

# Exploring Women's Knowledge and Legal Reality: An Examination of the Advancement of Legal Education

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**Abstract:** *The feminist movement emerged as a response to the perceived inefficiency of existing legislation pertaining to women's rights, resulting in the development of feminist theories that have not been included into legal education. Given the historical conflict between the demands for professional training and the academic education of scholars, it is imperative that legal education prioritizes the acquisition of technical knowledge in the field of law. Consequently, the primary emphasis of legal education should be on the instruction of legal doctrine. The aim of this study is to propose the incorporation of feminist legal theories into legal education in order to enhance the frontier of legal education in our institutions. This will enable Law students to make well-informed decisions regarding the nature of Law. The employed methodology involves the utilization of a secondary source for data collection. The results indicate that feminist concepts are not sufficiently incorporated into legal education due to the absence of a systematic approach to teaching these concepts to law students. Additionally, law courses lack a comprehensive selection of feminist literature, with minimal or no emphasis on elucidating the importance of feminist critiques within the framework of other legal literature. Consequently, the study asserts that incorporating these theories into the curriculum of law students will empower them to assume accountability for their own perspectives on the essence of law. Additionally, a structured involvement with feminist criticisms in legal education can empower law students to critically examine the fundamental principles of prevailing knowledge.*

**Keywords:** Feminism, cognition, legal instruction, legal actuality, women