

In this paper I argue in favor of a particular conception of *democratic autonomy* as educational end. This end consists of realizing the capacities for both personal and public autonomy. Thus educational public policies should be designed in ways so that individuals learn to reason critically about ends both individually and collectively. In order to defend my particular conception of democratic autonomy as educational end, I critically engage with the dominant philosophical justifications for personal autonomy education, on the one hand, and for public autonomy education, on the other. First, I criticize the *liberal egalitarian distributive justice-based justifications for personal autonomy education*. These justifications rely on the idea that personal autonomy is of intrinsic or instrumental importance for leading a flourishing life. I argue that in a world that is characterized by the fact of a reasonable pluralism of conceptions of the good life, these distributive justice-based justifications can be reasonably rejected. Second, I criticize the *civic justifications for public autonomy education*. These justifications claim that public autonomy education is necessary for realizing the normative principles that are immanent to the existing domestic democratic arrangements. I reject these civic justifications on two grounds. For one, they claim validity solely in contexts that are already democratic. What is more, they focus narrowly on democratic arrangements within the nation-state. Due to these limitations of the existing justifications for personal and public autonomy education, I provide an alternative justification of democratic autonomy as educational end. More specifically, I articulate a deontological justification that relies on the freestanding normative idea that all moral persons have a moral right not to be arbitrarily interfered with in their lives. I then go on to explain as to why the realization of this moral right requires the capacities for both personal and public autonomy. On that basis I conclude that democratic autonomy must be recognized as the end of educational public policies.