Front. Law China 2025, 20 (2): 209–238
DOI 10.3868/s050-020-025-0010-7

RESEARCH ARTICLE

Optimizing China's Training System of Legal Professionals for Foreign-Related Affairs in the New Era*

SHI Youqi[a], HAN Yonghong[a]

Abstract

Legal professionals for foreign-related affairs (LPFFRA) constitute the foundation of China's development of the rule of law in foreign-related affairs. By reviewing the evolution of China's LPFFRA training since reform and opening up, and examining, from the supply-side and demand-side perspectives, both the practice of such training and the employment of Chinese legal professionals in international organizations, this article helps reveal gaps in the existing LPFFRA training system. With a view to optimizing the system, reforms must prioritize comprehensive competency development, promote interdisciplinary "law +" programs, standardize training mechanisms, and align supply with dynamic demand. Key recommendations include centering cross-cultural communication capacity to construct a competency-based framework, fostering interdisciplinary integration to reshape legal education, establishing national standards to ensure standardization and quality, and expanding market demand and enhancing supply-demand coordination. These pathways aim to improve the training system for China's LPFFRA.

Keywords legal professionals for foreign-related affairs (LPFFRA); training system; international organizations; cross-cultural communication capacity; national standards

Legal professionals for foreign-related affairs (LPFFRA) constitute the foundation of China's development of the rule of law in foreign-related affairs, serving as an important force in safeguarding national and public interests, advancing international rule of law, and contributing to the building of a community with a shared future for mankind in the new era. President XI Jinping delivered an important speech at the tenth group study session of the Political Bureau of the Communist Party of China (CPC) Central Committee held on November 27, 2023, emphasizing the need to train a group of legal professionals for foreign-related affairs with firm political stances, excellent professional qualities, a deep understanding of international rules, and proficiency in foreign legal practices.[1] The Resolution of the Central Committee of the Communist Party of China on Further Deepening Reform Comprehensively to Advance Chinese Modernization passed at the Third Plenary Session of the 20th Central Committee of the CPC (hereinafter referred to as the Resolution of

[1] 习近平在中共中央政治局第十次集体学习时强调　加强涉外法制建设　营造有利法治条件和外部环境 (During the Tenth Group Study Session of the Political Bureau of the Communist Party of China Central Committee, XI Jinping Emphasized Strengthening the Development of the Foreign-Related Legal System and Creating Favorable Legal Conditions and External Environment), 人民日报 (*People's Daily*), Nov. 29, 2023.

* This paper is translated from 中外法学 (*Peking University Law Journal*), 2024, (6), 1427–1448.

[a] School of Law, Guangdong University of Foreign Studies, Guangzhou 510420, China

the Third Plenary Session of the 20th CPC Central Committee) proposes that it is necessary to strengthen the rule of law in foreign-related affairs, establish mechanisms for taking a holistic approach to promoting legislation, law enforcement, administration of justice, observance of the law, legal services, and the training of LPFFRA. Strengthening the training of LPFFRA has become a strategic need of China in the new era.

In the new stage of development, in order to guarantee the sustainability and high quality of the training of LPFFRA, we need to summarize the past experience, analyze the current shortcomings, and explore the path for future advance. In this regard, the existing relevant studies have provided reference and inspiration for this article. However, most of the relevant studies are based on the exploratory practice of certain universities, primarily focusing on measures proposed from the supply-side perspective to improve the LPFFRA training system, including curriculum design, textbook construction, faculty training, international cooperation, and exchanges.[2] There is a lack of investigation based on the demand side, a lack of evidence from data analysis and empirical research. Therefore, the relevant recommendations inevitably suffer from poor targeting and weak foundations. Meanwhile, on the demand side of LPFFRA, international organizations are important employment destinations for LPFFRA, and professionals employed by international organizations constitute an integral part of LPFFRA.[3] President XI Jinping pointed out that China should intensify its efforts in foreign-related legal education, focusing on training professionals in foreign-related law enforcement, administration of justice and legal services, and training and recommending legal professionals for international organizations.[4] As the main platforms for nations to participate in global governance and conduct multilateral diplomacy, international organizations play an important role in formulating international rules, coordinating international affairs, allocating international resources and enhancing the discourse power of the nation in the international system. In recent years, China has also attached great importance to the training and channeling of professionals for international organizations. Therefore, based on a review and examination of the history of China's LPFFRA training, this article will examine, from the perspectives of supply side and demand side, China's practice in LPFFRA training and the employment of Chinese legal professionals in international organizations, summarize the optimization needs of China's training system of LPFFRA, and further consider refining the optimization path of China's training system of LPFFRA, so as to put forward some recommendations

[2] See DU Huanfang, 涉外法治专业人才培养的顶层设计及实现路径 (Top-Level Design and Implementation Pathways for the Training of Professionals for Foreign-Related Rule of Law), 6 中国大学教学 (*China University Teaching*), 22–30 (2020); DU Huanfang, 全面把握涉外法治人才培养的定位、要素和维度 (Comprehensively Grasping the Positioning, Elements and Dimensions of the Training of Professionals for Foreign-Related Rule of Law), 法治日报 (*Legal Daily*), May 24, 2023; GUO Li, 探索完善高校涉外法治人才培养路径 (Exploring and Improving the Pathways for Training Professionals for Foreign-Related Rule of Law in Universities), 光明日报 (*Guangming Daily*), Nov. 28, 2023.

[3] In this article, the term "LPFFRA" is defined as encompassing all professional and technical personnel engaged in legal work involving transnational elements, including those engaged in foreign-related or international legal affairs in legal service institutions, enterprises, the judiciary, government departments and international organizations, as well as those engaged in the teaching and scientific research of international law, comparative law, foreign law and foreign legal languages in higher education institutions and research institutes.

[4] XI Jinping, 坚定不移走中国特色社会主义法治道路　为全面建设社会主义现代化国家提供有力法治保障 (Being Fully Committed to Promoting Socialist Rule of Law with Chinese Characteristics in Order to Provide Strong Rule-of-Law Guarantee for Building a Modern Socialist Country in All Aspects), 5 求是 (*Qiushi*), 4–15 (2021).

for the LPFFRA training in the new era and high-quality development of China's legal education.

I Historical Development of China's LPFFRA Training

Over the past more than 40 years since its reform and opening up, China has been exploring the training of LPFFRA. Considering China's development of the rule of law in foreign-related affairs, the practice of training LPFFRA in China can be tentatively divided into four stages: 1978–1999, 2000–2011, 2012–2018, and 2019–present.

The first stage (1978–1999) was driven by the practical needs arising from China's opening up and international economic exchanges. In 1978, Comrade DENG Xiaoping, in his important speech entitled "Emancipate the Mind, Seek Truth from Facts, and Unite as One in Looking to the Future," explicitly stated that "the study of international law must be strengthened."[5] In 1979, WANG Tieya and WEI Min co-authored an article in the *People's Daily* calling for China to emphasize the teaching and research of international law in the new era.[6] The Law Department of Peking University established the first undergraduate program in international law in China's universities and took the lead in enrolling graduate students in this field. Since then, some higher education institutions (HEIs) have begun to establish departments of international law, departments of international economic law or institutes of international law one after another, in order to train international law personnel and conduct research on international law. For example, the Institute of International Law was established at Wuhan University in 1980, the Institute of International Law at Peking University in 1983, the Department of International Economic Law at the University of International Business and Economics in 1984, and the Department of International Law at the East China University of Political Science and Law in 1985. In 1982, the State Education Commission of the PRC officially listed international economic law as a secondary discipline of law, thereby placing public international law, private international law and international economic law on equal academic footing.

Concurrently, China rapidly developed its foreign-related laws and regulations. Along the main line of developing the legal system for the promotion of foreign investment, China enacted foreign-related laws covering foreign exchange, taxation, customs, economic contracts, intellectual property rights, management of foreigners and other areas, initially establishing the framework for the system of rule of law in foreign-related affairs. Meanwhile, efforts were made to promote the interaction between domestic law and international law. For example, the Standing Committee of the National People's Congress (SCNPC) adopted the Regulations of the People's Republic of China Concerning Diplomatic Privileges and Immunities (1986) and the Regulations of the People's Republic of China Concerning Consular Privileges and Immunities (1990) for the purpose of implementing the Vienna Convention on Diplomatic Relations, and the Law of the People's Republic of China on the Procedure of the Conclusion of Treaties (1990) for the purpose of regulating the procedures

[5] 邓小平文选 (第2卷) (*Selected Works of Deng Xiaoping*), Vol. 2, 人民出版社 (People's Publishing House), at 147 (1994).

[6] See WANG Tieya & WEI Min, 国际法的研究必须加强 (The Study of International Law Must Be Strengthened), 人民日报 (*People's Daily*), Mar. 30, 1979.

for the negotiation, execution and ratification of treaties and other documents of a treaty nature. In addition, the SCNPC adopted the Decision Regarding Exercising Criminal Jurisdiction over the Crimes Prescribed in the International Treaties to which the People's Republic of China Is a Party or Has Acceded (1987); and Part Four (Special Provisions on Foreign-Related Civil Procedures) of the Civil Procedure Law of the People's Republic of China (1991) provided relatively systematic provisions on jurisdiction, service of process, property preservation, arbitration and judicial assistance in foreign-related cases.

At this stage, the training of LPFFRA in China mainly focused on the training of international law graduates. The establishment of the national policy of reform and opening up and the rapid establishment of the system of rule of law in foreign-related affairs provided a broad stage for these graduates. A considerable number of them were active in foreign affairs departments, teaching and research institutions, law firms, multinational corporations and international organizations.

The second stage (2000–2011) was driven by China's accession to the World Trade Organization (WTO). Driven by the fulfillment of its WTO commitments, China embarked on the process of upgrading its system of rule of law in foreign-related affairs. In line with the basic principles and obligations established by the WTO agreements, China has upgraded its laws and regulations in the areas of investment, trade and intellectual property rights by enacting, amending and repealing them, so as to create a good institutional environment for fair competition among various market actors. A number of specialized foreign-related legislation were also enacted during this stage, such as the Law of the People's Republic of China on the Application of Laws to Foreign-Related Civil Relations (2010) and the Law of the People's Republic of China on Diplomatic Personnel Stationed Abroad (2009). With regard to the WTO dispute settlement mechanism, China has also gradually transformed itself from a learner to a participant and user. Externally, this stage of development of the rule of law in foreign-related affairs has formally integrated China into the global economic system and the multilateral trading system. Internally, it promoted the upgrading of reform and opening up and provided a strong demand and a favorable environment for the training of LPFFRA.

At this stage, more HEIs began to explore the training of LPFFRA. Various experimental or pilot programs were launched, and Sino-foreign cooperative education programs were expanded. For example, Tsinghua University cooperated with Temple University on a Master of Laws degree program in 2003, and a Master of Chinese Law program, instructed entirely in English, in 2005.

The beginning of the third stage (2012–2018) was marked by the implementation of the Outstanding Legal Personnel Education Scheme led by the Ministry of Education and the Committee of Political and Legal Affairs of the CPC Central Committee.[7] The program was intended to train a group of foreign-related interdisciplinary legal professionals with an international vision, proficiency in international rules, and the ability to participate in international legal affairs and safeguard the national interests of China. Subsequently, 22

[7] See 教育部中央政法委员会关于实施卓越法律人才教育培养计划的若干意见 (教高〔2011〕10号) (*Several Opinions of the Ministry of Education and the Committee of Political and Legal Affairs of the CPC Central Committee on the Implementation of the Outstanding Legal Personnel Education Scheme (J. G. [2011] No. 10)*), available at the website of Ministry of Education of the People's Republic of China.

HEIs were selected as "Education and Training Bases for LPFFRA" and more were selected as provincial training bases for outstanding legal personnel.

At the level of the rule of law in foreign-related affairs, this stage, marked by the issuance of the Notice of the State Council on Issuing the Framework Plan for China (Shanghai) Pilot Free Trade Zone in 2013, witnessed China's launch of the construction of pilot free trade zones (ports). From 2013 to 2018, the State Council approved the establishment of 12 pilot free trade zones, including Shanghai. The Notice by the State Council of Issuing the Framework Plan for China (Hainan) Pilot Free Trade Zone issued in 2018, officially opened the prelude to the construction of the Hainan Pilot Free Trade Zone at the institutional level. To optimize the business environment and align domestic laws with international treaties, China also amended and improved its foreign-related laws in other economic fields. For instance, the Enterprise Income Tax Law of the People's Republic of China was amended in 2017 and 2018, and foreign-related laws such as the Customs Law of the People's Republic of China and the Foreign Trade Law of the People's Republic of China were also amended.

During this stage, the training of LPFFRA continued to advance in China. HEIs have begun to consider how to leverage their regional advantages, education foundations and disciplinary advantages to pursue differentiated and specialized training of LPFFRA. Some of them have begun to explore regionally distinctive training models, by developing programs tailored to their regional or disciplinary advantages to train LPFFRA, such as programs focusing on the training of LPFFRA for Southeast Asian countries.

The beginning of the fourth stage (2019–present) was marked by President XI Jinping's speech at the second plenary session of the Commission for Law-based Governance of the CPC Central Committee on February 25, 2019, in which he pointed out that "it is necessary to strengthen the training of LPFFRA, actively develop foreign-related legal services, help enterprises with a strengthened awareness of compliance, and safeguard and serve high-standard opening up."[8] In March 2021, President XI Jinping pointed out in his article Being Fully Committed to Promoting Socialist Rule of Law with Chinese Characteristics in Order to Provide Strong Rule-of-Law Guarantee for Building a Modern Socialist Country in All Aspects that greater efforts must be made in foreign-related legal education, with a focus on training professionals for foreign-related law enforcement, administration of justice, legal services, and on the training and recommendation of legal professionals for international organizations, in order to better serve China's overall foreign affairs strategy. This signifies the acceleration of the training of LPFFRA in China.[9]

During this stage, China enacted the Foreign Investment Law of the People's Republic of China (2019), the Export Control Law of the People's Republic of China (2020), the Biosecurity Law of the People's Republic of China (2020), the Data Security Law of the People's Republic of China (2021), the Anti-organized Crime Law of the People's Republic of China (2021), the Anti-foreign Sanctions Law of the People's Republic of China (2021),

[8] 习近平主持召开中央全面依法治国委员会第二次会议强调　完善法治建设规划提高立法工作质量效率　为推进改革发展稳定工作营造良好法治环境 (XI Jinping Presided over the Second Meeting of the Commission for Law-Based Governance of the CPC Central Committee, Stressing that Improving the Rule-of-Law Planning and Improving the Quality and Efficiency of Legislative Work Will Create a Sound Legal Environment for Promoting Reform, Development, and Stability), 人民日报 (*People's Daily*), Feb. 26, 2019.

[9] See XI, fn. 4.

the Law on Foreign Relations of the People's Republic of China (2023), the Law of the People's Republic of China on Foreign State Immunity (2023) and other relevant laws, expanding the breadth and depth of its foreign-related legislation significantly. The Ministry of Commerce has also formulated regulations such as the Provisions on the Unreliable Entity List (2020) and the Rules on Counteracting Unjustified Extra-territorial Application of Foreign Legislation and Other Measures (2021) to counteract those acts and measures of foreign entities that jeopardize China's national sovereignty, security and development interests, or that seriously undermine the lawful rights and interests of China's enterprises, other organizations or individuals, in the course of their activities in international trade and economic cooperation. To promote compliance with and implementation of international law, the SCNPC, by drawing on and adapting the relevant provisions of the Montreal Convention (1999) concerning the "carrier's liability," amended the Civil Aviation Law of the People's Republic of China in 2021. On October 16, 2022, the State Council promulgated the Measures for the Administration of Conclusion of Treaties, which, on the basis of the Law of the People's Republic of China on the Procedure of the Conclusion of Treaties (1990), detailed the functions, authority, procedures and responsibilities of the State Council and its relevant departments with regard to participation in the conclusion of treaties. According to statistics, as of September 2024, 54 of the 303 laws currently in force in China are specialized foreign-related laws, and 152 contain foreign-related provisions.

At this stage, policy support at the central and local levels for the training of LPFFRA has been strengthened, and the institutional environment for such training has been improved. Governmental departments at the central and local levels have taken a variety of measures to promote the training of LPFFRA. In 2021, the Ministry of Education and the Ministry of Justice launched the graduate training program for the Juris Master (Foreign-Related Lawyers), and selected 15 HEIs to implement the program; in 2022, the two ministries launched the graduate training program for the Juris Master (International Arbitration), and selected 20 HEIs to implement the program; in 2023, the General Office of the Ministry of Education and the Secretariat of the Office of the Commission for Overall Law-Based Governance of the CPC Central Committee jointly issued the Notice on the List of Pilot Innovation Bases (Incubation) for the Collaborative Training of LPFFRA, and 51 HEIs were selected. The Ministry of Justice is accelerating the construction of a national base for the research of the rule of law in foreign-related affairs, actively promoting the internationalization of legal services such as law firms and arbitration institutions, and accelerating the incubation of a number of world-class arbitration institutions and law firms.[10] The Regulation of the Shanghai Municipality on Promoting the Initiative for an International Commercial Arbitration Center (2023) adopted by the Standing Committee of Shanghai Municipal People's Congress proposes to accelerate the establishment of a globally oriented Asia-Pacific Arbitration Center with an internationalized arbitration system, concentrated arbitration resources, and comprehensive service functions. The Department of Justice of Guangdong Province has advanced the pilot project for Hong Kong and Macao lawyers

[10] See ZHAO Jie, 我国涉外法治体系和能力建设取得积极进展 (China Has Made a Positive Progress in Developing Its System and Capacity of Rule of Law in Foreign-Related Affairs), 法治日报 (*Legal Daily*), Jan. 17, 2024.

to practice in the mainland areas of the Greater Bay Area, and supported lawyers from Guangdong, Hong Kong and Macao to actively handle negotiation-related legal affairs. The Office of the Commission for Law-Based Governance under the CPC Guangdong Provincial Committee convened a conference on the rule of law in foreign-related affairs, and organized the Pool of Foreign-related Legal Talent of Guangdong Province, and the Pool of Young Foreign-related Legal Talent, and so on.

II Reflections on China's Practice in Training LPFFRA

After more than 40 years of exploration and practice, China has made certain achievements in the training of LPFFRA. However, further optimization is required in many areas to meet the national strategic needs in the new era. Observing, examining and summarizing, from the supply side perspective and demand side perspective respectively, the achievements, shortcomings, and accumulated experience in training LPFFRA is an important basis for further optimizing the training system for LPFFRA in the new era.

A Examining China's Practice in Training LPFFRA from the Supply Side Perspective

From the perspective of the supply side of the training of LPFFRA, Chinese HEIs have already cultivated a substantial number of professionals in the field of the rule of law in foreign-related affairs. Over the past decade, Chinese HEIs have fostered more than 759,000 undergraduates in law, more than 157,000 graduates with Juris Master, more than 102,000 graduates with Master of Laws and more than 9,700 graduates with Doctor of Juridical Science. Law firms have set up more than 160 overseas branches in 35 countries and regions, employing approximately 12,000 lawyers specialized in foreign-related legal affairs.[11] With respect to the training of talent within the context of international organizations, exceptional individuals who have assumed prominent positions in various international institutions. These include the Deputy Secretary-General of the United Nations, the Secretary-General of the International Civil Aviation Organization, judges of the International Court of Justice, judges of the International Tribunal for the Law of the Sea, members of the WTO Dispute Settlement Appellate Body, members of the United Nations International Law Commission, arbitrators of the Permanent Court of Arbitration, arbitrators and mediators of the International Centre for Settlement of Investment Disputes, and members of the Institute of International Law (French: Institut de Droit International) .[12]

As China's emphasis on training LPFFRA grows, Chinese HEIs are undertaking diverse initiatives to explore training models for such professionals. These models can be broadly categorized into three types: comprehensive training model, special pilot (experimental) program model, and interdisciplinary model. A basic consensus has been reached on the

[11] See YAN Dong, 论涉外法治人才培养模式的"一体两翼" (On the "One Body and Two Wings" of the Training Model for Professionals for Foreign-Related Rule of Law), 2 中国法治 (*Chinese Rule of Law*), 99–102 (2024).

[12] See HUANG Jin, 完善法学学科体系, 创新涉外法治人才培养机制 (Improving the System of Legal Disciplines and Innovating the Training Mechanism for Professionals for Foreign-Related Rule of Law), 3 国际法研究 (*Chinese Review of International Law*), 7–10 (2020).

interdisciplinary model of "Foreign Language + Law" and "Law + Foreign Language."[13] At present, several HEIs adopt a dual-degree system of "Law + Foreign Language," or implement joint training programs of "law schools + foreign language schools" or "Political Science and Law Universities + Foreign Language Universities," enabling students to acquire both legal education resources and foreign language education resources, thereby achieving interdisciplinary integration.

However, current training efforts for LPFFRA in China still have certain shortcomings and inadequacies, and cannot yet fully meet the strategic needs of China in the new era. On the one hand, the existing reserve of LPFFRA falls far short of the practical demands of China's expanded opening up, as mainly reflected in insufficient numbers, insufficient capabilities, insufficient experience, and insufficient training.[14] Some scholars have identified several major challenges in China's training of such professionals: the marginalization of international law as a discipline, outdated talent training systems, weak foreign language communication skills, and poor practical ability to engage in international affairs.[15] In the meanwhile, problems such as the shortage of public international law professionals, homogenization of talent training models among HEIs, and underdeveloped support mechanisms are widespread in the current training of LPFFRA in HEIs. It can be seen that the academic community has basically formed a consensus on the deficiencies in the training of LPFFRA and the need to optimize the system, though there is no clearly defined approach to achieving such optimization.

B Observing the Effect of Training LPFFRA in China from the Demand Side Perspective

Facing the imbalance between the supply side and "demand side" of the training of LPFFRA in China, Chinese scholars have conducted pertinent discussions. However, most of them focus on analyzing the supply side while there are few empirical analyses on the demand side. From the demand side perspective of LPFFRA, international organizations are undoubtedly representative and serve as one of the major arenas where such professionals play critical roles. Some scholars have suggested that targeted efforts should be made to cultivate high-end legal professionals needed for key positions in international judicial institutions and international organizations, select competent candidates for key legal positions in major international organizations, and strengthen the work of training and recommending legal

[13] Guangdong University of Foreign Studies has developed both "Foreign Language + Law" and "Law + Foreign Language" training models for interdisciplinary professionals; and the Law School of Beijing Foreign Studies University has established multiple interdisciplinary combinations, including "Law + English," "Law + Minor Languages," "Law + Economics + Foreign Language," and "Law + Multiple Foreign Languages." In 2020, China University of Political Science and Law and Beijing Foreign Studies University jointly launched an interdisciplinary training program based on the "Foreign Language + Law" model. See HAN Yonghong & QIN Weiying, 面向"一带一路"需求的涉外法治人才培养——现状与展望 (Training Professionals for Foreign-Related Rule of Law to Serve the Belt and Road Initiative: Current Situation and Future Outlook), 1 中国法学教育研究 (*China Law Education Research*), 88–89 (2019); WANG Wenhua, 论涉外法治人才培养机制创新 (On Innovation in the Training Mechanism for Professionals for Foreign-Related Rule of Law), 11 中国大学教学 (*China University Teaching*), 23–26 (2015).

[14] See HUANG, fn. 12.

[15] See LIU Xiaohong, 以习近平法治思想为引领　加强涉外法治人才培养 (Guided by Xi Jinping Thought on the Rule of Law: Strengthening the Training of Professionals for Foreign-Related Rule of Law), 法治日报 (*Legal Daily*), Jan. 20, 2021.

professionals to international organizations.[16] Therefore, by examining the educational backgrounds, professional experience, and recruitment pathways of Chinese legal professionals working in international organizations, we can observe, analyze, and identify patterns in training of LPFFRA. This insight can help optimize China's training system for LPFFRA.

At the end of 2023, there were approximately 70,000 international organizations in the world, of which China has acceded to 5,584, ranking 29th in the world.[17] Considering the close relationship among international organizations, international rule of law, and China's rule of law in foreign-related affairs, a statistical analysis was conducted on the educational backgrounds and professional experience of Chinese professionals employed in 27 selected international organizations—mainly dispute resolution bodies in professional international organizations and the United Nations and its specialized agencies, including the World Trade Organization, the International Centre for Settlement of Investment Disputes (ICSID), the International Chamber of Commerce (ICC), and the UN International Court of Justice (ICJ). This provides a partial picture of the employment of Chinese professionals in such organizations.

In the statistical analysis, for observing the employment of Chinese professionals in international dispute resolution organizations, data with the time span from the date of establishment of such an international organization to December 31, 2022 was retrieved from the sources including the World Trade Organization, the International Centre for Settlement of Investment Disputes, the International Chamber of Commerce, the UN International Court of Justice, the United Nations Appeals Tribunal (UNAT), the United Nations Dispute Tribunal (UNDT), the International Tribunal for the Law of the Sea (ITLOS), the International Military Tribunal for the Far East (IMTFE), the International Criminal Tribunal for the Former Yugoslavia (ICTY), and the Residual Mechanism for International Criminal Tribunals (MICT). According to the statistics, there were 70 entries related to the employment of Chinese professionals in these international dispute resolution organizations, involving a total of 53 experts (see Figure 1).[18] Among them, there were 22 employment entries from the WTO, including 20 experts on the indicative list of panelists and two entries for staff positions, totaling 21 experts; 30 entries from the ICSID, totaling 16 experts;[19] 1 entry from the ICC; 7 entries from the ICJ; 1 entry from the UNAT; 1 entry from the UNDT; 4 entries from the ITLOS; 1 entry from the IMTFE; 2 entries from the ICTY; and 1 entry from the MICT.

[16] See HUANG Huikang, 破解法学教育困局　加强高素质涉外法治人才培养 (Resolving the Dilemmas in Legal Education and Strengthening the Training of High-Quality Professionals for Foreign-Related Rule of Law), 2 中国高等教育 (*China Higher Education*), 18–23 (2024).

[17] See *Yearbook of International Organization Online*, available at the website of Brill.

[18] This covered ZHANG Yuqing and ZHANG Yuejiao, who have served in both the WTO and ICSID, ZHANG Xiangchen, who has served as a panelist and Deputy Director General of the WTO, and experts who have served as arbitrators and mediators in the ICSID on a number of occasions.

[19] Thirteen of these experts had been reappointed to ICSID, among which, HUANG Jin had been reappointed twice for a total of three terms.

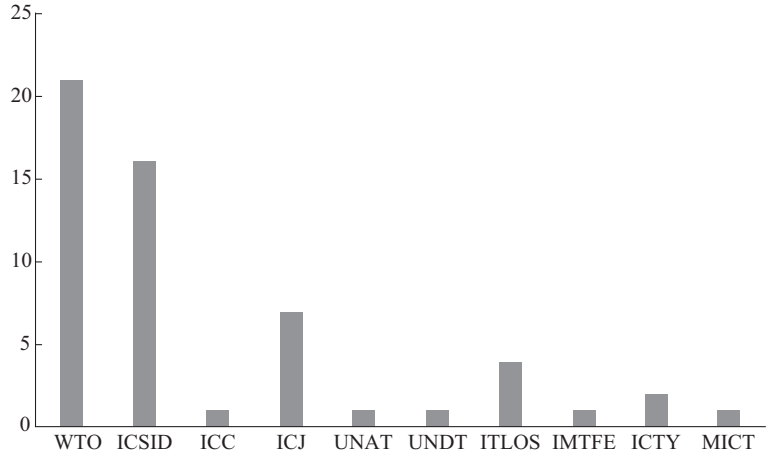


Figure 1 Statistics of Chinese Staff in Dispute Resolution Organizations

Publicly accessible online information on the employment of senior officials was retrieved from the United Nations and its specialized agencies as the source of data[20] with the time span from the date of establishment of the international organization to December 31, 2022.[21] According to the statistics, a total of 22 experts hold positions in the United Nations and its specialized agencies (see Figure 2). Among them, there are 4 from the International Monetary Fund (IMF), 3 from the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), 2 from the United Nations Institute for Disarmament Research (UNIDIR); and 1 each from the United Nations Environment Programme (UNEP), the United Nations International Law Commission (ILC), the United Nations Institute for Training and Research (UNITAR), the International Seabed Authority (ISA), the United Nations Secretariat (UNSG), the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD), the World Health Organization (WHO), the World Meteorological Organization (WMO), the International Telecommunication Union (ITU), the United Nations Department of Political and Peacebuilding Affairs (DPPA), the United Nations Industrial Development Organization (UNIDO) and the International Civil Aviation Organization (ICAO).

According to the UN System HR Statistics Report 2021 published by the United Nations on August 18, 2022, the number of Chinese staff serving in that year was 1,471,[22] of whom only 22 were in senior positions. It can be seen that while the number of Chinese staff in the United Nations and its specialized agencies is relatively large, the level of positions they hold is comparatively low.

[20] See 联合国系统 (*The United Nations System*), available at the website of United Nations .

[21] Positions for international civil servants in the UN system are generally categorized into senior officials at D-level and above, professional staff at P-level, and general service staff at G-level.

[22] See United Nations System Chief Executives Board for Coordination, UN System HR Statistics Report 2021, available at the website of CEB.

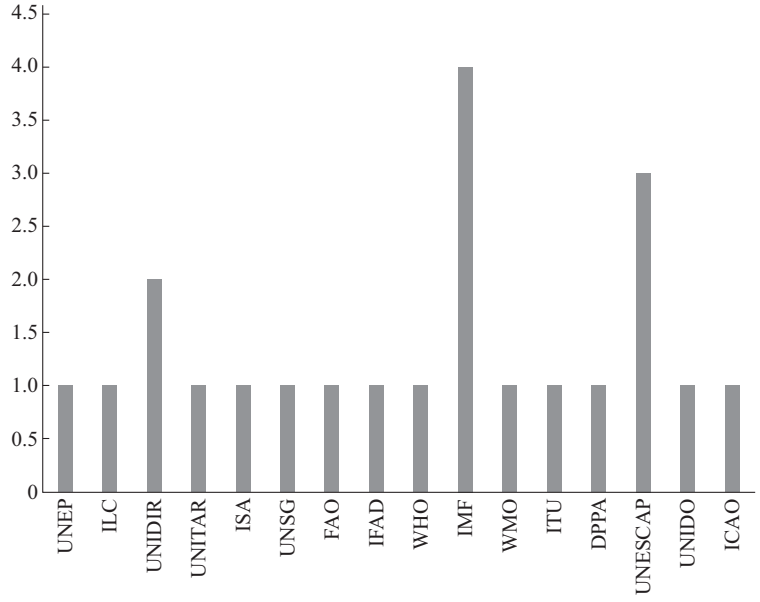


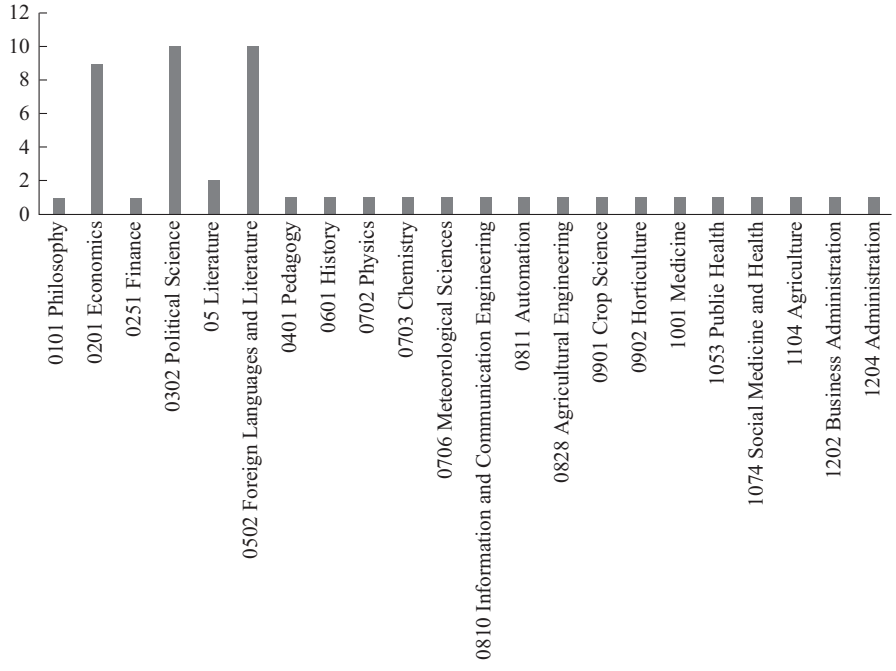
Figure 2 Statistics of Chinese Staff in the United Nations and Its Specialized Agencies

In terms of educational background, among the Chinese staff serving in the dispute resolution institutions, except for two whose educational backgrounds could not be verified, 38 have overseas study experience (including undergraduate, graduate, doctoral programs, or visiting scholar exchanges). Among the Chinese staff serving in the United Nations and its specialized agencies, 13 have overseas study experience, accounting for 67.1%. Among those serving in dispute resolution institutions, 48 hold a master's degree or higher, and among those serving in the United Nations and its specialized agencies, 15 hold a master's degree or higher, representing a total of 82.9%. As can be seen from Tables 1 and 2, 83.3% of the personnel serving in dispute resolution institutions have a legal education background, which is much higher than the percentage of personnel with a legal education background in the United Nations and its specialized agencies (17.4%). The top ranked educational backgrounds in other specializations are political science (10), foreign languages and literature (10) and economics (9).

Table 1 Statistics on the Educational Background of Chinese Staff Serving in Two Categories of International Organizations

Educational background	Chinese staff in dispute resolution organizations		Chinese staff in UN and its specialized agencies		Total	
Overseas study experience	38	70.3%	13	59.1%	51	67.1%
Master's degree or above	48	88.9%	15	68.2%	63	82.9%
Legal education background	45	83.3%	4	18.2%	49	64.5%

Table 2 Distribution of Non-law Backgrounds of Staff Serving in Two Categories of International Organizations



In terms of professional experience, as can be seen from Table 3, 22 among the staff serving in the dispute resolution institutions, or 40.7%, had experience in international organizations, while 11 among the staff serving in the United Nations and its specialized agencies, or 50.0%, had experience in other international organizations. Service in international organizations includes both service in different international institutions and reappointments within the same organization. For instance of the former situation, such as ZHANG Yuqing and ZHANG Yuejiao, have both served in the WTO and ICSID successively; an example of the latter is ZHAO Houlin, who was elected Secretary General of the International Telecommunication Union (ITU) on October 23, 2014, and was reelected by a wide margin on November 1, 2018. Thirty-nine of the staff serving in dispute resolution institutions and three of the staff serving in the United Nations and its specialized agencies had working experience in HEIs, representing 72.2% and 13.6%, respectively, a marked difference. In terms of experience in domestic public sectors, the proportion of staff serving in dispute resolution institutions and the United Nations and its specialized agencies is 63.0% and 77.3%, respectively, indicating a relatively small difference. This suggests, in part, that while staff serving in dispute resolution institutions are required to possess a higher degree of professional accumulation and are more likely to continue their academic careers in the field, staff serving in the United Nations and its specialized agencies are more focused on their practical professional competencies and are less likely to engage in teaching and research in HEIs.

Table 3 Professional Experience of Staff Serving in Two Categories of International Organizations

Classification of international organizations	Chinese staff in Dispute settlement organizations		Chinese staff in UN and its agencies		Total	
Service in international organizations	22	40.7%	11	50.0%	33	43.4%
Service in HEIs	39	72.2%	3	13.6%	42	55.3%
Service in the domestic public sector	34	63.0%	17	77.3%	51	67.1%

The observation of Chinese professionals serving in international organizations provides an important perspective for us to sort out the optimization needs of China's training system of LPFFRA from the demand side. The above statistical analysis shows that the number of Chinese professionals serving in international organizations is comparatively small, and even smaller is the number of those holding senior positions, which confirms the judgement that there is a certain degree of imbalance between the supply of and demand for LPFFRA in China.

III Optimization Needs of China's Training System of LPFFRA

Although people from the theoretical and practical circles have provided several practical proposals on how to improve the training quality of LPFFRA, most of the them are still characterized by fragmentation. Therefore, it is urgent to promote the optimization of China's training system of LPFFRA. The optimization of the training system of LPFFRA should not only effectively address the deficiencies of the previous work, but also meet the strategic needs of China's high-standard opening up in the new era, and clarify the specific orientation of training, disciplinary planning, and standardized pathways.

A Training of LPFFRA Urgently Needs a Clarified Orientation toward Comprehensive Competency Development

The commonality of interdisciplinary educational backgrounds of the staff serving in international organizations provides a clear reference for designing an interdisciplinary system for the training of LPFFRA in China. For example, candidates with a good command of foreign languages or a commensurate knowledge of international economy and politics are preferred in the selection of staff for international organizations, and cross-disciplinary expertise is highly valued. This is even more evident in the specialized agencies of the United Nations, such as the former Secretary-General of the International Civil Aviation Organization, LIU Fang, whose educational background included foreign languages and literature, international law, and air and space law. Meanwhile, an analysis of the curriculum vitae of 99 members of the International Olympic Committee reveals that more than 70% of the total number of the members studied management, law, medicine, and economics; and a

review of job postings from the perspective of the professional backgrounds of the staff of international organizations related to the energy and environment reveals that ordinary staff are required to have a background in natural sciences, and high-level staff are required to have both a natural science background and a social science background such as economics, management, political science, law.

Therefore, there is an urgent need for the training of LPFFRA in China to be clearly oriented toward the development of comprehensive quality, in particular, cross-cultural communication capacity and global competence. Regarding "cross-cultural communication capacity," American scholar Young Yun Kim provided an early definition, considering it to include verbal communication ability, non-verbal communication ability, the ability to transform linguistic rules and communicative rules, and cultural adaptation ability.[23] Scholars at home and abroad have further discussed the components of cross-cultural communication capacity, such as global awareness, cultural adaptation, communicative practice,[24] and attitude, skills, knowledge and awareness.[25] At the same time, the National Standards of Teaching Quality for Undergraduate English Majors and the Guidelines on College English Teaching (2020 Edition) have also included cross-cultural communication capacity as a core training goal of foreign language teaching, indicating that the core competence requirement of foreign language professionals nowadays is not only limited to a single language ability. On the basis of cross-cultural communication capacity, in recent years, scholars have also introduced an upgraded version of the concept–global competence, specifically, the ability to examine local, global, and cross-cultural issues, to understand and appreciate others' perspectives and worldviews, to interact respectfully and effectively with people from different cultural backgrounds, and to take action for the benefit of collective well-being and sustainable development.[26] The core connotation of global competence that university students should possess includes, international understanding, cross-cultural communication, and professional competitiveness, among others.[27] Specifically, international organization professionals should possess a global vision and the ability to understand and embrace cultural diversity.[28] The recruitment criteria set by the specialized agencies of United Nations show that cross-cultural communication capacity or global competence are common requirements in the recruitment of talent for international organizations such as the United Nations.[29] This shows that there is a certain gap between the training direction of LPFFRA in China and the talent requirements

[23] See Kim Young Yun, "Intercultural Communication Competence: A Systems-Theoretic View," in Stella Ting-Toomey & Felipe Korzenny (eds.), *Cross-Cultural Interpersonal Communication*, Sage Publications, Inc., at 259 (1991).

[24] See YANG Ying & ZHUANG Enping, 构建外语教学跨文化交际能力框架 (The Construction of Intercultural Communication Competence Framework for Foreign Language Teaching), 4 外语界 (*Foreign Language World*), 13–21 (2007).

[25] See Alvino E. Fantini, *Intercultural Communicative Competence in Educational Exchange: A Multinational Perspective*, Routledge, at 43 (2020).

[26] See Organization for Economic Co-operation and Development, *PISA 2018 Global Competence*, available at website of OECD.

[27] See HUANG Wenyi, 基于全球胜任力培养的大学英语教学路径探析 (Exploring University English Teaching Approaches Based on Global Competence), 12 中国大学教学 (*China University Teaching*), 56–62 (2023).

[28] See ZHANG Minxuan, 国际组织与教育发展 (*International Organizations and Educational Development*), 上海教育出版社 (Shanghai Education Press), at 317 (2010).

[29] See TENG Jun, QU Mei & ZHU Xiaoling et al., 国际组织需要什么样的人?——联合国专门机构专业人才聘用标准研究 (What Capacities are Important for International Organizations: Case Study on Professional Position Recruitment Standards in UN's Special Institutes), 10 比较教育研究 (*International and Comparative Education*), 78–84 (2014).

of international organizations. Only by integrating comprehensive competency development into disciplinary construction, curriculum design, and standard construction can we truly enhance the comprehensive capacity of LPFFRA and respond to the actual training needs of LPFFRA.

B Training of LPFFRA Calls for the Development of "Law +" Disciplinary System

To meet the needs of training of LPFFRA in the new era, the training of LPFFRA in China calls for further development of "Law +" disciplinary system. So far, from the perspective of program design, implementation intensity, and practical outcomes, the disciplinary development model represented by "Law +" still leaves considerable room for optimization when compared with the demand for LPFFRA. In this regard, existing studies have proposed specific recommendations for upgrading the disciplinary system, building a high-level faculty, constructing a collaborative training mechanism, creating a high-level international cooperation platform, and increasing financial support.

President XI Jinping pointed out that "the discipline of law is a highly practical one," we should "break down the institutional barriers between universities and society, introduce high-quality practical teaching faculty from practicing units into universities."[30] Some scholars have also proposed that the training of LPFFRA should not be positioned only as the integration of theoretical knowledge, but should be focused on creating a model centered on HEIs and involving both legal practicing departments and legal service institutions to train internationalized and interdisciplinary legal professionals.[31] The practical curriculum system is an important link in the training of LPFFRA, and it is essential to vigorously develop a practical curriculum system for foreign-related law that includes core modules of international law, foreign domestic law, comparative law, case studies, practical application, and seminars.[32] It is imperative to comprehensively coordinate educational and teaching resources inside and outside universities to develop customized models, and collaborate with practical institutions to build a collaborative education mechanism.[33] In addition, some scholars suggest that HEIs actively adjust the their training programs for LPFFRA, support pilot projects for faculty development related to the training of LPFFRA, and broaden channels for external exchanges through multiple approaches;[34] they also suggest improving the setup of foreign-related legal disciplines and specialties, optimizing the training programs for LPFFRA in light of each university's actual conditions, and focusing on publishing core textbooks,

[30] See 习近平在中国政法大学考察时强调：立德树人德法兼修抓好法治人才培养　励志勤学刻苦磨炼促进青年成长进步 (XI Jinping Emphasized during His Visit to China University of Political Science and Law: Fostering Virtue through Education, Training Talent with Both Moral Quality and Legal Literacy, Focusing on the Training of Rule-of-Law Personnel, Inspiring Diligent Study and Hard Work to Promote the Growth and Progress of Young People), 人民日报 (*People's Daily*), May 4, 2017.

[31] See ZHANG Falian & LI Wenlong, 我国涉外法治专业人才培养体系构建研究 (Study on the Construction of the Cultivating System of Foreign-Related Legal Professionals in China), 1 语言与法律研究 (*International Journal of Language, Culture & Law*), 129–149 (2019).

[32] See MA Huaide, 加强涉外法治人才培养 (Strengthening the Training of Professionals for Foreign-Related Rule of Law), 24 红旗文稿 (*Hongqi Wengao*), 26–29 (2023).

[33] See DU Huanfang, 全面把握涉外法治人才培养的定位、要素和维度 (Comprehensively Grasping the Positioning, Elements and Dimensions of Training Professionals for Foreign-Related Rule of Law), 法治日报 (*Legal Daily*), May 24, 2023.

[34] See GUO, fn. 2.

compiling main textbooks, and developing new forms of textbooks.[35] These recommendations and measures will help to further deepen the "Law +" disciplinary development model and optimize the training system of LPFFRA. At the same time, the impact of artificial intelligence on legal education, including the training of LPFFRA, also needs to be incorporated into the overall consideration of the development of the "Law +" disciplinary system. In summary, there is an urgent need to further integrate resources from different fields and disciplines, and to form a holistic and systematic strategy for the development of a disciplinary system for China's education of the rule of law in foreign-related affairs, and strive to train LPFFRA with comprehensive qualities and practical abilities.

C Promoting the Standardized Operation of Training for LPFFRA

The training of LPFFRA is a systematic, long-term task in China. In order to ensure its sustainability and stability, China should promote the standardized operation of such training as soon as possible, formulate and improve the relevant national standards, establish a "frame of reference" for such training, so as to provide clear and coordinated normative guidelines for such training throughout China.

The above observation of the Chinese legal professionals serving in the two types of international organizations reveals that they all possess extensive and long-term experience of domestic and overseas education and career. Relevant practices in other countries also provide evidence that the training of LPFFRA requires sustained and systematic efforts. Some scholars, after studying the experiences and practices of many countries in training and channeling professionals to international organizations, have summarized them into three models, namely, the U.S.–U.K. model, which is a bottom-up one focusing on the talent training; the Japanese–Korean model, which is a top-down one focusing on talent channeling; and the Swiss-French model, which is a top-bottom interactive one focusing on both talent training and channeling.[36] All three models demonstrate a long-term tripartite interaction among "government, universities and society." Other scholars have summarized the German model of spiral development of professionals for international organizations. The German model consists of four main stages: talent incubation, dispatch for practical experience, return and re-nurturing, and promotion and linkage. It breaks away from a uni-lineal career path and emphasizes the multidimensional mobility of people and knowledge.[37] In other words, in terms of high-quality LPFFRA, the internalization of cross-cultural communication capacity, the familiarization with domestic and international law, and the development of practical foreign-related legal skills, all rely on long-term learning and practice in foreign-related legal work.

The long-term and systematic nature of the training of LPFFRA puts forward higher

[35] See WANG Hui, 着力办好法学教育　加快培养涉外法治人才 (Improve Legal Education and Accelerate the Training of Legal Professionals for Foreign-Related Affairs), 人民日报 (*People's Daily*), Dec. 27, 2023.

[36] See QIN Yunyun, LI Yingyan & WU Yuexin, 国际组织人才培养与输送研究述评 (A Review of Research on Talent Training and Supply for International Organizations), 9 全球教育治理 (*Global Education Governance*), 49 (2022).

[37] See LU Jiaojiao & JIA Wenjian, 德国国际组织人才培养与输送的"螺旋模式"研究 (A Study of the "Spiral Model" Used by Germany to Train and Send Talents to International Organizations), 12 比较教育研究 (*International and Comparative Education*), 79 (2021).

requirements for the regulation and standardization of the training system for LPFFRA. The process of training LPFFRA is often influenced by the complex and changing subjective and objective environments, resulting in a lack of corresponding stability and coordination among specific programs for training LPFFRA. In particular, various regions, departments, and units are exploring new mechanisms for training LPFFRA. While this promotes innovation in the mode of such training, it also, to a certain extent, exacerbates the uneven quality of talent training. Therefore, it is necessary to establish, at the national level, relatively clear and unified standards based on earlier research and practices for curriculum design, faculty development, and evaluation standards of LPFFRA.

D Training of LPFFRA Relies on a Dynamic Balance between Demand and Supply

In China, there is room for optimization of the system of rule of law in foreign-related affairs, and it is mainly reflected in the structural contradiction of the imbalance between the supply side and the demand side of China's training of LPFFRA.[38] On the supply side, for a long time, the dichotomy between domestic law and international law at the theoretical and practical levels in China has lead to the weak development of the discipline of international law and affected the training quality of LPFFRA. Some scholars believe that for some time in the past, China's higher education has paid insufficient attention to the training of LPFFRA, marginalized the discipline of international law, canceled the international law specialty, cut down the curriculum of international law, divorced theory from the practice of international law, neglected the interdisciplinary integration, thus reduced the number of LPFFRA and lowered the training quality of LPFFRA.[39] On the demand side, the institutional environment for the growth of LPFFRA in China remains underdeveloped. Although a legislative system for the rule of law in foreign-related affairs has been established, it is in need of transformation;[40] the level of development of foreign-related law enforcement, administration of justice, observance of the law, and legal services has yet to be raised; research projects with frontier theoretical and practical topics on the rule of law in foreign-related affairs are lacking, and the theoretical system and discourse system for the rule of law in foreign-related affairs have yet to be established. Under these circumstances, there is a serious shortage of job positions offered for LPFFRA by the governments, enterprises, legal service organizations, and the chances for graduates of the rule of law in foreign-related affairs to land such jobs are

[38] See HUANG Huikang, 加强涉外法治体系建设的顶层擘画——论学习贯彻习近平总书记重要讲话精神 (The Top-Level Design for Strengthening the Building of the Foreign-Related Rule of Law System: Studying and Implementing the Essence of General Secretary Xi Jinping's Important Speeches), 1 武大国际法评论 (*Wuhan University International Law Review*), 10 (2024).

[39] See HUANG, fn. 12.

[40] See HAN Yonghong, 论我国涉外立法的转型 (On Transformation of China's Legislation on International Affairs), 2 东方法学 (*Oriental Law*), 110 (2023).

not high.[41] The uncertainty of "output" expectations curbs the enthusiasm of "input," which makes it difficult for HEIs to encourage and attract outstanding students to academically focus on programs or specialties related to the training of LPFFRA, and further exacerbates the structural imbalance between the supply side and the demand side of China's training of LPFFRA.

The report to the 20th National Congress of the CPC states: "We will work to ensure that the market plays the decisive role in resource allocation and that the government better plays its role." An effective market and a capable government each play an irreplaceable role in promoting high-quality development, and the two must be organically integrated and mutually reinforcing, with neither being dispensable. This basic orientation on the relationship between the market and the government also applies to the training of LPFFRA. From reform and opening up to the accession to the WTO, and then to the participation in global governance; from the establishment of the international law discipline by the State Education Commission to the release of Several Opinions of the Ministry of Education Central Political and Legal Affairs Committee on the Implementation of Education and Training Plan of Talented People in Law, and to the promulgation of the Notice of the Degree Management and Graduate Education Department of the Ministry of Education and the Bureau of Lawyers' Work of the Ministry of Justice on the Implementation of the Graduate Training Program of JM Degree (Foreign-Related Lawyers) and the Notice of the General Office of the Ministry of Education and the General Office of the Ministry of Justice on the Implementation of the Graduate Training Program of JM Degree (International Arbitration), the practice adopted at each stage to train LPFFRA is inseparable from the external support of policies and the internal drive of market demand. Policy guidance directly facilitates the launch and development of training programs for LPFFRA, while market demand provides the internal drive for the sustainable advancement of the training of LPFFRA. The synergy between the two is, to a certain extent, promoting a balance between the supply side and the demand side, which is conducive to the sustainable advancement of such training.

IV Optimization Path of China's Training System of LPFFRA

The Opinions on Strengthening Legal Education and Legal Theory Research in the New Era, issued by the General Office of the CPC Central Committee and the General Office of the State Council, proposes that "we should promote the development of cross-fertilization between law and economics, sociology, political science, psychology, statistics, management, anthropology, network engineering, natural science, etc., and train high-quality and composite

[41] For instance, according to the *Exhibition of Peking University's Achievements in Training Legal Professionals for Foreign-Related Affairs* released by the School of Law of Peking University, in 2019, among its law graduates, the proportion engaged in the rule of law in foreign-related affairs was 36.2% for undergraduates, 33.3% for masters of laws, and 39.7% for juris masters (non-law background). According to the report *A Distinctive Path in Training Legal Professionals for Foreign-Related Affairs: Review of Trade Law* released by the School of Law of the University of International Business and Economics, among 895 master's graduates between 2016 and 2020, 263 (29.4%) worked at foreign-related law firms, 166 (18.5%) were employed by foreign-related or multinational enterprises, 80 (8.9%) joined foreign-related government agencies or departments, 33 (3.7%) pursued studies abroad or further foreign-related education in China, 31 (3.5%) worked at foreign-related public institutions or HEIs, and 2 (0.2%) were employed by major international organizations, and 320 (35.8%) had career destinations unrelated to foreign-related legal work.

talents in rule of law." "We should improve the setting of disciplines and specialties related to foreign-related law, support the HEIs capable of independent audit of degree conferment to set up international law-related primary disciplines or master's degree categories according to the procedures, support the institutions of higher education with primary discipline doctoral programs in law to set up international law-related secondary disciplines according to the procedures, and accelerate the training of urgently-needed LPFFRA with international vision and proficiency in international and national laws."[42] Facing the new policy requirements, based on the experience and shortcomings of China's training of LPFFRA, we put forward four basic paths to optimize China's training system of LPFFRA.

A Building a Competency System Centered on Cross-Cultural Communication Capacity for the Training of LPFFRA

Cross-cultural communication capacity, which is closely related to the training of LPFFRA, constitutes the basic core capability that LPFFRA should possess.[43] Optimizing of China's training system of LPFFRA requires the construction of a competency system centered on cross-cultural communication capacity for the training of LPFFRA.

Taking into account the extant research, we tentatively summarize the cross-cultural communication capacity of LPFFRA into language skills, cognitive competence, and empathy competence. Among them, language skills make up the first layer of cross-cultural communication capacity, requiring LPFFRA to be proficient in one or more foreign languages when working in legal contexts; cognitive competence is the second layer of cross-cultural communication capacity, requiring them to understand the cultures, modes of thinking, social psychology, national characteristics, value orientations, and societal concept behind the language of other countries and peoples; and empathy competence is the third layer of cross-cultural communication capacity, representing a higher-level requirement. It requires tolerance, acceptance, and empathy for the cultures of other countries and peoples, a sense of overcoming barriers to communication such as ethnocentrism and racism, and the ability not to judge other countries and peoples by one's own values, social behavior norms and modes.

"Competence" refers to the sum of skills, attributes, and behaviors that are directly related to the successful performance of tasks in foreign-related legal practice. With regard to the composition of the competency system for LPFFRA, we may gain some insights from the competency-related research and practice of international organizations. The report titled United Nations Competencies for the Future, issued by the United Nations Secretariat in 1999, provides a model of United Nations competencies, which consists of three core values, eight core competencies, and six managerial competencies.[44] Among them, the core values include integrity, professionalism, and respect for diversity, the core competencies

[42] 中共中央办公厅　国务院办公厅印发《关于加强新时代法学教育和法学理论研究的意见》(Opinions on Strengthening Legal Education and Legal Theory Research in the New Era Issued by the General Office of the CPC Central Committee and the General Office of the State Council), available at the website of Xinhua. net.

[43] See SHI Youqi & HAN Yonghong, 论涉外法律人才培养：目标、路径和教学模式 (On the Training of Legal Talents for Foreign-Related Affairs: Objectives, Pathways, and Teaching Models), 16 大学生就业 (*China University Students Career Guide*), 49–53 (2012).

[44] See United Nations, *Competencies for the Future*, available at the website of United Nations.

include communication, teamwork, planning and organizing, accountability, creativity, client orientation, commitment to continuous learning, and technological awareness, and the managerial competencies include leadership, vision, empowering others, building trust, managing performance, judgement/decision-making.[45] Based on the United Nations Competencies for the Future, the United Nations Secretariat issued the United Nations Values and Behaviors Framework in 2009. The framework includes the values of inclusion, integrity, humility, and humanity, as well as the behaviors of connecting and collaborating, analyzing and planning, delivering results with positive impact, learning and developing, and adapting and innovating.[46] Among them, the value of inclusion in particular refers to taking action to reduce one's own prejudices, stereotypes, and assumptions about other individuals, groups, cultures, languages, organizations, and methods, to demonstrate sensitivity to cross-cultural differences and to be aware of how actions and behaviors may be perceived in other cultures.[47] And the value of humanity in particular refers to treating others with empathy, sympathy, and goodwill.[48]

Taking this as a reference, we propose that the competency system for LPFFRA should include at least four components: values, cross-cultural communication capacity, professional knowledge, and professional skills. Lawyers practicing in an international legal environment must master communication, negotiation, presentation, and project management skills, and develop cross-cultural communication awareness and capacity.[49] According to the traditional classification of disciplines, the old curriculum system which regards foreign language and law as two distinct disciplines can no longer meet the needs of training LPFFRA, and students with the dual education background of political science and law (on the one hand) and foreign language (on the other hand) usually possess solid foreign language foundations and cross-cultural communication capacity,[50] and heightened sensitivity to language and cross-cultural communication. Therefore, cross-cultural communication capacity calls for a deep integration and mutual empowerment between foreign language and law majors so that the two can jointly facilitate this capacity.

Firstly, a series of legal foreign language courses that integrate multiple language skills, including listening, speaking, reading, writing, and translation, should be employed to promote the integration of language skills and legal contexts. Against the backdrop of economic globalization and world multipolarity, almost all positions in international organizations require applicants to be proficient in English, and for most positions, command of an official UN language other than English is considered an advantage.[51] The foreign language skills of LPFFRA must be adequate to deal with foreign-related legal affairs in

[45] Ibid.

[46] See United Nations, *United Nations Values and Behaviors Framework*, available at the website of United Nations.

[47] Id.

[48] Id.

[49] See Hariolf Wenzler & Kasia Kwietniewska, Educating the Global Lawyer: The German Experience, 3 *Journal of Legal Education*, 462 (2012).

[50] See ZHU Lei, 政法类高校法律英语专业人才培养模式探究 (A Research on the Fostering Mode of Legal English Major of Universities of Political Science and Law), 教育语言学研究 (*Educational Linguistic Studies*), 221–225 (2021).

[51] See ZHANG Zhiguo, 中国参与国际组织的语言问题研究 (Exploring the Interplay of International Organization Engagement and Language: A Perspective of China), 3 云南师范大学学报(哲学社会科学版) (*Journal of Yunnan Normal University (Humanities and Social Sciences Edition)*), 88–89 (2021).

addition to general workplace communication. Therefore, students should be provided with active guidance in taking language learning as a basis for understanding the legal culture and institutional framework of the target countries, with special emphasis placed on the training of foreign language skills in legal contexts.

Secondly, general education courses in economics, politics, and culture should be offered to enhance the cognitive competency of LPFFRA regarding other countries and peoples. Generally, foreign language proficiency and cross-cultural communication capacity show a positive proportional relationship. However, the influence of foreign language proficiency on cross-cultural communication capacity becomes significantly weaker when foreign language proficiency reaches a certain level, where the relevant cultural expertise needs to be strengthened.[52] Strong foreign language skills do not equate to effective communication. For instance, from the practical point of view, outstanding students from Chinese HEIs, when interning at international organizations, often encounter certain communication barriers because of their habit of indirect and low-context communication.

Thirdly, venues and opportunities for cross-cultural communication practice should be created. Communication practice is also an important part of cross-cultural communication capacity, and new venues and opportunities should be explored for cross-cultural communication practice. At the level of international organizations, it is recommended that efforts should be made to encourage international organizations to move their headquarters to China, which will help to expand the opportunities for LPFFRA to take up internships and positions in these international organizations.[53] For example, Japan has long been strengthening cooperation with international organizations at various levels, such as policy, funding, personnel, and institutional arrangements, successfully attracting 39 international organizations, making Tokyo the city with the most headquarters of international organizations in Asia.[54] At the same time, information technology should be leveraged to build virtual communication platforms at home and abroad, so as to promote the mutual complementation and integration between online learning and classroom teaching, such as the development and construction of virtual simulation laboratories for the training of multilingual LPFFRA, providing students with a variety of virtual simulation internship scenarios and practice projects, such as international dispute resolution institutions and multinational enterprises.

B Promoting the Integration of Law and Other Disciplines to Build an Interdisciplinary System for the Training of LPFFRA

Cross-cultural communication capacity is a prerequisite for internships or employment

[52] See PANG Chaowei, ZHANG Tan & XIAO Rong, 国际组织人才跨文化能力现状调查与分析——以联合国维和人员为例 (A Survey and Analysis of the Cross-Cultural Competence of International Organization Talents—A Case Study on UN Peacekeepers), 5 外语学刊 (*Foreign Language Research*), 8 (2022).

[53] At present, there are eight international organizations headquartered in China, including the International Bamboo and Rattan Organization, the Shanghai Cooperation Organization, the Boao Forum for Asia, the BRICS New Development Bank, the Asian Infrastructure Investment Bank, the United Nations Centre for Sustainable Agricultural Mechanization, the International Society for Digital Earth (ISDEGS), and the Teacher Education Centre under the Auspices of UNESCO.

[54] See DING Hongwei, 日本的国际组织人才战略 (Japan's Personnel Strategy for International Organizations), 4 国际论坛 (*International Forum*), 112–113 (2020).

in international organizations, but further expertise in the social sciences is required to be a competitive international civil servant or even a future leader.[55] Professionals serving in international organizations should broaden their field beyond their primary academic backgrounds, engage in more interdisciplinary tasks, expand their knowledge base, and strive to become generalists.[56] Expertise in social sciences makes a special contribution to the development of professionals serving in international organizations, while in specialized international organizations, such as those concerned with materials and energy, a background in the relavent natural sciences is often a necessary qualification. In the training of professionals for international organizations, one of the characteristics of the curriculum in U.S. universities is to build a transdisciplinary and cross-specialty knowledge structure.[57] The training of international lawyers in Germany also emphasizes the interdisciplinary path to legal studies, requiring not only mastery of legal theory and practical skills but also a certain understanding of the economic environment, business, and management.[58] Therefore, in training LPFFRA, we should be committed to the development of a "Law +" disciplinary system, focusing not only on integration with traditional social science disciplines, but also on training in integration with natural science disciplines.

The Resolution of the Third Plenary Session of the 20th CPC Central Committee states that China should deepen comprehensive reform in education, redouble efforts to develop basic disciplines, emerging disciplines, and interdisciplinary subjects and work harder to cultivate top talents. The training of LPFFRA should proceed from the self-innovation and self-improvement of the discipline of the law, toward the aim of developing the disciplinary system of "Law +." It is in line with China's previously proposed "New Liberal Arts" Initiative LPFFRA. The most important feature of the New Liberal Arts is that it requires to integrate disciplines, adhere to the new education concept, adapt to the trend of development in the new era, change pure liberal arts into the integration of arts and sciences, guide the liberal arts students to not only cultivate scientific thinking but also enhance their ability to grasp the direction of technological advancement.[59] The key focus of this initiative lies in further breaking down disciplinary barriers to cultivate outstanding legal professionals capable of deeply integrating diverse fields with legal studies.[60]

To meet the needs of China's development of the rule of law in foreign-related affairs, global governance, and disciplinary development, law schools and departments in China's HEIs should be based on their educational characteristics and disciplinary foundations to train China's compound legal talents through the deep integration of law and other disciplines.

---

[55] See JIN Leili, LIU Shida & SHI Huajie, 国际组织最高领导人的任职特征及对国际化人才培养的启发 (The Characteristics of Top Leaders at International Organizations and Implications to International Talent Training), 5 清华大学教育研究 (*Tsinghua Journal of Education*), 82–90 (2019).

[56] See HE Changchui, 从联合国看国际组织人才任职能力培养 (Understanding the Capacity Building of International Organization Talents from the Perspective of the United Nations), 7 国际人才交流 (*International Talent*), 2 (2018).

[57] See LI Li, 国际组织人才培养的国际经验及中国的培养机制 (International Experience in Talent Training for International Organizations and China's Cultivation Mechanism), 4 比较教育研究 (*International and Comparative Education*), 39–47 (2018).

[58] See Wenzler and Kwietniewska, fn. 49.

[59] See XU Xianming, 新文科与新法学 (New Liberal Arts and New Legal Sciences), 1 新文科理论与实践 (*Journal of New Humanities and Social Sciences*), 20–23 (2022).

[60] See LI Hailong,"双循环"格局挑战与高等教育的应对 (The Challenge of the "Dual Circulation" Pattern and the Response of Higher Education), 3 高等教育管理 (*Journal of Higher Education Management*), 1–11 (2021).

For example, comprehensive HEIs, especially those with a good disciplinary foundation in computer technology, data science, and legal science, are suggested to promote the disciplinary development and academic research of AI legal science, and establish "AI legal science" and other emerging specialties; and language-focused HEIs may prioritize the in-depth integration of legal science with foreign language studies and regional studies to cultivate LPFFRA. In addition, the training model for LPFFRA should strengthen the in-depth integration between legal science and natural sciences, and train compound LPFFRA with interdisciplinary professional knowledge, abilities, and thinking.[61] Specifically, it can be attempted to set up dual degree programs combining law and science, engineering, agriculture, medicine and other disciplines at the graduate level, as well as adopt the major and minor system involving mutual credit recognition mechanism with other faculties and departments on campus, encouraging graduates majoring in law to minor in other courses at other faculties and departments, or graduates majoring in other disciplines to minor in law at law faculties and departments,[62] we may also adopt interdisciplinary Joint Undergraduate-Master's Programs such as the "4 + 3" mode or Chinese-foreign cooperative education programs to promote the training modes' integration between legal science and other disciplines.

C Promoting the Regulation of the Training of LPFFRA and Building a National Standards Framework

China has clearly defined the objective of training LPFFRA—namely, cultivating "LPFFRA with firm political stances, excellent professional qualities, a deep understanding of international rules, and proficiency in foreign legal practices." However, the specific pathway for achieving the objective through the training system for LPFFRA remains unclear. China should gradually establish a scientific and internationally aligned system to certify the evaluation standards for LPFFRA, so as to provide an effective evaluation yardstick for balancing the supply and demand of LPFFRA in China.[63] So far, there are very few studies on the standards for the training of LPFFRA. Based on the objective of training LPFFRA, some scholars have proposed substantive standards for such training, including knowledge standards, competence standards, and quality standards. Among them, the competence standards encompass strong language skills, the ability to conduct international business negotiations, the ability to handle international disputes, the ability to apply the rules of international law, and the ability to observe international etiquette and engage in international communication.[64] However, there is no mention of how such competence is to be specifically developed and evaluated. Facing the deficiencies of China's training system for LPFFRA

[61] See MENG Lei, 我国复合型卓越法治人才培养探究 (Study on the Training of Compound Outstanding Legal Talents in China), 11 中国高教研究 (*China Higher Education Research*), 70–74 (2021).

[62] See YANG Yani, 新文科建设背景下法学教育的变革 (The Transformation of Legal Education in Midst of the Construction of New Liberal Arts), 94 新文科教育研究 (*New Liberal Arts Education Research*), 80–94 (2021).

[63] See ZHENG Yafang & JIANG Bixin, 加强涉外法治人才培养的四个维度 (Four Dimensions for Strengthening the Training of Professionals for Foreign-Related Rule of Law), 光明日报 (*Guangming Daily*), May 4, 2021.

[64] See XU Weigong, 我国涉外法治人才培养的标准研究 (A Study on the Standards of the Training of Foreign-Related Legal Professionals in China), 4 新文科教育研究 (*New Liberal Arts Education Research*), 24–25 (2021).

and the demand for regulation and standardization, the standards framework of such training should cover, inter alia, the curriculum system, faculty accreditation system, and assessment standards system.

1. Curriculum System for Training LPFFRA

The National Standard for the Quality of Law Teaching (2021 Edition) stipulates that the curriculum of law majors consists, in general, of theoretical and practical courses. The system of theoretical courses includes ideological and political theory courses, general education courses, and specialized courses; the system of practical courses includes experimental and practical training courses, professional internship, social practice, and graduation thesis. Based on the curriculum framework set forth by the National Standard for the Quality of Law Teaching (2021 Edition), we should develop supplementary and improved curriculum systems according to the competence index system of LPFFRA.

Corresponding to the pyramid-shaped competence index system for LPFFRA, the curriculum system for the training of LPFFRA is also a pyramid-shaped one. On the one hand, the teaching objective corresponding to the module of the ideological and political theory courses is the values component within the competency index system for LPFFRA. This module of courses can be offered essentially in accordance with the National Standard for the Quality of Law Teaching (2021 Edition). On the other hand, on the basis of the National Standard for the Quality of Law Teaching (2021 Edition), the teaching objectives corresponding to the module of general education courses and the module of legal foreign language courses are the cross-cultural communication capacity component within the competence index system of LPFFRA, requiring HEIs to expand general education courses appropriately and offer a series of legal foreign language courses based on their educational foundations and characteristics. The teaching objectives corresponding to the module of domestic law courses, the module of international law courses, and the module of law courses instructed in English are the professional knowledge component within the competency index system of LPFFRA, requiring HEIs to offer more international law courses and upgrade some international law, comparative law, and foreign law courses into a series of law courses instructed in English. This will enable the synchronous learning and integration of legal English, legal science knowledge, and legal reasoning, help to cultivate the ability to acquire and apply legal rules in foreign languages and think in foreign languages. The teaching objective corresponding to the module of foreign legal practice courses is the professional skills component within the competency index system of LPFFRA, requiring HEIs to supplement the module with practical courses on foreign-related legal counseling, foreign-related legal negotiation, foreign-related legal document writing, and cross-border dispute resolution. China should stipulate within the curriculum system for the training of LPFFRA the basic proportion requirements and class hour standards for the aforementioned courses to be offered by law schools, and allow each HEI to offer a higher proportion or more types of courses according to its own features and resource advantages.

2. Faculty Accreditation System for the Training of LPFFRA

The training of LPFFRA places higher demands on teachers' qualifications and capabilities, and HEIs need to build faculty teams capable of training LPFFRA. The national standards

for the training of LPFFRA shall, on the basis of the provisions of the National Standard for the Quality of Law Teaching (2021 Edition) concerning the faculty teams,[65] stipulate the proportion or number of teachers engaged in the training of LPFFRA, the research and services of the rule of law in foreign-related affairs, and establish the faculty accreditation standards for training of LPFFRA.

Cross-cultural communication capacity or global competence requirements is an important aspect that distinguishes the faculty training LPFFRA from teachers training general legal professionals, and constitutes a basic requirement for the former. However, the training of LPFFRA in the new era has brought new challenges for teachers, who also need to adapt themselves to the new challenges of AI technology, international and domestic economic and social development, update their way of thinking, research methods, and constantly optimize the interdisciplinary knowledge structure. In a highly competitive environment, it is difficult for teachers to cope adequately with this situation by relying solely on their dedication and career aspirations. Therefore, it is necessary to construct, based on the cross-cultural communication capacity of LPFFRA, a faculty accreditation system for the training of LPFFRA.

As for the accreditation of teachers training LPFFRA, although a few of HEIs in China have made preliminary explorations in this regard,[66] the importance of the accreditation of teachers training LPFFRA has not yet been realized, and a systematic regulatory framework has not yet been established either. Looking overseas, the United States was among the earliest countries in the world to concern itself with the issue of global competence. Since the 1980s, a number of academic institutions or specialized organizations in the United States have begun to incorporate elements of global competence into professional standards for teachers. The Association for Supervision and Curriculum Development (ASCD) has developed a "global competency learning continuum" for teachers, which identifies 12 essential elements based on three dimensions: dispositions, knowledge, and skills. Among them, the attitude dimension includes two elements: empathy and valuing multiple perspectives, and commitment to promoting equity worldwide; the knowledge dimension includes four elements: understanding of global conditions and current events, understanding of the ways that the world is interconnected, experiential understanding of multiple cultures, and understanding of intercultural communication; and the skills dimension includes six elements: instructional design, verbal communication in teaching, classroom instruction, assessment of learning outcomes, lesson presentation and evaluation, and teaching reflection. Based on the evaluation of the 12 elements across the three dimensions, a five-level framework is

[65] For example, the proportion of full-time teachers with master's degree or doctoral degree should be higher than 90%; the proportion of teachers with senior titles should not be less than one third; there should be a reasonable age structure of teachers; a certain number of teachers should have overseas study experience or interdisciplinary educational background; a certain proportion of experts from practice-oriented sectors should be included; teachers should possess an educational background of more than five years in their disciplines, and the main lecturers for practice-oriented courses should have practical working background or practical experience.

[66] For example, Tsinghua University initiated the Tsinghua University Global Strategy in 2016, proposing the goal of "cultivating innovative talents with global competence." See 全球战略 (*Global Strategy*), available at the website of Tsinghua; Guangdong University of Foreign Studies has, since 2017, successively formulated the Management Measures for the Development of English-Medium Instructed Courses for Undergraduates and the Management Measures for English-Medium Instructed/Bilingual Courses, requiring teachers to have a background of both law major and English language learning, and subjecting English-medium instructed courses and teachers to accreditation and strict eligibility criteria.

used to categorize teachers' global competence: nascent, beginning, progressing, proficient, and advanced.[67] The above practice can provide a reference for China, taking into account the objectives and actual needs of training LPFFRA in China, to develop the accreditation standards in terms of cross-cultural communication capacity or global competence for teachers training of LPFFRA.

The faculty accreditation system for the training of LPFFRA should serve as a fundamental basis for rewarding and training teachers engaged in the training of LPFFRA, and the research and services in the rule of foreign-related affairs. Based on the faculty accreditation system, supporting training and reward systems should be established as a further step to help translate accreditation standards into concrete practices. For example, material and moral rewards should be provided based on a teacher's accreditation level of global competence, including access to appropriate training courses and training opportunities to support their continuous career development. Training courses and opportunities include, but are not limited to, organizing lecture series conducive to the development of cross-cultural communication capacity, providing financial support for teachers to participate in international conferences, international research and refresher courses, and international collaborative research, and selecting and recommending teachers for secondments and exchanges in foreign-related legal practice departments, or for positions in international organizations and international journals. At the same time, job security, rewards and incentives, as well as subsidies and allowances should be provided to those involved in practical teaching to ensure the effective implementation of accreditation standards.

3. System of Assessment Standards for the Training of LPFFRA

In order to assess and provide feedback on the effectiveness and quality of the training of LPFFRA, China should also establish, on the basis of the curriculum system and faculty accreditation standards for such training, a system of assessment standards for the same.

Corresponding to the composition of the competence system for LPFFRA, the assessment standards system for the training of LPFFRA consists of four dimensions: values, cross-cultural communication capacity, specialized knowledge, and professional skills. In the four-dimension index system, values are located in the first level, cross-cultural communication capacity, the second, professional knowledge, the third, and professional skills, the fourth, forming a pyramid structure. Values include ideology and politics and legal ethics. The ideology and politics index includes (a) a firm political stance, support for the leadership of the Party; (b) a good grasp of the principles of Marxism and XI Jinping Thought on Socialism with Chinese Characteristics for a New Era; and (c) an awareness of promoting the rule of law at the international level and contributing to the building of a community with a shared future for mankind. The legal ethics index requires LPFFRA to demonstrate not only general ethical standards of the legal profession, but also a sense of patriotism and a broad vision for safeguarding national sovereignty and interests. The index of cross-cultural communication capacity includes language skills, cognitive competence and empathy competence. The core index of specialized knowledge includes a systematic mastery of the fundamental theories

[67] See GAO Wei & YE Bei, 如何提升教师的全球胜任力——教师全球胜任力提升工具 GCLC 及其启示 (How to Improve Teachers' Global Competence—Teachers' Global Competence Improving Tool "GCLC" and Its Enlightenment), 6 教育测量与评价 (*Educational Measurement and Evaluation*), 10–21 (2023).

and the framework of domestic law, familiarity with the fundamental theories and framework of international law, and familiarity with the basic theory and practice of the rule of law in foreign-related affairs. The core index of professional skills includes strong abilities in legal analysis, reasoning, research, oral and written communication, and dispute resolution.[68]

With regard to the assessment of the above-mentioned index system, the values should be subject to a whole-process assessment. Standards for cross-cultural communication capacity should be developed on the basis of the China's Standards of English Language Ability[69] and the Legal English Certificate (LEC) Examination to assess the cross-cultural communication capacity. As for professional knowledge and skills, it is suggested to introduce an additional professional qualification examination for LPFFRA following the National Judicial Examination, in order to assess their knowledge and skills in international law (including public international law, private international law, and international economic law) and the rule of law in foreign-related affairs.

It should be made clear that while the national standards for the training of LPFFRA serve as the basic standards to be observed by all HEIs engaged in such training, those HEIs are allowed and encouraged to develop, on the basis of commonality, individualized and higher standards according to their educational characteristics. At the same time, the national standards for the training of LPFFRA should be adjusted on a regular basis in accordance with the needs of the actual situation. It is recommended that China set up a permanent body within the Ministry of Education responsible for guiding the training of LPFFRA and authorize the body to organize the formulation, modification, and interpretation of the national standards for such training.

D Expanding the Market Demand for LPFFRA and Building a Supply-Demand Matching System for the Training of LPFFRA

In improving the training of LPFFRA, China should consciously promote the demand-side reform regarding LPFFRA to ensure that the sustainability of such training efforts is driven by market demand.

Firstly, Following the guideline of integrated promotion of the rule of law in domestic and foreign-related affairs, the dichotomy between domestic and international law should be broken, so as to enhance the development of rule of law and the training quantity of LPFFRA. What distinguishes the rule of law in foreign-related affairs from the rule of law in domestic affairs is its "dual orientation." At the domestic level, the rule of law in foreign-related affairs

[68] The requirements for legal professional knowledge and skills in different countries and legal systems have commonalities as well as differences. For example, the 2023–2024 Standards and Rules of Procedure for Approval of Law Schools of the United States, in addition to stipulating the possession and understanding of the knowledge in substantive and procedural law, the possession of the abilities in legal analysis, reasoning, retrieval, problem solution, and communication in a legal context in both written and oral form, and the performance of appropriate professional and ethical responsibilities for clients and the legal system, covers several other legal professional skills including: interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and organization of legal work, collaboration, cultural competence and self-evaluation. See American Bar Association, *Standards and Rules of Procedure for Approval of Law Schools 2023–2024*, available at the website of American Bar Association.

[69] See《中国英语能力等级量表》由教育部、国家语委正式发布 (China's Standards of English Language Ability Officially Released by the Ministry of Education and National Language Commission), available at the website of Ministry of Education of the People's Republic of China.

is to better safeguard the interests of the State and its people through the rule of law, while, at the international level, it is to promote progress in the global rule of law and to contribute to the building of a community with a shared future for mankind. The rule of law in foreign-related affairs is the external extension of the rule of law at the domestic level and the inward projection of the global rule of law; it is the bridge and link between the rule of law at the domestic level and the rule of law at the global level, covering both the content of the rule of law at the domestic level that relates to foreign affairs and the content of the rule of law that China, by participating in the formulation, implementation, and interpretation of international law and cooperating in international administration of justice, integrates itself into the global rule of law. Therefore, in promoting the rule of law in foreign-related affairs, we should make efforts to break the mindset that the legislative, law enforcement, judiciary, and rule-of-law publicity authorities in China strictly demarcate domestic law and international law. In making progress in domestic legislation, law enforcement, administration of justice, and observance of the law, we should take into account the needs and circumstances of handling foreign-related affairs and safeguarding overseas interests, And in participating in the formulation of international law and cooperating in international administration of justice, we should take into account the possible impact on the interests of the State and the people, and the connection and coherence with domestic law.

Secondly, the system of rule of law in foreign-related affairs should be improved in the areas of foreign-related legislation, law enforcement, administration of justice, observance of the law, and legal services, so as to alleviate the disconnect between the shaping force of the institutional environment and the needs of training LPFFRA. The rule of law in foreign-related affairs covers a wide range of areas, features strong interconnectivity, and involves extensive content, which dictates that the training of LPFFRA must provide targeted optimization pathways varying with the specific requirements of the system of the rule of law in foreign-related affairs. First, international cooperation in law enforcement and administration of justice needs to be enhanced, which requires the LPFFRA to possess the capacity of consular protection and assistance, so as to strengthen the legal safeguards for China's overseas interests. Second, a coordinated and efficient system of the rule of law in foreign-related affairs needs to be established, which requires the efficiency of foreign-related law enforcement and administration of justice to be enhanced, focusing on reforming the trial system and mechanisms for foreign-related cases, and striving to improve the credibility of China's foreign-related justice. Third, the law-abiding foreign-related legal framework needs to be improved, which requires foreign-related legal service providers to excel in cross-border legal communication. By promoting legal literacy, legal service providers should guide Chinese citizens and enterprises to consciously comply with local laws, regulations, and customs during their global expansion, while leveraging legal mechanisms to protect their legitimate rights and interests.

Thirdly, efforts should be made to strengthen research on frontier issues regarding the theories and practices of the rule of law in foreign-related affairs, and build a theoretical and discourse system with Chinese characteristics in the rule of law in foreign-related affairs while integrating Chinese and foreign elements, thus laying a firm theoretical foundation for the training of LPFFRA. At present, there is a lack of sufficient depth, targetedness, and

innovation in existing theoretical research on issues of the rule of law in foreign-related affairs and a lack of in-depth analysis in the practical research, leading to the countermeasures and proposals put forward on foreign-related affairs are mostly slogan-like.[70] To this end, it is necessary to take measures to effectively support HEIs and research institutions in conducting systematic and focused research on issues of the rule of law in foreign-related affairs. These measures include but are not limited to, authorities such as the National Office for Philosophy and Social Sciences, the Ministry of Education, the Ministry of Justice, the Ministry of Commerce, and the China Law Society, formulate project guidelines and extend funding support for research on issues of the rule of law in foreign-related affairs, issue the Guiding Opinions on Strengthening Research on the Foreign-Related Rule of Law, guide the improvement of the research evaluation mechanism, and raise the rank of high-quality research in the field of the rule of law in foreign-related affairs in the evaluation system of scientific research.

Fourthly, efforts should be made to encourage government agencies, enterprises, and legal service institutions to expand job positions related to foreign-related affairs, thereby effectively promoting the demand-side reform for the training of LPFFRA. It is recommended that government departments handling foreign-related affairs set up agencies of foreign-related legal affairs and public posts of foreign-related lawyers in order to enhance the capacity of government in dealing with foreign-related legal matters, that enterprises with overseas business set up the foreign-related legal posts to reduce legal risks in overseas business operations and to improve their capacity in international business development and decision-making, and that the posts of legal advisors be created in Chinese embassies and consulates abroad.[71] So far, some government departments have carried out relevant exploration. For instance, the Justice Bureau of Guangzhou Municipality set up the "Office of the Rule of Law in Foreign-Related Affairs," the first specialized agency in China's judicial administrative system dedicated to this function; Shanghai Pudong New Area held the "Launching Ceremony for Building a Talent Hub for LPFFRA," with a focus on increased efforts to attract and serve high-end and urgently needed legal service personnel and awards of 500,000 yuan, 300,000 yuan, and 200,000 yuan to be granted to leading, top-notch, and urgently needed personnel, respectively; Pudong Legal Services Association, in collaboration with several Shanghai law firms, jointly offered ten high-paying positions for foreign-related lawyers. Article 36 of the Regulation of the Shanghai Municipality on Promoting the Initiative for an International Commercial Arbitration Center, effective from December 1, 2023, provides that arbitration institutions in the city are encouraged to set up training bases for legal professionals in foreign-related arbitration, carry out research on arbitration theories, hold business trainings, exchanges, and seminars, and organize outstanding arbitration talents to engage in exchanges, internships, training, or employment at renowned overseas arbitration and dispute resolution institutions, relevant legal service institutions, and international organizations abroad.

---

[70] See KONG Qingjiang & YAN Junhui, 我国涉外法治研究的现状及发展 (Current Status and Development of China's Research on the Foreign-Related Rule of Law), 19 人民检察 (*People's Procuratorial Semimonthly*), 60–63 (2023).

[71] See FANG Yan, 关于设置驻外法务参赞的建议 (Proposal on Establishing Legal Counselors Abroad), 人民法院报 (*People's Court Daily*), Jun. 30, 2018.

V Conclusion

The Notice on the Implementation of the 2024 Undergraduate Major Setting Work in General Higher Education Institutions, issued by the Department of Higher Education of the Ministry of Education on July 23, 2024, explicitly proposed to support HEIs in laying out relevant specialties for key fields such as the rule of law in foreign-related affairs, international communication and international organizations, with the aim of training national strategic talents and urgently needed talents in a targeted manner. The training of LPFFRA plays such a role as is foundational, strategic, and pioneering, and it is a long-term and systematic project. The training system of LPFFRA needs to be updated and systematically optimized in light of the actual outcomes of such training and the strategic needs of China at different times. In order to meet the new requirements of the international and domestic institutional environment for deepening legal education in the new era, we should examine the deficiencies in the training of LPFFRA in China from the dimensions of supply side and demand side, and then explore pathways for optimizing the training system of LPFFRA. It should be clarified that, among others, the orientation toward the comprehensive competency development of LPFFRA, the establishment of an interdisciplinary "Law +" academic framework, the regulation and standardization of talent training, and the balance between supply and demand, constitute the directional guidance for the optimization of the training system of LPFFRA. Following this logic, (1) China should take the development of cross-cultural communication capacity as the core, and by promoting the in-depth integration of foreign language majors and law majors, comprehensively enhance the language skills, cognitive competence, and empathy competence of LPFFRA. (2) It should take into account its own educational foundation and characteristics to build a "Law +" interdisciplinary academic framework, so as to promote the integration of law and other majors. (3) It should set up a permanent body to guide the training of LPFFRA, authorize it to organize and promote the formulation and implementation of relevant national standards for curricula, faculties, and assessment. (4) It should promote the demand-side reform of the training of LPFFRA to create an institutional environment conducive to the growth of LPFFRA, thereby leading and guaranteeing the sustainable development of the training of LPFFRA. Undoubtedly, only by innovating the training system for LPFFRA, and focusing on building an independent training system of LPFFRA in the new era, can we accelerate the training of a cohort of LPFFRA with firm political stances, excellent professional qualities, a profound understanding of international rules, and proficiency in foreign legal practices, and promote the long-term and stable development of the rule of law in foreign-related affairs in China.

Acknowledgments This article is a phased research outcome of the Key Program of the National Social Science Foundation, "Study on Fostering a Market-Oriented, Law-Based, and Internationalized World-Class Business Environment" (No. 23ZDA056) and the Teaching Quality and Reform Project of Guangdong Province, "Teaching and Research Office of International Law Courses Instructed in English."