3	0,5	- 0,0	- 0,0	- 0,1
POLITY	DEMOCRACY	0,5	- 0,0	- 0,2	0,0	0,6	- 0,3	- 0,0	- 0,1
POLITY	AUTOCRACY	- 0,2	0,1	0,3	- 0,3	- 0,3	- 0,3	- 0,0	0,1
POLITY	polity	0,4	- 0,1	- 0,3	0,1	0,5	- 0,3	- 0,0	- 0,1
POLITY	polity2	0,4	- 0,1	- 0,3	0,1	0,5	- 0,3	- 0,0	- 0,1
POLITY	DURABILITY	0,7	- 0,0	- 0,1	- 0,2	0,4	0,2	- 0,2	0,0
FREEDOM HOUSE	POLRIGHTS	- 0,5	- 0,0	0,3	0,1	- 0,6	0,2	- 0,0	- 0,0
FREEDOM HOUSE	CIVIL LIBERTIES	- 0,6	0,0	0,2	0,0	- 0,6	0,2	- 0,1	0,1

Correlation with GDP

Most of the criteria assessing compliance with democracy and human rights show a significant correlation with GDP with a score above 0.5. Therefore, the GDP data confirm the academic hypothesis that a high GDP strengthens the compliance with democracy.

With no surprise, the correlation is very strong with a 0.9 coefficient for economical and political efficiency indicator provided by CFP. This CFP criterion is also computed with GDP among thirty other criteria assessing for instance the protection offered to business in terms of intellectual property and the macroeconomics of each country.

The CFP criteria called “rule of law” also shows an almost perfect correlation of 0.9 with GDP. The “rule of law” criterion is computed with a dozen of indicators regarding for instance minorities’ legal rights and statistics about prisons and prisoners. What can also be noticed is that the index of autocracy provided by Polity IV and the criteria of disappearance computed by CFP are not correlated with GDP.

The disappearance’s criterion takes into account the political motivation of the disappearance. In fact, most of the countries of the panel, 54 over 70, score 2 which means that no political disappearance occurred the given year. Among those countries with no political disappearance, some countries have a very low GDP like Laos, Guyana and Nepal, and some other countries have a very high one as Norway, Denmark or Sweden. We can find the same logic in freedom of foreign and domestic movement. These criteria are more connected to ethnic issues e.g Turkish people in Cyprus, war e.g. Lebanon and Israel than connected to wealth of country.

The autocracy index does not show any correlation with GDP. In fact, countries from the Gulf like Iraq, Qatar, Saudi Arabia, and Emirates show a high GDP but are not democratic. In contrast, the countries that are autocratic, as Benin, Malawi and Mali, have a very weak GDP. The same reasoning can be hold for the freedom of religion.

This also shows that autocracy and democracy indexes are not perfectly correlated even if the correlation is negatively strong with a score of -0,83. The Polity IV project explained that " (...) the two scales do not share any categories in common. Nonetheless many polities have mixed authority traits, and thus can have middling scores on both Autocracy and Democracy scales. These are the kinds of polities which were characterized as "anocratic" and "incoherent in the Polity I studies. As a group they proved to less durable than coherent democracies and autocracies (see Gurr 1974, Harmel 1980, Lichbach 1984)".⁸⁸

In conclusions, GDP is in general highly correlated to freedoms and rights that are crucial for the economic development of countries but not really to criteria that assess autocracy or privation of right or freedom that do not prevent from producing a high GDP.

The positive correlation with the ratio of students involved in health and welfare studies

As for the correlation with educational data, the educational content focused on health and welfare shows positive correlations with two third of the liberties and rights taken into account. The coefficient of correlation is comprised between 0.5 and 0.7. None of the other types of educational contents shows such correlations, even weaker, with the human rights and democracy criteria.

The more students involved in health and welfare tertiary education, the higher the coefficient of correlation with human rights and democracy's criteria. Therefore,

⁸⁸ <http://www.systemicpeace.org/inscr/p4manualv2016.pdf>

people with a tertiary academic background in health and welfare improve the country's compliance with human rights and democracy.

Countries that have the most important ratio of students involved in health and welfare studies are Norway (25,1%), Sweden (24,6%) and Denmark (23,3%). A 4 points difference separates these three first countries with the other ones like Uruguay.

Countries	Education	Humanities and Arts	Social Sciences and Business	Health and Welfare	Sciences	Manufacturing	Agriculture
Norway	18,4	8,4	26,6	25,1	7,8	7,5	36,0
Sweden	16,8	5,9	24,4	24,6	7,7	17,5	16,8
Denmark	8,4	13,6	30,6	23,3	7,6	11,3	8,4
Uruguay	28,5	2,4	31,8	19,3	5,6	6,4	28,5

However, I want to notice that Uruguay is the fourth country of the panel with a high ratio of 19,3% of students involved in health and welfare studies. This rank is explained but the recent policies in terms of education that has been put in place by the new government.

In contrast, the three countries with the weakest ratio for students involved in health and welfare studies are Cameroon (1,1%), Cambodia (1,5%), and Mozambique (1,7%).

Countries	Education	Humanities and Arts	Social Sciences and Business	Health and Welfare	Sciences	Manufacturing	Agriculture
Cameroon	0,7	9,8	62,7	1,1	18,9	5,8	0,7
Cambodia	1,2	14,3	52,4	1,5	11,4	2,6	1,2
Mozambique	15,4	17,0	35,6	1,7	7,7	4,5	17,5
Laos	24,5	22,5	12,7	2,4	1,4	12,8	15,4
Kyrgyzstan	26,2	7,2	43,1	2,7	6,5	7,5	24,5
Madagascar	1,4	14,2	60,4	3,0	13,5	5,5	9,3
Nepal	17,5	30,4	32,6	3,6	9,0	6,0	16,0

These results are consistent with a certain literature claiming that increase in health expenditure is a vector for compliance with democracy and human rights.

However, some of the listed rights and liberties, do not show any correlation at all with the ratio of students involved in health and welfare studies. The weakest score of

correlation is 2 with the disappearance criterion⁸⁹ assessed by CIRI which shows none correlation with any criteria. Indeed, disappearance is a difficult criterion to assess since it is by definition an issue to know if a person has disappeared and to evaluate the political nature of the reason why the person has disappeared.

Finally, one criterion shows a negative correlation with health and welfare studies. The societal violence criterion shows an inverse and weak correlation with social sciences and business studies.

The negative correlation with the ratio of students involved in social sciences and business studies

As for the ratio of students involved in social sciences and business studies, less than two thirds of the rights and freedom criteria do not show any correlation with a score comprised between -0,2 and 0,2. It means that most of the listed rights and liberties are not impacted by the ratio of students involved in social sciences and business studies.

However, the remaining third shows a common trend that tends to a negative correlation with certain rights and liberties. In these cases, the coefficient is in absolute value 0,3 for three criteria: rule of law from CIFP,⁹⁰ economic and political efficiency from CIFP,⁹¹ and independence of the judiciary from CIRI.⁹²

⁸⁹ “Disappearances are cases in which people have disappeared, political motivation appears likely, and the victims have not been found. Knowledge of the whereabouts of the disappeared is, by definition, not public knowledge. However, while there is typically no way of knowing where victims are, it is typically known by whom they were taken and under what circumstances.” CIRI Human Rights Data Project, accessed 14 December 2017, <https://drive.google.com/file/d/0BxDpF6GQ-6fbY25CYVRIOTJ2MHM/edit>.

⁹⁰ p.37.

⁹¹ p.37.

⁹² “This variable indicates the extent to which the judiciary is independent of control from other sources, such as another branch of the government or the military. A score of 0 indicates “not independent”, a score

It means that a higher ratio of student involved in business studies does not even tend to enhance the criteria of economic efficiency of a country. According to CIFP, countries that economically perform the most are for instance Denmark, Sweden, New Zealand, United-States, Ireland, Finland, United Kingdom, Australia, Japan, Switzerland and Netherland with a score of 2. Those countries have a weak to average ratio of students involved in business studies: Denmark (30,6%), Sweden (24,4%), New Zealand (37,1%), United-States (38,2%), Ireland (31%), Finland (23%), United Kingdom (30,5%), Australia (42,7%), Japan (26,5%), Switzerland (39,2%) and Netherland (38%).

In the opposite, countries such as Laos, Guyana, Mozambique, Madagascar, Cameroon, Cambodia and Serbia, show the worse CIFP score in economic efficiency, comprised between 6,0 to 6,9. We also have here three countries with the highest ratios in terms of students involved in social sciences and business studies Cameroon (62,7%), Madagascar (60,4%), and Cambodia (52,4%). But, we also have here the three countries with the weakest ratio for students involved in health and welfare studies as previously noticed: Cameroon (1,1%), Cambodia (1,5%), and Mozambique (1,7%).

In conclusion, the economic efficiency does not seem to be enhanced by the number of students involved in the business matter. In the contrary, regarding these three countries, a higher ratio of students involved in this matter implies a lower level of political and economic efficiency as measured by CIFP.

To strength this conclusion, we have also noticed, thanks to our previous point about the positive correlation between students involved in health and welfare studies and

of 1 indicates “partially independent” and a score of 2 indicates “generally independent””, CIRI Human Rights Data Project, accessed 14 December 2017, <https://drive.google.com/file/d/0BxDpF6GQ-6fbY25CYVRIOTJ2MHM/edit>.

compliance with listed rights and liberties, that the two countries that show the best score in economic and political efficiency, Sweden (2.3) and Denmark (2.2), are also the countries which have a medium to low ratio of students involved in social sciences and business studies: Denmark (30,6%) and Sweden (24,4%) and that show the highest ratio of students involved in health and welfare studies i.e. Sweden (24,6%) and Denmark (23,3%).

This time, these results even show a significant but weak negative correlation between the ratio of students involved in social sciences and business studies and the criterion of societal violence from PTS⁹³ where the coefficient of correlation is 0,5. This demonstrates an adverse effect of education in social sciences and business matters on democracy and human rights and democracy. This field of studies does not contribute to limit societal violence. Furthermore, the higher the ratio of students involved in social sciences and business studies, the higher the degree of societal violence in a given country. Colombia, Madagascar, Guatemala, Nepal, Lebanon, Brazil, Russia, and Mexico are countries with very high scores in societal violence, ranking between 5 and 4. These states have also a very high ratio in the field of social sciences and business with a mean at 44% and 60,4% for Madagascar.

Countries	Education	Humanities and Arts	Social Sciences and Business	Health and Welfare	Sciences	Manufacturing	Agriculture
Cameroon	0,7	9,8	62,7	1,1	18,9	5,8	0,7
Madagascar	1,4	14,2	60,4	3,0	13,5	5,5	9,3

⁹³ “Introducing the Societal Violence Scale (SVS)”, Political Terror Scale, accessed December 14, 2017 <http://www.politicalterroryscale.org/archive/SVS/>.

Norway and Sweden, with a ratio around 25% are among the weakest ratios in terms of social sciences and business studies. Denmark is not too far with 30%, which is still half of the ratio of Madagascar.

Countries with a score of 1 to 2 in societal violence have an average ratio of 32,6% of students involved in social sciences and business studies, which corresponds to 12% less than countries with high score in societal violence according to PTS. Moreover, I notice that the countries with high score in societal violence, ranking between 4 and 5, have an average ratio of 8,4% of students involved in health and welfare studies, with only 3% for Madagascar and Nepal. Whereas, countries with a weak score of societal violence have an average ratio of 13,2% of students involved in health and business studies with Denmark at 23,3%, Sweden at 24,6%, and Norway at 25,1%.

The neutral effect of students involved in education studies

Surprisingly, a higher ratio of students involved in education studies does not improve correlation with human rights compliance. This result demonstrates that increasing or reducing the ratio of teachers and professors does not impact the degree of compliance with human rights or the level of democracy within the country. Indeed, a greater number of teachers or professors does not guaranty a greater compliance with human rights or a higher level of democracy.

Both extremes of the ranking show a low GDP with rare exception like France, which could be explained by the quasi absence of the education field since teachers are recruited through a contest with any background. When Cameroon has 0,7% of students involved in education studies, Uzbekistan shows 30,8% of students involved in teaching studies. Both countries show a GDP around 1.000 US dollars. Countries like Norway,

Sweden or Netherlands have a ratio comprised between 16% and 19% of students involved in teaching education. These results confirm the hypothesis that education can be assimilated to indoctrination in certain autocratic countries. As stated by Plott, Economist at Yale University, “my model shows that public educational expenditures should increase with “totalitarianism””.⁹⁴ This result also pleads for my hypothesis that the content of education, more than the amount of education, is key to comply with human rights. A greater number of teachers or professors does not guaranty a greater compliance with human rights or with democracy. If human rights are excluded from the educational content provided to students, there is no chance that education enhances improvement of rights and liberties. However, I should nuance this result as the four years lag between the educational data and political data is not sufficient to observe the effect of an eventual increase of the numbers of teachers on political matters. On this other side, I cannot perform a correlation with a larger lag since past educational data are not available.

The number of students involved in manufacture or agriculture studies shows quasi none correlation with human right compliance. These results seem at this stage consistent with my theory. The students’ choice for their tertiary field of study is leaded to the social and economic structure of a country. The Nordic countries give a good example of

The ratios of students involved in humanities, art and also in sciences have for some rights and liberties a very weak and negative correlation at -3,0.

⁹⁴ Lott, p. 129.

These primary results encourage me to perform a closer analysis of the two fields of studies that show correlation: health and welfare education and, in social and business studies.

Regression

The computation of every coefficients of correlation allows me to understand that the ratio of students involved in certain fields of studies are correlated to some rights and liberties. These coefficient of correlations show me the link et the significance of the link between some educational contents with some liberties and rights. The next step is to quantifiy these relationships with the multiple linear regression. What percentage of students will be necessary to increase or decrease compliance with human rights and democracy.

In this methodological purpose, I will define the different dependent and independent variables. Afterwards, I will be able to compute the p-value for each independent variables involved in the equation. The next step will be to keep in the final equation only independent variables with a p-value under 5% when all the independent variables are put within the same multiple regression equation. This last equation will allow me to see the effect on the level of rights or liberties, when any ratio of students involved in any field of study increases or decreases.

Dependant variables measure rights and liberties assessing human rights and democracy by using indexes such as CIFP, CIRI, Polity IV, PTS and Freedom House. Therefore, dependant variables could be index rating torture, civil liberties, autocracy, women economic rights, workers rights, extrajudicial killing, etc.

Independant variables are the seven fields of study in tertiary education that we have previously discussed: Education, Business and Social Sciences, Arts and Humanities, Sciences, Agriculture, Manufacturing, Health and Welfare.

I have taken all of them with GDP in the equation and I have systematically changed the dependant variable. The equation below provides an example of the multiple linear regression equation with the dependant variable called « civil liberties ».

$$\text{Civil Liberties} = \text{Education} + \text{Business and Social Sciences} + \text{Arts and Humanities} + \text{Sciences} + \text{Agriculture} + \text{Manufacturing} + \text{Health and Welfare} + \text{GDP} + \text{Constant}$$

As a consequence, for civil liberties, for instance, the multiple linear regression leads me to the table Anova here after.

Table 3. Linear regression for civil liberties criteria

ANOVA							
	d.f.	SS	MS	F	p-level		
Regression	8,	119,75	14,97	8,07	2,51E-7		
Residual	60,	111,23	1,85				
Total	68,	230,99					

	Coefficient	Standard Error	LCL	UCL	t Stat	p-level	H0 (5%)
Intercept	2,21	3,63	-5,07	9,48	0,61	0,55	accepted
GDP 2010-2012	-2,74E-5	1,13E-5	-5,E-5	-4,77E-6	-2,42	0,02	rejected
EDUCATION	3,5E-3	0,06	-0,11	0,12	0,06	0,95	accepted
HUMANITIES & ARTS	0,03	0,05	-0,07	0,13	0,69	0,49	accepted
SOC. SC. & BUSINESS	-1,51E-3	0,04	-0,09	0,08	-0,04	0,97	accepted
HEALTH & WELFARE	-0,14	0,05	-0,25	-0,04	-2,69	9,32E-3	rejected
SCIENCES	0,1	0,05	-2,93E-3	0,2	1,94	0,06	accepted
MANUFACTURING	0,06	0,05	-0,04	0,16	1,16	0,25	accepted
AGRICULTURE	0,05	0,04	-0,02	0,12	1,41	0,16	accepted
T (5%)	2,						
LCL - Lower value of a reliable interval (LCL)							
UCL - Upper value of a reliable interval (UCL)							

The equation of multiple linear regression is therefore written as follow :

$$\begin{aligned} \text{FREEDOM HOUSE CIVIL LIBERTIES} = & 2,21 - 2,74\text{E-}5 * \text{GDP 2010-2012} + 3,5\text{E-}3 * \\ & \text{EDUCATION} + 0,03 * \text{HUMANITIES \& ARTS} - 1,51\text{E-}3 * \text{SOC. SC. \& BUSINESS} - \\ & 0,14 * \text{HEALTH \& WELFARE} + 0,1 * \text{SCIENCES} + 0,06 * \text{MANUFACTURING} + \\ & 0,05 * \text{AGRICULTURE} \end{aligned}$$

In this example, health and welfare is the sole educational content that shows a weakest p-value under 5%, actually under 1%. GDP shows a p-value under 5%. As

stated above, I only kept in the equation those two independent variables since they are the only ones that can have an impact on the level of compliance with civil liberties and that the effect can be quantified. The table Anova below gives the coefficient of regression for the two significant independent variables kept in the equation.

Table 4. Regression for significant independent variables

ANOVA							
	<i>d.f.</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p-level</i>		
<i>Regression</i>	2,	95,9	47,95	23,43	2,05E-8		
<i>Residual</i>	66,	135,08	2,05				
<i>Total</i>	68,	230,99					

	<i>Coefficient</i>	<i>Standard Error</i>	<i>LCL</i>	<i>UCL</i>	<i>t Stat</i>	<i>p-level</i>	<i>H0 (5%)</i>
Intercept	4,73	0,39	3,95	5,52	12,05	0,	<i>rejected</i>
GDP 2010-2012	-2,48E-5	1,11E-5	-4,7E-5	-2,69E-6	-2,24	0,03	<i>rejected</i>
HEALTH & WELFARE	-0,14	0,04	-0,23	-0,06	-3,37	1,27E-3	<i>rejected</i>
<i>T (5%)</i>	2,						
<i>LCL - Lower value of a reliable interval (LCL)</i>							
<i>UCL - Upper value of a reliable interval (UCL)</i>							

Since both independent variable still show a p-value under 5%, the multiple linear regression equation is therefore written as follow :

$$\text{FREEDOM HOUSE CIVIL LIBERTIES} = 4,73 - 0,14 * \text{WELFARE} - 2,48\text{E-}5 * \text{GDP 2010-2012}$$

Thanks to the multiple linear regression coefficients for each independent variable, we are able to see if the independent variables improve or not compliance with civil liberties. In this example, an increase of 0,14 in the ratio of students involved in health and welfare studies strengthens the level of compliance with civil liberties.

This method is repeated for the 28 dependent variables that assess the rights and liberties criteria. Table 6 here after computes all the coefficients of multiple linear

regression when independent variables are all put in a multiple linear regression equation.

The table 5 below shows the p-value for all the independent variables i.e the seven educational contents and the GDP.

Table 5. Computation of the p-values for independent variables of educational contents and GDP

Provider	Dependent var.	GDP	Education	Humanities and Arts	Soc. Sc. And Business	Health and Welfare	Sciences	Manufacture	Agriculture
PTS	SOCIETAL VIOLENCE	0,07	0,28	0,11	0,00	0,26	0,20	0,03	0,15
CIFP	AVERAGE	-	0,91	0,16	0,83	0,02	0,60	0,14	0,49
CIFP	DEMOCRATIC PARTICIPATION	0,00	0,99	0,39	0,50	0,07	0,04	0,59	0,80
CIFP	ECO. & POL. EFFICIENCY	-	0,51	0,68	0,47	0,01	0,02	0,10	0,55
CIFP	ACCOUNTABILITY	-	0,74	0,29	0,99	0,00	0,65	0,12	0,57
CIFP	HUMAN RIGHTS	-	0,87	0,35	0,90	0,00	0,06	0,09	0,24
CIFP	POLITICAL STABILITY	-	0,84	0,07	0,29	0,95	0,53	0,08	0,87
CIFP	RULE OF LAW	-	0,44	0,05	0,08	0,53	0,13	0,03	0,69
CIRI	PHYSICAL INTEGRITY	0,01	1,00	0,38	0,26	0,19	0,01	0,03	0,02
CIRI	DISAPPEARANCE	0,52	0,51	0,54	0,45	0,70	0,04	0,07	0,51
CIRI	KILLING EXTRAJUDICIAL	0,01	0,68	0,51	0,22	0,88	0,06	0,13	0,02
CIRI	POL. IMPRISONMT	0,96	0,80	0,12	0,06	0,07	0,00	0,00	0,01
CIRI	TORTURE	0,00	0,58	0,76	0,51	0,10	0,74	0,92	0,71
CIRI	EMPOWERMENT	0,05	0,88	0,40	0,56	0,01	0,03	0,08	0,30
CIRI	FREEDOM OF ASSEMBLY	0,03	0,59	0,28	0,90	0,01	0,11	0,17	0,29
CIRI	FREEDOM FOREIGN MOV'T.	0,89	0,57	0,16	0,59	0,11	0,32	0,07	0,57
CIRI	FREEDOM DOMESTIC MOV'T.								
CIRI	FREEDOM OF SPEECH	0,63	0,42	0,88	0,75	0,04	0,10	0,06	0,95
CIRI	ELECS	0,10	0,76	0,47	0,93	0,02	0,09	0,30	0,35
CIRI	RELIGION FREEDOM	0,50	0,89	0,68	0,43	0,08	0,21	0,27	0,74
CIRI	WORKER FREEDOM	0,01	0,25	0,71	0,22	0,17	0,48	0,98	0,29
CIRI	WOMEN ECO. RIGHTS	-	0,45	0,36	0,32	0,13	0,43	0,38	0,69
CIRI	WOPOLRIGHT	0,04	0,21	0,70	0,39	0,08	0,01	0,39	0,03
CIRI	INDEPJUDI	-	0,50	0,75	0,41	0,71	0,22	0,42	0,04
POLITY	DEMOCRACY	0,04	0,60	0,92	0,40	0,01	0,04	0,82	0,16
POLITY	AUTOCRATY	0,52	0,62	0,80	0,19	0,04	0,05	0,88	0,47
POLITY	POLITY	0,14	0,95	0,86	0,27	0,01	0,04	0,78	0,45
FREDOM HOUSE	POLITICAL RIGHTS	0,02	0,81	0,45	0,92	0,01	0,05	0,43	0,18
FREDOM HOUSE	CIVIC LIBERTIES	0,02	0,95	0,49	0,97	0,01	0,57	0,25	0,16

When p-value is under 5% and moreover when it is under 1%, results have few chances to be due to the hazard. In fact, the results show that some fields of studies are more efficient to improve the countries' compliance with human rights or democracy and some other fields are not depending on the dependant variable tested. The multiple linear regression results confirm the absence of correlation and impact of the field of education on any assessed liberties and rights. On the other side, the p-values' computation also

confirms the substantial effect of the educational content of health and welfare and of GDP on countries' compliance with human rights and with democracy's criteria.

In terms of compliance with human rights and democracy and at the same level of education, results also show that some educational fields could reveal counterproductive regarding compliance with human rights. For instance, the result for the field of social sciences and business studies, with a p-value under 1%, strengthens the previous negative correlation with societal violence. Moreover, the results reinforce the weak and negative correlation with sciences studies and reveal a new negative and counterproductive effects on human rights and democracy of both educational fields of manufacture and agriculture.

As for sciences studies, almost half of the rights and liberties are impacted by the ratio of students involved in this field. As for the fields of studies regarding agriculture and manufacture, the effect is visible with 4 or 5 of the listed criteria assessing human rights and democracy. For these three contents what can be noticed is that there is a common impact on physical integrity and political imprisonment whereas health and welfare has no impact.

We had to look closer to the coefficients in the equation to identify any negative effect on human rights and democracy.

The table below shows the linear coefficient of regression for each independent variable that keeps a significant p-value with an absolute value lower than 0,05 inside the linear regression equation. This table also identifies in red the negative effect of certain field of study regarding human rights and democracy.

Table 6. Linear coefficient of regression with significant p-value and identification of negative effects of certain fields of study against human rights and democracy

Provider	Dependent variables	Intercept	Independent variables					
			GDP	Soc. Sc. And Business	Health and Welfare	Sciences	Manufacture	Agriculture
PTS	SOCIETAL VIOLENCE	1,85	-1,03E-5	0,03				
CIFP	AVERAGE	6,34	-4,86E-5		- 0,09			
CIFP	DEMOCRATIC PARTICIPATION	4,52	-4,9E-5			0,14		
CIFP	ECO. & POL. EFFICIENCY	5,78	-4,88E-5		- 0,04			
CIFP	ACCOUNTABILITY	6,87	-6,26E-5		- 0,14			
CIFP	HUMAN RIGHTS	6,91	-4,74E-5		- 0,16			
CIFP	POLITICAL STABILITY	4,85	-5,18E-5					
CIFP	RULE OF LAW	6,54	-6,98E-5					
CIRI	PHYSICAL INTEGRITY	6,35	6,15E-5			- 0,17	- 0,09	
CIRI	DISAPPEARANCE							
CIRI	KILLING EXTRAJUDICIAL	1,14	1,3E-5					
CIRI	POL. IMPRISONMT							
CIRI	TORTURE	0,27	1,95E-5					
CIRI	EMPOWERMENT	4,61			0,40			
CIRI	FREEDOM OF ASSEMBLY	0,21			0,09			
CIRI	FREEDOM FOREIGN MOVT.							
CIRI	FREEDOM DOMESTIC MOVT.							
CIRI	FREEDOM OF SPEECH	0,40			0,04			
CIRI	ELECS	0,50			0,08			
CIRI	RELIGION FREEDOM							
CIRI	WORKER FREEDOM	0,59	1,18E-5					
CIRI	WOMEN ECO. RIGHTS	1,00	2,95E-5					
CIRI	WOPOLRIGHT	2,00	8,07E-6					
CIRI	INDEPJUDI	0,62	2,53E-5					
POLITY	DEMOCRACY	5,82	4,81E-5		0,22	- 0,23		
POLITY	AUTOCRACY	pb	0,52	0,19	0,04	0,05	0,88	0,47
POLITY	POLITY	pb	0,14	0,27	0,01	0,04	0,78	0,45
FREDOM HOUSE	POLITICAL RIGHTS	4,06	-2,98E-5		- 0,16	0,12		
FREDOM HOUSE	CIVIC LIBERTIES	4,73	-2,48E-5		- 0,14			

Finally, the multiple linear regression equations show that sciences studies are counterproductive for economic and political efficiency as well as agriculture studies for physical integrity.

This table above reveals that the the content of education is important and could be counterproductive regarding compliance with human rights or democracy criteria. Results show that some fields of study reinforce countries' compliance with human rights or democracy and some other fields are not depending on the dependant variable tested and are neutral in terms of respect to human rights and level of democracy.

GDP and the educational fields of health and welfare and sciences are the two main explanatory variables. If GDP and heath and welfare field of study are always

positively linked to human rights and democracy, most of the time sciences studies are counterproductive and downgrade countries compliance with listed rights and liberties.

Discussion and conclusion

Understanding why some fields of studies strengthen the compliance with human rights and democracy, why some undermine them, and why some other are neutral is a substantial subject for research in political sciences. In tertiary education, the issue should no more focus on the level of education attained by students or the ratio of student involved in tertiary education. In fact, the main issue is now the educational content and its effect on democracy and human rights.

Health and welfare tertiary studies have the most compelling and positive effect on compliance with human rights and democracy. This could be explained by the fact that health policy interventions are more important in democratic countries than in autocratic ones. Indeed, to be elected, politicians need to give guaranty to the citizens that they will have access to hospitals, doctors, healthcare, etc. Therefore, democracies have developed welfare and healthcare' systems that provides employment's opportunities for students. In the contrary, authoritarian countries have no incentive to provide such services to people. This explanation gives much more power to the socioeconomic factors. Countries with bigger welfare and healthcare systems are more democratic and therefore more human rights compliant. However, the adverse correlation between societal violence and social sciences let me think that the content of the filed has an impact by itself even if the students' choice is guided by countries' socioeconomics configuration.

The correlation between societal violence and social sciences and business studies is quantitatively confirmed with the regression. The correlation is inversed and shows that the higher the ratio of students involved in business and social sciences, the higher the level of societal violence. The link between business and human rights has been studied. Business is often seen as downgrading compliance with human rights. Since societal violence is “carried out by non state actors”⁹⁵, it explained that private actors are more prompt to be violent in order to run their business. This correlation is also linked to the positive correlation between welfare and human rights. Since states actors mainly carry out welfare and health’s sector, it limits the actors involved in business activities and consequently students involved in business studies. On the other side, we have noticed that the ratio of students involved in health and welfare is decreasing when the ratio of students involved in social sciences and business is decreasing.

Increase of the ratio of students involved in education studies is not improving countries performance in democracy and human rights. Peltzman’s work in 1976 demonstrates that an increase in education expenditures strengthens totalitarianism.⁹⁶ My empirical research does not show such conclusion but still confirm that education is not a vector of democracy and human rights even if it is one of the first goals assigned to education according to UDHR.

In conclusion, I am able to confirm that in democracy, citizen have a powerful incentive to have an efficient and impressive welfare and healthcare system like in the

⁹⁵ The Political Terror Scale, accessed 11 february 2018<http://www.politicalterroryscale.org/archive/SVS/>.

⁹⁶ Sam Eltzman, “Toward a More General Theory of Regulation, » *Journal of Law and Economics* 19 (1976): 211–40.

Scandinavian countries. In authoritarian countries, the business and private sector is largely predominant and therefore implies more societal violence.

In theory, I conclude claim that socialization in a constructivist way is powerful instrument to explain why some fields are more likely to improve compliance with human rights. However, it does not succeed to offer the reason why the field of education is not a factor of improvement of human rights.

VI.

Appendixes

Appendix 1. Table of assessment for democracy and human rights criteria

COUNTRIES	CIRI PHYSICAL INTEGRITY	CIRI DISAPPEARANCE	CIRI KILLING EXTRAJUDICIAL	CIRI POL. IMPRISONMENT	CIRI TORTURE	CIRI EMPOWERMENT	CIRI FREEDOM OF ASSEMBLY	CIRI FREEDOM FOR DOMESTIC MOV.	CIRI FREEDOM FOREIGN MOV.	CIRI FREEDOM OF SPEECH	CIRI ELECSD	CIRI FREEDOM OF RELIGION	CIRI FREEDOM OF WORKER	CIRI WOMEN ECO. RIGHTS	CIRI WOMEN POL. RIGHTS	CIRI INDEP JUDICI
Algeria	4,0	1,0	1,0	1,0	1,0	3,0	-	1,0	1,0	-	1,0	-	-	1,0	2,0	1,0
Argentina	5,0	2,0	1,0	2,0	-	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	2,0	3,0	1,0
Australia	7,0	2,0	2,0	2,0	1,0	14,0	2,0	2,0	2,0	2,0	2,0	2,0	2,0	3,0	2,0	2,0
Austria	7,0	2,0	2,0	2,0	1,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	3,0	3,0	2,0
Bahrain	-	-	-	-	-	3,0	-	2,0	1,0	-	-	-	-	-	2,0	1,0
Belarus	4,0	2,0	2,0	-	-	2,0	-	1,0	1,0	-	-	-	-	1,0	2,0	-
Belgium	8,0	2,0	2,0	2,0	2,0	12,0	2,0	2,0	2,0	1,0	2,0	1,0	2,0	2,0	3,0	2,0
Brazil	2,0	1,0	-	1,0	-	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	1,0	2,0	1,0
Bulgaria	5,0	2,0	1,0	1,0	1,0	9,0	1,0	2,0	2,0	1,0	1,0	1,0	1,0	2,0	2,0	-
Cambodia	4,0	2,0	1,0	1,0	-	9,0	1,0	2,0	1,0	1,0	2,0	2,0	-	1,0	2,0	-
Cameroon	3,0	2,0	1,0	-	-	5,0	-	-	1,0	1,0	1,0	2,0	-	-	2,0	-
Chile	5,0	2,0	1,0	2,0	-	12,0	1,0	2,0	2,0	2,0	2,0	2,0	1,0	1,0	2,0	2,0
Colombia	1,0	-	-	-	1,0	10,0	1,0	1,0	2,0	1,0	2,0	2,0	1,0	1,0	2,0	1,0
Costa Rica	6,0	2,0	1,0	2,0	1,0	11,0	2,0	1,0	2,0	2,0	2,0	1,0	1,0	3,0	3,0	1,0
Croatia	8,0	2,0	2,0	2,0	2,0	11,0	1,0	2,0	2,0	1,0	2,0	2,0	1,0	2,0	2,0	2,0
Cyprus	7,0	2,0	2,0	2,0	1,0	11,0	2,0	2,0	2,0	2,0	2,0	-	1,0	1,0	2,0	2,0
Czech Republic	8,0	2,0	2,0	2,0	2,0	11,0	1,0	2,0	2,0	1,0	2,0	2,0	1,0	2,0	2,0	2,0
Denmark	8,0	2,0	2,0	2,0	2,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	3,0	3,0	2,0
Ecuador	4,0	2,0	1,0	1,0	-	9,0	1,0	2,0	2,0	1,0	1,0	2,0	-	1,0	3,0	-
El Salvador	4,0	2,0	1,0	1,0	-	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	1,0	2,0	-
Estonia	7,0	2,0	2,0	2,0	1,0	13,0	2,0	2,0	2,0	2,0	2,0	2,0	1,0	2,0	2,0	2,0
Ethiopia	2,0	1,0	1,0	-	-	3,0	-	2,0	1,0	-	-	-	-	-	2,0	1,0
Finland	8,0	2,0	2,0	2,0	2,0	11,0	2,0	2,0	2,0	1,0	2,0	1,0	1,0	3,0	3,0	2,0
France	7,0	2,0	2,0	2,0	1,0	10,0	2,0	1,0	2,0	1,0	2,0	-	2,0	2,0	2,0	2,0
Georgia	4,0	2,0	1,0	1,0	-	5,0	-	1,0	2,0	1,0	1,0	-	-	1,0	2,0	1,0
Greece	6,0	2,0	2,0	2,0	-	9,0	1,0	2,0	2,0	1,0	2,0	-	1,0	2,0	2,0	1,0
Guatemala	5,0	2,0	1,0	2,0	-	11,0	2,0	2,0	2,0	1,0	2,0	2,0	-	1,0	2,0	-
Guyana	6,0	2,0	1,0	2,0	1,0	10,0	2,0	2,0	2,0	-	1,0	2,0	1,0	-	2,0	1,0
Hungary	6,0	2,0	2,0	2,0	-	11,0	1,0	2,0	2,0	1,0	2,0	2,0	1,0	1,0	2,0	2,0
Iran	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,0	-
Ireland	6,0	2,0	2,0	2,0	-	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	3,0	2,0	2,0
Italy	6,0	2,0	1,0	2,0	1,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	3,0	2,0	1,0
Japan	6,0	2,0	2,0	2,0	-	12,0	2,0	2,0	2,0	2,0	2,0	1,0	1,0	1,0	2,0	2,0
Jordan	3,0	1,0	1,0	1,0	-	2,0	-	2,0	-	-	-	-	-	-	2,0	1,0
Korea South	4,0	2,0	1,0	-	1,0	10,0	1,0	2,0	1,0	1,0	2,0	2,0	1,0	3,0	2,0	2,0
Kyrgyzstan	2,0	-	1,0	1,0	-	6,0	1,0	1,0	1,0	1,0	1,0	-	1,0	1,0	2,0	1,0
Laos	5,0	2,0	2,0	1,0	-	2,0	-	1,0	1,0	-	-	-	-	1,0	2,0	1,0
Latvia	6,0	2,0	2,0	1,0	1,0	10,0	1,0	2,0	2,0	1,0	1,0	2,0	1,0	1,0	2,0	1,0
Lebanon	3,0	1,0	1,0	1,0	-	6,0	1,0	1,0	1,0	1,0	1,0	1,0	-	-	1,0	-
Lithuania	7,0	2,0	2,0	2,0	1,0	9,0	1,0	2,0	2,0	1,0	1,0	1,0	1,0	2,0	2,0	2,0
Madagascar	3,0	2,0	1,0	-	-	6,0	-	2,0	1,0	1,0	-	1,0	1,0	2,0	2,0	-
Malaysia	3,0	2,0	1,0	-	-	3,0	-	1,0	1,0	-	1,0	-	-	1,0	2,0	1,0
Mexico	2,0	-	1,0	1,0	-	10,0	2,0	2,0	2,0	1,0	1,0	1,0	1,0	2,0	2,0	-
Mongolia	6,0	2,0	2,0	2,0	-	11,0	2,0	2,0	2,0	1,0	2,0	1,0	1,0	2,0	2,0	1,0
Morocco	3,0	1,0	1,0	-	1,0	5,0	-	2,0	1,0	1,0	-	-	1,0	1,0	2,0	-
Mozambique	5,0	2,0	1,0	2,0	-	7,0	1,0	-	2,0	1,0	-	2,0	1,0	1,0	3,0	-
Nepal	4,0	2,0	1,0	1,0	-	8,0	-	2,0	2,0	1,0	1,0	1,0	1,0	1,0	3,0	1,0
Netherlands	8,0	2,0	2,0	2,0	2,0	13,0	2,0	2,0	2,0	1,0	2,0	2,0	2,0	3,0	3,0	2,0
New Zealand	8,0	2,0	2,0	2,0	2,0	13,0	2,0	2,0	2,0	2,0	2,0	2,0	1,0	3,0	3,0	2,0
Norway	8,0	2,0	2,0	2,0	2,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	3,0	3,0	2,0
Oman	3,0	1,0	1,0	-	1,0	5,0	-	2,0	2,0	-	-	-	1,0	1,0	2,0	1,0
Panama	7,0	2,0	2,0	2,0	1,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	2,0	2,0	1,0
Poland	6,0	2,0	2,0	1,0	1,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	1,0	2,0	2,0
Portugal	7,0	2,0	2,0	2,0	1,0	13,0	2,0	2,0	2,0	2,0	2,0	2,0	1,0	2,0	2,0	2,0
Romania	6,0	2,0	2,0	2,0	-	8,0	1,0	2,0	2,0	1,0	1,0	-	1,0	1,0	2,0	1,0
Russia	-	-	-	-	-	2,0	-	-	2,0	-	-	-	-	1,0	2,0	-
Saudi Arabia	1,0	-	1,0	-	-	-	-	-	-	-	-	-	-	-	1,0	-
Serbia	7,0	2,0	2,0	2,0	1,0	8,0	1,0	1,0	1,0	1,0	2,0	1,0	1,0	2,0	2,0	1,0
Slovak Republic	7,0	2,0	2,0	2,0	1,0	10,0	2,0	2,0	2,0	1,0	1,0	1,0	1,0	2,0	2,0	-
Slovenia	8,0	2,0	2,0	2,0	2,0	13,0	2,0	2,0	2,0	1,0	2,0	2,0	2,0	2,0	2,0	2,0
Spain	5,0	-	2,0	2,0	1,0	11,0	2,0	2,0	2,0	1,0	2,0	1,0	1,0	2,0	3,0	2,0
Sweden	7,0	2,0	2,0	2,0	1,0	12,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0	2,0	3,0	2,0
Switzerland	7,0	2,0	2,0	2,0	1,0	11,0	2,0	2,0	2,0	1,0	2,0	1,0	1,0	3,0	2,0	2,0
Turkey	2,0	2,0	-	-	-	7,0	-	2,0	2,0	1,0	1,0	-	1,0	1,0	2,0	1,0
Ukraine	4,0	2,0	1,0	1,0	-	10,0	1,0	2,0	2,0	1,0	1,0	2,0	1,0	2,0	2,0	-
United Kingdom	7,0	2,0	1,0	2,0	2,0	13,0	2,0	2,0	2,0	2,0	2,0	2,0	1,0	3,0	2,0	2,0
United States	6,0	2,0	1,0	2,0	1,0	11,0	1,0	1,0	2,0	2,0	2,0	2,0	1,0	3,0	2,0	2,0
Uruguay	7,0	2,0	2,0	2,0	1,0	13,0	2,0	2,0	2,0	2,0	2,0	2,0	1,0	2,0	2,0	1,0
Uzbekistan	3,0	1,0	2,0	-	-	1,0	1,0	-	-	-	-	-	-	1,0	2,0	-

COUNTRIES	POLITY DEMO	POLITY AUTO	POLITY	POLITY 2	POLITY DURABILITY	FREDOM HOUSE POL. RIGHTS	FREDOM HOUSE CIVIL LIBERTIES	PTS -SOCIETAL VIOLENCE	CIFP AVERAGE	CIFP DEMOCRATIC PARTICIPATION	CIFP GOV. ECO & PO EFFICIENCY	CIFP ACCOUNT ABILITY	CIFP HR 2007	CIFP PO. STABILITY	CIFP RULE OF LAW
Algeria	3,0	1,0	2,0	2,0	7,0	6,0	5,0	3,0	6,7	7,7	5,0	6,5	7,0	6,9	7,2
Argentina	8,0	-	8,0	8,0	28,0	2,0	2,0	2,0	4,7	3,6	4,8	4,9	4,3	3,9	6,7
Australia	10,0	-	10,0	10,0	110,0	1,0	1,0	2,0	2,3	2,7	2,6	1,6	2,2	1,6	2,9
Austria	10,0	-	10,0	10,0	65,0	1,0	1,0	2,0	2,6	3,0	3,1	2,0	2,6	1,9	2,9
Bahrain	-	8,0	- 8,0	- 8,0	-	6,0	6,0	3,0	5,4	8,8	3,4	5,6	6,6	3,5	4,4
Belarus	-	7,0	- 7,0	- 7,0	15,0	7,0	6,0	3,0	6,8	8,0	5,2	8,0	7,6	4,0	7,8
Belgium	8,0	-	8,0	8,0	67,0	1,0	1,0	2,0	2,6	3,6	3,1	1,5	1,9	2,1	3,4
Brazil	8,0	-	8,0	8,0	26,0	2,0	2,0	4,0	4,8	5,0	5,1	4,3	4,7	3,8	6,1
Bulgaria	9,0	-	9,0	9,0	21,0	2,0	2,0	2,0	4,5	4,1	5,0	4,0	4,0	3,9	6,0
Cambodia	3,0	1,0	2,0	2,0	13,0	6,0	5,0	3,0	6,2	6,8	6,1	7,0	6,6	5,2	5,6
Cameroon	1,0	5,0	- 4,0	- 4,0	19,0	6,0	6,0	3,0	6,6	7,0	6,1	7,5	7,5	3,9	7,4
Chile	10,0	-	10,0	10,0	22,0	1,0	1,0	3,0	3,5	4,1	3,6	2,4	3,1	3,4	4,7
Colombia	7,0	-	7,0	7,0	54,0	3,0	4,0	5,0	5,9	4,3	4,9	5,9	6,1	7,1	7,0
Costa Rica	10,0	-	10,0	10,0	92,0	1,0	1,0	3,0	3,2	2,7	4,8	2,5	2,6	2,2	4,7
Croatia	9,0	-	9,0	9,0	11,0	1,0	2,0	2,0	4,5	4,0	5,3	4,1	3,6	4,7	5,4
Cyprus	10,0	-	10,0	10,0	37,0	1,0	1,0	2,0	3,6	3,8	4,0	2,6	3,9	3,6	3,7
Czech Republic	9,0	-	9,0	9,0	18,0	1,0	1,0	3,0	3,3	2,8	4,0	3,0	2,3	3,1	4,4
Denmark	10,0	-	10,0	10,0	66,0	1,0	1,0	2,0	1,9	2,2	2,2	1,1	1,7	1,9	2,4
Ecuador	5,0	-	5,0	5,0	11,0	3,0	3,0	3,0	5,4	3,8	5,9	5,7	4,9	4,9	7,0
El Salvador	8,0	-	8,0	8,0	27,0	2,0	3,0	3,0	4,7	4,8	5,0	4,8	4,2	3,1	6,3
Estonia	9,0	-	9,0	9,0	11,0	1,0	1,0	2,0	3,4	3,7	3,4	2,4	2,3	3,7	5,0
Ethiopia	1,0	4,0	- 3,0	- 3,0	6,0	6,0	6,0	3,0	6,6	5,7	5,9	6,9	7,1	7,0	6,9
Finland	10,0	-	10,0	10,0	67,0	1,0	1,0	2,0	2,0	3,0	2,5	1,1	1,6	1,2	2,8
France	9,0	-	9,0	9,0	42,0	1,0	1,0	2,0	3,1	4,0	3,4	2,0	2,3	3,3	3,8
Georgia	7,0	1,0	6,0	6,0	20,0	4,0	3,0	2,0	6,3	6,3	5,7	6,2	5,7	6,2	7,4
Greece	10,0	-	10,0	10,0	36,0	2,0	2,0	3,0	4,1	4,2	4,6	3,1	3,3	4,2	5,1
Guatemala	8,0	-	8,0	8,0	15,0	3,0	4,0	4,0	5,5	5,1	5,8	6,2	5,6	3,7	6,8
Guyana	6,0	-	6,0	6,0	19,0	2,0	3,0	3,0	4,8	4,6	6,4	4,0	3,9	4,0	5,6
Hungary	10,0	-	10,0	10,0	21,0	1,0	2,0	3,0	3,4	3,9	4,2	2,6	2,3	3,1	4,5
Iran	-	7,0	- 7,0	- 7,0	7,0	6,0	6,0	3,0	6,9	7,5	5,2	7,2	8,1	6,6	6,9
Ireland	10,0	-	10,0	10,0	90,0	1,0	1,0	2,0	2,3	3,0	2,5	1,7	2,0	1,6	2,8
Italy	10,0	-	10,0	10,0	63,0	1,0	1,0	2,0	3,6	3,9	4,1	3,1	2,3	3,7	4,5
Japan	10,0	-	10,0	10,0	59,0	1,0	2,0	2,0	2,9	4,5	2,6	2,4	2,4	2,3	3,3
Jordan	2,0	5,0	- 3,0	- 3,0	22,0	6,0	5,0	3,0	5,6	7,6	4,6	5,4	6,7	4,8	4,6
Korea South	8,0	-	8,0	8,0	23,0	1,0	2,0	2,0	3,8	4,3	3,0	3,5	3,9	3,3	4,8
Kyrgyzstan	7,0	-	7,0	7,0	-	5,0	5,0	3,0	6,0	6,0	5,6	7,3	6,3	4,4	6,5
Laos	-	7,0	- 7,0	- 7,0	36,0	7,0	6,0	1,0	7,1	7,1	6,9	8,2	8,1	5,0	7,0
Latvia	8,0	-	8,0	8,0	20,0	2,0	2,0	3,0	3,5	3,3	4,1	3,0	3,0	3,0	4,8
Lebanon	6,0	-	6,0	6,0	6,0	5,0	4,0	4,0	6,6	7,6	5,3	6,3	6,9	6,8	6,9
Lithuania	10,0	-	10,0	10,0	20,0	1,0	1,0	2,0	3,5	3,9	3,5	2,9	2,7	2,9	5,1
Madagascar	4,0	1,0	3,0	3,0	-	6,0	4,0	4,0	5,3	5,7	6,1	4,7	4,8	4,2	6,5
Malaysia	6,0	-	6,0	6,0	3,0	4,0	4,0	2,0	5,0	5,5	3,9	5,5	6,5	3,3	5,1
Mexico	8,0	-	8,0	8,0	14,0	3,0	3,0	4,0	4,6	3,1	4,2	4,6	5,0	4,3	6,1
Mongolia	10,0	-	10,0	10,0	19,0	2,0	2,0	3,0	4,7	4,8	5,2	4,4	3,5	3,4	6,7
Morocco	1,0	5,0	- 4,0	- 4,0	46,0	5,0	4,0	3,0	5,6	7,0	5,0	5,5	6,7	3,4	5,9
Mozambique	5,0	-	5,0	5,0	17,0	4,0	3,0	3,0	5,2	4,3	6,2	5,7	5,5	3,0	6,7
Nepal	6,0	-	6,0	6,0	5,0	4,0	4,0	4,0	6,4	6,3	5,5	6,6	6,7	7,1	6,3
Netherlands	10,0	-	10,0	10,0	66,0	1,0	1,0	3,0	2,3	2,6	2,7	1,3	1,6	2,9	2,7
New Zealand	10,0	-	10,0	10,0	134,0	1,0	1,0	2,0	2,0	2,5	2,4	1,2	1,8	1,1	3,0
Norway	10,0	-	10,0	10,0	66,0	1,0	1,0	2,0							
Oman	-	8,0	- 8,0	- 8,0	54,0	6,0	5,0	2,0	5,1	8,8	3,9	5,6	6,2	2,5	3,9
Panama	9,0	-	9,0	9,0	22,0	1,0	2,0	3,0	4,3	3,7	4,9	4,3	3,0	3,3	6,7
Poland	10,0	-	10,0	10,0	20,0	1,0	1,0	3,0	3,6	3,1	4,7	2,8	2,8	3,3	5,2
Portugal	10,0	-	10,0	10,0	35,0	1,0	1,0	2,0	3,0	3,6	3,7	1,8	2,1	2,9	3,7
Romania	9,0	-	9,0	9,0	15,0	2,0	2,0	3,0	4,5	3,7	5,0	4,6	4,5	3,4	5,8
Russia	5,0	1,0	4,0	4,0	11,0	6,0	5,0	4,0	6,2	4,6	4,6	6,8	7,1	7,2	6,6
Saudi Arabia	-	10,0	- 10,0	- 10,0	85,0	7,0	7,0	3,0	6,4	9,0	4,1	6,7	7,9	5,0	5,5
Serbia	9,0	1,0	8,0	8,0	5,0	2,0	2,0	3,0	5,9	5,9	6,0	5,2	5,0	6,6	6,6
Slovak Republic	10,0	-	10,0	10,0	18,0	1,0	1,0	2,0	3,6	3,7	4,1	2,9	2,6	3,6	4,8
Slovenia	10,0	-	10,0	10,0	20,0	1,0	1,0	2,0	3,3	4,2	3,7	2,4	2,2	3,0	4,1
Spain	10,0	-	10,0	10,0	33,0	1,0	1,0	2,0	3,2	3,2	3,6	2,1	2,2	3,3	4,5
Sweden	10,0	-	10,0	10,0	94,0	1,0	1,0	2,0	2,1	2,9	2,3	1,1	1,7	1,9	2,8
Switzerland	10,0	-	10,0	10,0	163,0	1,0	1,0	3,0	2,4	4,2	2,6	1,2	1,8	1,5	2,8
Turkey	9,0	-	9,0	9,0	28,0	3,0	3,0	3,0	5,4	5,0	4,8	5,2	6,1	6,0	5,3
Ukraine	6,0	-	6,0	6,0	20,0	4,0	3,0	3,0	5,7	4,5	5,4	6,6	5,7	5,4	6,7
United Kingdom	10,0	-	10,0	10,0	131,0	1,0	1,0	3,0	2,8	4,2	2,6	1,8	2,1	3,5	2,5
United States	10,0	-	10,0	10,0	202,0	1,0	1,0			3,2	4,3	2,5	1,8	2,6	3,9
Uruguay	10,0	-	10,0	10,0	26,0	1,0	1,0	2,0	3,8	5,0	4,4	3,0	2,5	2,8	4,9
Uzbekistan	-	9,0	- 9,0	- 9,0	20,0	7,0	7,0	2,0	7,2	7,6	5,9	8,4	8,3	5,3	7,5

Appendix 2. Mean 2005-2007 of ratios of students involved in fields of studies in tertiary education and mean of GDP

Countries	Education	Humanities and Arts	Social Sciences and Business	Health and Welfare	Sciences	Manufacturing	Agriculture	GDP
Algeria	1,2	18,2	47,0	5,2	12,1	12,6	1,2	5 168
Argentina	20,6	10,7	31,4	16,0	7,6	5,5	20,6	12 983
Australia	9,5	10,5	42,7	13,7	11,9	7,7	9,5	60 569
Austria	14,1	8,9	30,3	9,9	11,1	20,0	14,1	48 703
Bahrain	6,8	8,9	40,6	9,7	8,7	10,3	6,8	21 896
Belarus	13,6	5,1	38,2	6,0	2,1	23,6	13,6	6 282
Belgium	17,2	9,8	28,3	18,9	7,7	9,3	17,2	45 605
Brazil	24,5	3,3	37,3	12,7	7,2	5,2	24,5	12 106
Bulgaria	7,3	8,1	48,1	6,4	5,1	15,9	7,3	7 279
Cambodia	1,2	14,3	52,4	1,5	11,4	2,6	1,2	869
Cameroon	0,7	9,8	62,7	1,1	18,9	5,8	0,7	1 209
Chile	15,8	5,1	30,8	14,4	6,9	17,2	15,8	14 207
Colombia	11,1	3,8	48,9	9,1	2,1	23,6	11,1	7 121
Costa Rica	32,7	2,5	35,1	13,6	6,9	6,2	32,7	8 894
Croatia	7,7	8,8	38,4	9,6	6,4	11,7	7,7	13 762
Cyprus	10,8	8,8	45,7	7,1	9,2	4,0	10,8	30 381
Czech Republic	15,5	8,0	29,4	11,2	7,5	15,2	15,5	20 354
Denmark	8,4	13,6	30,6	23,3	7,6	11,3	8,4	58 863
Ecuador	20,1	1,7	43,6	10,0	5,1	6,6	20,1	5 194
El Salvador	12,5	1,8	44,1	18,1	9,5	12,0	12,5	3 763
Estonia	10,6	11,0	36,4	11,1	10,2	10,1	10,6	16 529
Ethiopia	21,4	2,8	45,4	9,9	7,2	8,1	21,4	389
Finland	6,7	14,1	23,0	19,2	8,7	20,3	6,7	48 136
France	1,9	11,2	41,3	13,8	10,9	15,3	1,9	41 788
Georgia	4,3	36,1	27,4	8,1	5,8	12,6	4,3	3 611
Greece	8,7	14,3	26,7	12,8	12,1	12,3	8,7	25 026
Guatemala	24,7	1,0	37,4	12,8	2,6	14,1	24,7	3 084
Guyana	32,1	3,3	35,7	7,9	8,4	5,7	32,1	3 389
Hungary	18,2	7,3	43,3	8,1	4,6	6,7	18,2	13 287
Iran	7,6	14,4	23,0	8,1	9,5	29,6	7,6	7 295
Ireland	6,2	22,5	31,0	11,4	15,1	10,9	6,2	50 022
Italy	11,1	14,8	33,7	14,3	6,8	14,3	11,1	36 362
Japan	7,1	15,2	26,4	12,7	2,9	18,2	7,1	45 264
Jordan	16,7	12,9	26,5	12,1	16,8	9,8	16,7	4 644
Korea South	7,9	18,4	19,8	11,2	7,4	28,0	26,2	23 587
Kyrgyzstan	26,2	7,2	43,1	2,7	6,5	7,5	24,5	1 061
Laos	24,5	22,5	12,7	2,4	1,4	12,8	15,4	1 298
Latvia	15,4	6,1	55,2	5,3	4,7	7,2	4,3	12 959
Lebanon	4,3	14,2	46,5	11,4	8,9	12,5	15,6	9 209
Lithuania	15,6	6,7	41,3	9,6	5,6	15,8	1,4	13 566
Madagascar	1,4	14,2	60,4	3,0	13,5	5,5	9,3	438
Malaysia	9,3	6,5	27,5	6,4	17,5	26,3	12,7	10 110
Mexico	12,7	3,9	42,6	8,6	11,1	15,7	12,4	9 423
Mongolia	12,4	10,1	43,5	7,5	5,5	12,1	2,9	3 600
Morocco	2,9	24,4	42,0	4,6	15,2	8,4	15,4	2 952
Mozambique	15,4	17,0	35,6	1,7	7,7	4,5	17,5	502
Nepal	17,5	30,4	32,6	3,6	9,0	6,0	16,0	659
Netherlands	16,0	8,3	38,0	16,9	6,9	8,1	11,9	51 118
New Zealand	11,9	15,3	37,1	13,5	11,6	5,4	18,4	36 932
Norway	18,4	8,4	26,6	25,1	7,8	7,5	36,0	96 595
Oman	36,0	6,3	17,1	10,1	15,1	12,6	28,6	20 873
Panama	28,6	4,3	34,8	8,3	6,9	12,7	17,2	9 044
Poland	17,2	8,2	43,9	7,7	7,7	8,2	12,8	13 210
Portugal	12,8	8,7	27,3	19,2	10,1	14,2	7,9	22 104
Romania	2,6	11,0	47,8	11,0	4,9	15,9	2,6	8 692
Russia	9,9	3,5	45,7	5,9	5,6	21,9	9,9	12 693
Saudi Arabia	13,4	35,0	15,5	7,1	20,2	4,6	13,4	22 298
Serbia	10,2	10,0	32,5	11,2	3,7	20,5	10,2	5 832
Slovak Republic	15,4	5,8	28,1	16,6	8,8	15,5	15,4	17 300
Slovenia	9,4	5,5	48,3	9,6	4,0	13,2	9,4	23 633
Spain	12,0	8,9	28,0	14,3	10,0	16,6	12,0	30 406
Sweden	16,8	5,9	24,4	24,6	7,7	17,5	16,8	56 268
Switzerland	10,5	6,7	39,2	11,6	9,4	13,0	10,5	81 829
Turkey	17,9	6,4	35,3	6,7	8,4	15,6	17,9	10 447
Ukraine	8,9	4,7	43,3	7,2	3,4	20,6	8,9	3 466
United Kingdom	10,9	15,6	30,5	18,3	13,5	8,2	10,9	40 203
United States	11,4	13,1	38,2	13,5	9,0	7,2	11,4	49 871
Uruguay	28,5	2,4	31,8	19,3	5,6	6,4	28,5	13 744
Uzbekistan	30,8	12,8	22,6	5,3	6,2	15,4	30,8	1 547

VII.

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VIII.

Abbreviations

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

CRC: Convention on the Rights of the Child

ECHR: The European Convention on Human Rights

ICESCR: The International Covenant on Economic, Social and Cultural Rights

MWC: International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families

WTO: World Trade Organization

UDHR: The Universal Declaration of Human Rights