Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Abstracting & Indexing | Clarivate Analytics - Web of Science (WoS); EBSCO; Google Scholar; ICI Journals Master List - Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Philpapers; KVK; WorldCat; CrossRef; J-GATE

2025, Volume 17, Issue 2, pages: 874-889 | https://doi.org/10.18662/rrem/17.2/1009
Submitted: May 15, 2025 | *Accepted for publication:* May 26, 2025

Legal Education – A Need of Young People in Contemporary Society

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Abstract: *Legal education in schools represents a fundamental pillar for strengthening a democratic, equitable, and participatory society. In the context of current challenges - social polarization, misinformation, and declining trust in institutions - the early development of a legal culture becomes a necessity. This article explores five essential areas in which legal education contributes to the formation of active and informed citizens: the development of civic responsibility, the prevention of antisocial behavior, the cultivation of critical thinking and argumentation skills, the promotion of fundamental values such as equality, justice, and human rights, and the preparation of young people for adult life and democratic participation. The analysis is supported by academic literature and relevant examples from national and international educational practice. The conclusion highlights the need to integrate legal education as a cross-curricular or mandatory subject within the school curriculum, emphasizing its formative role in developing a generation capable of upholding and protecting the rule of law.*

Keywords: *legal education; democratic citizenship; critical thinking; human rights; rule of law.*

How to cite: Corsei, A. (2025). Legal education - a need of young people in contemporary society. *Revista Românească pentru Educație Multidimensională, 17*(2), 874-889. https://doi.org/10.18662/rrem/17.2/1009

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Introduction

In a functioning democratic society, knowledge and respect for the law should not be the exclusive domain of legal professionals, but a fundamental competence for every citizen. Access to legal information, understanding how state institutions operate, and assuming civic responsibilities are essential conditions for active participation in community life.

However, in many education systems, legal education continues to be perceived as a peripheral field, often addressed superficially or incorporated only sporadically into extracurricular activities (Danileţ, 2021).

In Romania, as in other European countries, the debate surrounding the introduction of legal education **as an optional subject at the discretion of schools** has gained momentum in the context of increasingly acute social challenges: the rise in juvenile delinquency, the proliferation of anti-democratic discourse, the decline in trust in institutions, and the spread of disinformation.

Given these risks, the early development of a legal culture is no longer merely a preventive measure, but a strategic imperative essential for strengthening democracy (David, 2025).

This analysis is important both nationally and internationally in the context of a society that is increasingly advanced from a technological standpoint and marked by the relativization of moral values.

Recently introduced into the School-Decided Curriculum (SDD) — following the protocol signed between the Ministry of Justice and the Ministry of Education (Legal education is based on Protocol no. 7/95993/20.07.2017 from the Ministry of Justice and no. 9698/20.07.2017 from the Ministry of National Education) — its impact on reducing juvenile delinquency cannot yet be thoroughly assessed. However, what is relevant in this context is the fact that during the school year, one week is dedicated to legal education, during which students are informed by legal professionals about their obligations as responsible citizens and future adults, among other aspects (Danileţ, 2021).

Legal education has the potential to fundamentally transform the relationship between the individual and the state by fostering the internalization of the core values of a democratic society:

- the rule of law
- equality before the law
- individual and collective responsibility
- solidarity
- respect for the rights of others.

Through a pedagogical approach tailored to students' age and educational context, pupils can be introduced from an early stage to key concepts such as legal norms, constitutional rights, contracts, legal responsibility, and mechanisms of protection against abuse (Dornean Păunescu, 2020).

The purpose of this article is to argue for the systematic integration of legal education into the curriculum decided by pre-university educational institutions and to highlight its contributions across five major areas: fostering active citizenship, preventing antisocial behavior, developing critical thinking and argumentative skills, promoting fundamental values and human rights, and preparing young people for adult life in a state governed by the rule of law.

The analysis is supported by academic literature, international policy documents on education, and relevant examples from Romania and other member states of the Council of Europe.

To illustrate the concrete impact of legal education in schools, the following sections will analyze the main ways in which it contributes to the formation of active, responsible citizens who are firmly anchored in the values of democracy and social justice.

Education as a process of individual development within society

Education represents a fundamental social process essential for individual development and for the transmission of values, norms, and knowledge within a community. It is not merely an organized activity or the simple transmission of information, but a continuous and complex process of shaping human personality.

In a broad sense, education is not limited to formal instruction provided within school institutions; it encompasses the entirety of influences through which an individual develops the behaviors, attitudes, and competencies necessary for integration and participation in society (Bârzea, 1995). It fulfills a dual function: adapting the individual to existing social realities and enabling their transformation through the active and critical contribution of each educated person.

From a structural perspective, education is traditionally classified into three main forms:

- *formal education*, which takes place in officially recognized institutions and is regulated by educational programs and policies;

- *non-formal education*, which includes structured activities carried out outside the formal educational system (such as volunteer programs, civic engagement, thematic workshops, etc.);
- *informal education*, which results from the individual's daily interactions with family, media, peer groups, and the broader cultural and social environment (UNESCO, 2015).

These three forms of education act in a complementary and interdependent manner, contributing to the shaping of personal identity and to the consolidation of socially responsible behavior.

In the contemporary era - characterized by value pluralism, rapid social and technological change, and increasing complexity in human relationships - education has significantly expanded its traditional functions.

It is no longer merely a vehicle for transmitting knowledge, but has become an indispensable tool for developing critical thinking, cultivating empathy, stimulating analytical capacity, and strengthening both individual and collective responsibility.

Moreover, the current global context - marked by identity crises, ideological conflicts, and unequal access to information - requires a redefinition of educational goals in favor of outcomes focused on inclusion, equity, and democratic participation (Missira, 2019).

Within this framework, education for democratic citizenship acquires particular importance, becoming a transversal dimension of the educational process. It aims to foster a participatory attitude, the ability to understand and appreciate diversity, and a commitment to human rights and to the core values of the rule of law (Council of Europe, 2010).

By promoting civic awareness, a sense of justice, and a spirit of solidarity, education for democratic citizenship prepares young people not only for professional life but also for their role as active, informed, and responsible citizens in a pluralistic society.

In this broader context, legal education becomes an essential dimension of citizenship education, equipping students with the cognitive and attitudinal tools needed to understand the rules that govern social life, to claim their rights, and to participate consciously and effectively in democratic life (Danileţ, 2021).

It is not merely about studying law as text, but about internalizing a culture of legality, respect for rules, and respect for the dignity of others - a culture that concretely sustains the functioning of democracy.

The position of legal education in the contemporary educational system

Among the components of citizenship education, legal education stands out through its highly practical nature and its direct contribution to developing a culture of legality - an essential foundation of a sustainable democratic society.

Unlike other forms of civic education, which may sometimes remain within the realm of general values or democratic ideals, legal education has a clear operational dimension: it teaches students how the law functions in practice, how to recognize and claim a violated right, how to challenge an abuse of authority, and how to participate knowledgeably in the democratic life of the community.

This form of education involves familiarizing students - with accessible language and through interactive methods - with fundamental elements of law:

- types of legal norms
- the hierarchy of legal acts
- the institutions of the state and their functions
- constitutional rights and freedoms
- legal mechanisms available for the protection of the individual.

Beyond its informational role, legal education serves a crucial formative function, aiming to:

- cultivate students' moral and legal autonomy,
- develop their ability to critically assess real-life situations,
- and shape their capacity to make decisions aligned with principles of fairness and legality (Muraru & Tănăsescu, 2011; Alexandrescu, 2024; David, 2025).

This dimension is crucial in a context where adolescents are increasingly confronted with concrete legal situations - whether related to contractual relationships, consumer rights, online harassment, discrimination, or participation in public protests.

A lack of legal literacy increases their vulnerability to manipulation, abuse of power, or social exclusion. In contrast, a legally educated student is better equipped to defend themselves, to prevent conflicts, to negotiate constructively, and to use legal mechanisms in a responsible manner.

In a democratic society, where fundamental rights and freedoms are exercised within the framework of clear legal norms, legal education becomes a prerequisite for conscious and informed participation. It not only enhances

citizens' awareness, but also strengthens trust in institutions and consolidates the legitimacy of the rule of law.

John Dewey (1916), in a pedagogical vision still relevant today, emphasized that democracy should not be understood merely as a form of government, but as a way of life that must be learned and practiced continuously. In this sense, legal education is not simply a support mechanism for democratic participation, but one of its very conditions of possibility.

Moreover, by fostering critical thinking, rational dialogue, and an understanding of the principles of fairness and responsibility, legal education contributes to the formation of active citizenship. This goes beyond preparing individuals to be formally engaged citizens (as voters or taxpayers) and supports their genuine involvement in public life - by monitoring institutions, challenging injustices, and promoting constructive solutions within the civic space (Jiang et al., 2024; Peoples, 2025).

Therefore, legal education should not be viewed as an optional academic subject, but rather as an essential tool for strengthening democracy and enhancing society's resilience in the face of contemporary challenges such as extremism, disinformation, polarization, and the erosion of trust in state institutions.

Nevertheless, teaching this subject raises a number of challenges related to teacher training, human resources, and material support. First, when considering which professional categories can teach legal education, the most qualified are those who have completed a law degree (Danileţ, 2021). Second, training courses for teachers in the field of social sciences have so far been offered only sporadically, and most are neither accredited nor officially recognized by the Ministry of Education (David, 2025). Third, the specific language of legal education is often complex, particularly for teachers who do not have a background in law, making the legal concepts difficult to fully grasp (Dornean Păunescu, 2020).

When it comes to legal professionals who might contribute to teaching this subject, it is important to highlight a recurring concern: the availability of time they can dedicate to educational efforts, especially at the pre-university level. Given the time-intensive nature of their profession - marked by court deadlines and demanding workloads - lawyers and other legal practitioners often lack the necessary flexibility to be consistently involved in classroom instruction (Danileţ, 2021).

Forming responsible citizens aware of their rights and duties

One of the key objectives of legal education is the development of a solid civic culture starting from the school years.

This involves not only the transmission of abstract notions about the legal system, but also the cultivation of an attitude of respect for democratic values and active engagement in social life.

Students who understand how the Constitution works, what roles the state institutions play, how laws are passed, and how public decisions can be influenced are more likely to become adults who are prepared to participate responsibly in their communities (Council of Europe, 2010; UNESCO, 2015; David, 2025).

Moreover, legal education plays a formative role in helping individuals understand their own rights and obligations.

This aspect is essential in a rule-of-law-based state, where the citizen is not merely a passive recipient of public policies, but an active partner in democratic governance.

The conscious understanding and exercise of rights - such as freedom of expression, the right to vote, access to justice, or the protection of personal data - cannot be effective without a clear grasp of the legal norms that guarantee them (Osler & Starkey, 2006; Ghica, 2006).

Likewise, learning about individual responsibilities, such as respecting laws, paying taxes, or protecting the environment, contributes to the creation of a balanced society founded on solidarity and cooperation.

Legal education provides students with the tools necessary to critically analyze social realities and to act in an informed manner - whether it involves expressing a civic opinion, participating in a petition, or defending their own interests in the face of abuse. This type of education has long-term effects, contributing to the reduction of social passivity, the strengthening of trust in the state, and the prevention of extremism, corruption, and other phenomena that undermine democracy (European Commission, 2017; Alexandrescu, 2024).

Therefore, integrating legal education into the school system should not be regarded as a luxury or as a marginal subject, but rather as an essential component of personality development and social responsibility. In a constantly evolving society - where legal and ethical challenges are becoming increasingly complex - investing in the legal education of young people means investing in the stability, sustainability, and democratic health of the entire social system (Miclea, 2003).

Preventing antisocial behavior and strengthening respect for the law

One of the most valuable functions of legal education in schools is the prevention of antisocial behavior and the cultivation of respect for the law. When introduced from the early years of schooling, this type of education does not aim solely to transmit basic legal knowledge, but rather to shape a set of values and attitudes that support democratic coexistence.

Students who understand the principles of legal responsibility and the consequences of breaking the law are less likely to engage in deviant behavior - an effect confirmed by various international educational studies (Council of Europe, 2010; UNESCO, 2015).

At the level of the Ministry of Education, concerns have been raised regarding the overcrowding of the school curriculum. However, this subject can be introduced by teachers as an optional course through the School-Based Curriculum (SDD), both at the lower secondary and upper secondary levels (Danileț, 2021).

This preventive function is particularly important in the context of juvenile delinquency, a phenomenon that remains a major concern for both educational institutions and justice systems.

Many offenses committed by minors - such as theft, vandalism, aggression, or online harassment - occur not only due to social vulnerability or lack of parental supervision, but also due to a fundamental misunderstanding of the legal and moral consequences of such actions.

Legal education addresses this gap by explaining, in an age-appropriate manner, what constitutes a violation of the law, how legal accountability applies to minors, and what rights and obligations young people have in relation to others and to public institutions.

By discussing real-life scenarios, facilitating mock trials, and encouraging debates around ethical dilemmas, legal education allows students to explore the consequences of actions that may lead to criminal behavior and helps them internalize the importance of legality, justice, and civic duty. It also fosters empathy for victims and discourages attitudes that trivialize violence or conflict.

Furthermore, legal education helps to break the cycle of marginalization that often precedes or follows delinquent behavior. Students from disadvantaged backgrounds - those most at risk of entering the juvenile justice system - are empowered through legal literacy to understand their rights, seek help when facing abuse or exploitation, and access support services. In this way, legal education functions not only as a preventive strategy but also as a means of social inclusion.

Ultimately, combating juvenile delinquency requires a multifaceted approach in which schools play a central role. Integrating legal education into the curriculum equips young people with the knowledge, critical awareness, and ethical framework needed to make responsible decisions and avoid risky or unlawful behaviors.

By investing in legal education, societies invest in the long-term reduction of youth crime and in the creation of safer, more just communities.

Law, as a system of rules governing relationships among individuals and between individuals and the state, becomes a point of behavioral orientation.

John Dewey (1916), one of the founding figures of modern pedagogy, argued that education must contribute to the building of a community in which cooperation and responsibility are learned through experience.

This is precisely what legal education does: it transforms legal values - such as respect for rules, the dignity of others, and accountability - from abstract concepts into internalized practices, developed through reflection, dialogue, and active learning.

In addition, by providing students with knowledge about the legal system and about their rights and responsibilities, the school contributes to reducing the prevalence of stereotypes surrounding justice and to promoting trust in the institutions of the rule of law (Muraru & Tănăsescu, 2011).

When young people engage in educational activities that simulate legal procedures - such as debates or mock trials - they develop empathy toward others and learn to distinguish between personal opinions, conflicting interests, and legal norms. This understanding has a direct influence on their moral decision-making and social behavior (Bârzea, 1995).

In today's society, marked by increasing polarization, social tensions, and the deterioration of public discourse, the need for clear and accessible legal education is more pressing than ever.

UNESCO (2015) emphasizes the role of global citizenship education in preventing extremism, intolerance, and social exclusion.

In a similar vein, Missira (2019) argues that legal education should no longer be seen merely as a subset of civic education, but rather as an autonomous field of study with specific formative goals related to the consolidation of democratic citizenship.

Romanian educational experiences support this perspective. Alexandrescu (2024) shows that the implementation of legal education projects in schools has significantly reduced incidents of bullying and has contributed to the development of a healthier relationship between students and institutional authority.

At the same time, Şoitu (2007) highlights that for legal education to be effective, it must be contextualized and tailored to the specific needs of each school community, avoiding rigid or overly formal approaches that fail to resonate with students' lived realities.

Legal education, therefore, not only improves legal literacy and civic responsibility, but also fosters social cohesion and democratic resilience.

When students understand both the content and the purpose of legal norms, they are more inclined to respect others, seek peaceful resolution of conflicts, and engage in society as responsible and informed citizens.

Developing critical thinking and argumentation skills

An important issue in our society concerns the legislative gap regarding the use of media platforms. Although the internet and social networks have become the main sources of information and communication for young people, national legislation often fails to keep up with the new legal challenges posed by the digital environment.

The lack of clear and enforceable regulations regarding online responsibility, personal data protection, cyberbullying, or the limits of freedom of expression creates a climate of legal uncertainty and impunity.

Young people are often exposed to major risks such as informational manipulation, fake news, hate speech, or deviant behaviors that may have legal consequences, without being aware of the legal implications of their actions (Danileţ, 2021; David, 2025).

In this context, legal education plays a crucial role not only in shaping a general legal culture but also in developing a responsible digital citizenship.

Directly connected to this challenge, one of the essential yet often underestimated benefits of legal education in schools lies in cultivating critical thinking and the ability to argue coherently and well-founded. Unlike passive learning based on memorization, legal education involves analysis, interpretation, and reflection.

Students are encouraged to examine real or hypothetical situations, identify moral and legal dilemmas, distinguish between opinions and facts, detect biases or contradictions, and propose well-justified solutions. This process fosters not only cognitive skills but also a responsible attitude toward truth, justice, and rational communication (Dewey, 1916; UNESCO, 2015).

John Dewey (1916), in *Democracy and Education*, emphasized that authentic education involves engaging the student in an active problem-solving process, in which knowledge is not simply transferred, but constructed. Similarly, legal education entails learning through debate,

simulation, and deliberation, and these methods contribute to the development of an analytical and open mind.

Students who participate in debates on conflicts of rights, ethical dilemmas, or the balance between freedom and responsibility come to understand the complexity of social decisions and learn to argue in a nuanced and balanced manner (Missira, 2019; Bârzea, 1995).

Moreover, the critical thinking fostered through legal education has cross-disciplinary value. It is not only useful for understanding the legal system, but it also applies to other areas of life: evaluating public information, making personal and professional decisions, engaging in civic dialogue, and protecting one's intellectual autonomy.

The ability to assess a source, identify the intent behind a discourse, or defend a position logically are key competencies in today's world - one dominated by information overload and ideological polarization (UNESCO, 2015; Alexandrescu, 2024).

In addition, legal education contributes to the development of clear and structured expression. Through legal writing exercises, interpretation of normative texts, and oral presentations, students learn to formulate coherent arguments, use appropriate language, and adhere to the rules of rational discourse.

This type of legal and discursive literacy has a significant impact on shaping citizens who are capable of participating actively and knowledgeably in democratic life (Council of Europe, 2010; Muraru & Tănăsescu, 2011).

In a democratic society where public decisions must be debated, analyzed, and collectively assumed, the ability to think critically and argue logically is more than just an intellectual skill - it is a form of civic responsibility.

When integrated coherently into the curriculum and supported by interactive methods, legal education becomes an investment in the development of a generation capable of understanding and defending the fundamental values of the rule of law.

Promoting equality, justice, and human rights

Legal education plays a vital role in promoting and understanding the fundamental values of a democratic society, among which equality, justice, and respect for human rights are central.

Students who acquire knowledge about the rights guaranteed by the Constitution, the European Convention on Human Rights, or the principles of the rule of law learn not only how to defend their own rights, but also how

to respect the rights of others (Council of Europe, 2010; Muraru & Tănăsescu, 2011).

Through legal education, children and adolescents can understand the difference between equal and equitable treatment, learning that equality before the law does not mean uniformity, but rather the non-discriminatory application of norms in accordance with each individual's needs and dignity.

As a result, students begin to recognize and reject discriminatory attitudes based on gender, ethnicity, religion, disability, or socio-economic status (UNESCO, 2015). In this way, legal education actively contributes to reducing prejudice and stereotypes, while fostering empathy and social responsibility.

Moreover, understanding legal concepts related to minority rights, victim protection, or freedom of expression helps students develop an attitude that favors pluralism and intercultural dialogue.

Missira (2019) emphasizes that education for democratic citizenship cannot function effectively without systematic education on social justice and human rights. Students must understand that these values are not merely abstract ideals, but practical foundations for peaceful coexistence and inclusive societies.

In an increasingly tense global climate - where hate speech and political polarization are gaining ground - legal education becomes a crucial tool for shaping critical and balanced thinking.

Alexandrescu (2024) argues that promoting legal education in schools is not merely a formative endeavor, but an act of safeguarding democracy against intolerance, authoritarianism, and exclusion.

Similarly, Şoitu (2007) highlights that education about law and rights is key to developing a society in which cohesion is built not on conformity, but on mutual respect.

Last but not least, legal education empowers students to recognize subtle forms of injustice and to act as agents of change by promoting fairness and solidarity.

A generation that understands the values of human rights is less susceptible to radicalism and better prepared to participate constructively in community life. In this sense, the school is no longer just a space for transmitting knowledge - it becomes a laboratory for democracy and social justice (Dewey, 1916; Bârzea, 1995).

Preparing for adult life and active participation in democracy

Legal education goes beyond the theoretical understanding of law; it fulfills an essential practical function by preparing young people for the responsibilities of adult life. In a complex society governed by legal norms that influence every aspect of daily existence - from employment relationships and commercial contracts to personal data protection and electoral participation - the absence of legal literacy can lead to vulnerability, marginalization, or civic passivity (UNESCO, 2015; Alexandrescu, 2024).

Through legal education, students acquire concrete tools that allow them to understand how a right is exercised, how a contract is drafted or signed, what informed consent entails in interactions with institutions, and what procedures must be followed to file a complaint.

These competencies increase personal autonomy and the ability to make informed decisions - qualities that are essential in a democratic context (Council of Europe, 2010; Muraru & Tănăsescu, 2011).

Furthermore, legally educated youth are more inclined to engage in public life, understand the importance of voting, and recognize the real-world impact of public policies.

Thus, legal education becomes a catalyst for civic engagement, encouraging a shift from a culture of passivity to one of active participation - where the citizen does not merely comply with the law, but contributes to its strengthening through awareness, vigilance, and collective action (Dewey, 1916; Missira, 2019).

Democratic participation involves more than simply showing up to vote: it entails the ability to engage in rational discussions about public issues, to understand the consequences of political decisions, to critically evaluate electoral discourse, and to take part in alternative forms of civic expression - from petitions and peaceful protests to involvement in non-governmental organizations or community initiatives.

Legal education provides the foundation for all these actions, teaching young people that democracy is not a given, but a process that must be sustained daily through active engagement (UNESCO, 2015; Bârzea, 1995).

In addition, in a digitalized world, legal education contributes to the development of informed digital citizenship, preparing students to navigate the online space while understanding the rules that protect privacy, intellectual property, and freedom of expression.

This knowledge helps prevent exposure to risks such as fraud, manipulation, or hate speech, and encourages responsible behavior in virtual environments (Council of Europe, 2010; Şoitu, 2007).

In conclusion, providing students with legal education is an investment in a nation's democratic capital. A healthy society cannot function

without informed citizens, aware of their rights and responsibilities, capable of actively participating in community life and contributing to the strengthening of democratic values. Legal education should therefore be regarded not merely as an educational initiative, but as a structural component in shaping the modern citizen.

Improving access to justice and reducing social inequalities

Legal education serves a deeply equalizing function in society by providing all children and adolescents - regardless of their economic status, background, or family's cultural capital - with access to essential legal knowledge needed to protect their fundamental rights.

In the absence of such knowledge, young people from disadvantaged backgrounds are particularly vulnerable to abuse, marginalization, or manipulation, lacking both the ability and the confidence to seek assistance through the institutional mechanisms available to them (UNESCO, 2015; Council of Europe, 2010).

In a society marked by systemic inequalities, early legal literacy can act as a form of preventive justice, helping reduce disparities in access to legal resources and contributing to the fight against social exclusion.

For instance, a student who understands what an employment contract entails, what rights they have in relation to authorities, or how to file a legal complaint is better equipped to navigate the complexities of social relationships and avoid situations of exploitation or discrimination (Muraru & Tănăsescu, 2011; Şoitu, 2007).

More than the simple transmission of legal norms, legal education promotes autonomy and legal empowerment, by developing skills such as identifying abuse, seeking redress through competent institutions, understanding legal protection mechanisms, or drafting administrative petitions. This type of education is especially crucial for vulnerable groups - children from disadvantaged families, rural areas, or marginalized communities - for whom direct access to legal counseling is limited.

Moreover, reducing barriers to justice through education contributes to strengthening trust in state institutions. Young people who understand that the law is a tool for protection rather than a means of repressive control are more likely to turn to it and to uphold the principles of the rule of law.

As Alexandrescu (2024) notes, students who participate in legal education programs are more likely to express their opinions, submit requests and complaints in an informed manner, and engage in community projects aimed at social justice and inclusion.

Last but not least, equitable access to legal education contributes to social cohesion, as it helps prevent the fragmentation of society into informed and protected groups on one hand, and vulnerable, exposed groups on the other. By ensuring a common minimum of legal culture, the school becomes a space for genuine democratization, where rights and responsibilities are understood and shared by all.

Conclusions

In an increasingly complex social and educational context, legal education emerges as a strategic necessity for building a democratic, equitable, and resilient society. The analysis presented here highlights that legal education should not be treated as a secondary subject or as a field reserved exclusively for legal professionals, but rather as an essential component of civic education for the younger generations. By fostering a culture of legality and familiarizing students with their rights and responsibilities as citizens, legal education directly contributes to strengthening democracy and protecting the fundamental values of the rule of law.

Given the current stage of implementation, a future research direction aims to conduct a sociological survey to assess the impact of legal education on students. Furthermore, although a proposed textbook currently exists for this discipline, teachers who deliver legal education courses can develop their own teaching materials based on the specific needs and characteristics of the educational institutions where they teach.

The five key areas examined - the formation of responsible citizens, the prevention of antisocial behavior, the development of critical thinking, the promotion of justice and human rights, and the preparation for adult life and democratic participation - demonstrate that the benefits of legal education are both diverse and interdependent. Furthermore, its equalizing role has been emphasized, as legal education promotes fair access to justice and helps reduce social inequalities.

In this regard, integrating legal education into the national curriculum - either as a standalone subject or as part of broader democratic citizenship education - should become a priority in public education policy. Effective implementation requires not only content reform, but also teacher training, the development of age-appropriate educational resources, and collaboration with institutions in the legal and civic sectors.

In conclusion, legal education is not merely a means of instruction; it is a tool for empowerment, protection, and democratic participation. It helps form a generation of aware citizens - capable of claiming their rights,

respecting the law, and actively contributing to the construction of a democratic, inclusive, and sustainable society.

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