

**Argumentative Essay: Is it time to lower the voting age (for example, to 16) for local or national elections?**

[Name]

[Course Name and Code]

[Instructors name]

[Institutions name]

[Date]

## **Topic 2: Is it time to lower the voting age (for example, to 16) for local or national elections?**

The idea of reducing the voting age to 16 years is a controversial initiative in democratic societies, and it brings into doubt political maturity, voting responsibility, and inclusiveness of the voting systems. Although, critics maintain that adolescents have no cognitive as well as emotional ability to make informed decisions, emerging empirical evidence and philosophical reasoning indicate the opposite. On closer look at the principles of democracy, civic education and the current voting age reforms it can be observed that lowering the voting age is not only possible but also desirable in the context of enhancing political participation in the long term. Hence, it is a reasonable and warranted move to reduce the voting age to 16 with a view to enabling a more inclusive and participatory system of democracy.

Among the reasons why the reduction of the voting age should be taken seriously is the fact that democratic systems rely on meaningful involvement of all the groups that are impacted by political decisions and younger citizens are no exception. Considering who ought to voice their opinions on the formulation of the national policy, one could notice that teenagers are already involved in the civic life: either in school administration, in the community movements or in the debate over climate change and education reforms. According to Douglas (2016), the age restriction of 16- and 17-year-olds is not consistent with democratic principles due to the fact that they bear a lot of citizenship responsibilities and are directly affected by the decisions made by governments. This view reveals that the democratic legitimacy will demand a wider understanding of the political inclusion than can be enjoyed by the age limits. The reasoning behind a denial of a formal political voice to the youth becomes more challenging to rationalize when they get involved in political matters that determine their future.

The second reason to lower the voting age is that there are strong indications that 16- and 17-year-old people are already politically competent enough and face many benefits of early civic engagement. However, as opposed to the argument that the adolescents are not well-enough to vote, the research involving real-life election results has revealed that the young voters can compete equally with the adults when they have the necessary civic education and are offered the opportunity to vote. A comparative study of the countries that have adopted voting at 16 by Eichhorn and Bergh (2021) demonstrates that in many cases, the turnout rates of this age category are higher than that of voters with the age of 18 to 21 years. They find that given an enabling learning environment, the enfranchised adolescents can be seen to cast informed and responsible votes. This fact dispels the idea that maturity is the only factor that should guide voters to be eligible and instead emphasizes the role of context and civic preparation as a direct cause of political competence.

Besides, reduction of voting age can enhance civic education because it will combine actual political education with classroom learning. When students are able to directly work with actual election using democratic concepts, their knowledge in politics enhances and they will have more reasons to continue participating as life long voters. Ribeiro et al. (2023) stress that voting reforms among youths enhance the importance of acquiring political education, demonstrating that practical engagement may assist students to cultivate the skills that are traditionally believed to be developed only throughout adulthood. Such a combination of voting and civic learning does not only increase the quality of political judgments but also long-term voter turnout, which has been a major challenge in most democracies. Consequently, the decrease in voting age can be an initiator of renewing civic education and intensifying democracy since it is practiced earlier in life.

Critics usually claim that teenagers should not be allowed to vote since they are not cognitively mature but this argument is simplistic to understand what is the decision making

process. A person does not need to be fully neurologically grown to vote, but they have to be capable of having consistent preferences, have basic knowledge of political matters, and make rational decisions, which many adolescents are already capable of. O'Neill (2022) also provides an interesting philosophical perspective on radical democratic inclusion, which points to the fact that even younger adolescents possess the necessary moral and political abilities to be involved in elections meaningfully. Although reducing the voting age to 12 is an arguable issue, the rest of the reasoning as presented by O'Neill takes one to the consideration that a person should be able to participate in politics based on abilities and not some predetermined age. In his application to the case of 16-year-olds, his argument highlights the fact that competence-based objections tend to be based on stereotypes instead of evidence.

It is time to acknowledge that enfranchising youth enhances democracy by making it more civically responsible, better educated about political matters, and enforcing that those who it affects by such long-term policy decisions can help develop it. At the age of sixteen, they already make a contribution into their community, cope with complicated academic and social demands, and are eager and curious about political affairs. The new academic literature endorsing the concept is that their presence in politics would not be detrimental to democracy actually, on the contrary, it would enhance it. The decrease of the voting age will enable the societies to become more inclusive, enlightened, and strong democratic.

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