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Reform of China's Foreign-Related Legal Education from an Educational Ecology Perspective: Analysis of Ecological Imbalance and Policies for Cultivating Foreign-Related Legal Specialists

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Abstract: Against the background of global legal order transformation and China's strategy to advance high-level opening-up, cultivating foreign-related legal professionals has become a national strategic priority. However, China's current foreign-related legal education system faces systemic challenges that constrain its effectiveness. This thesis employs educational ecology theory as an analytical framework to diagnose structural imbalances within the system. By constructing a four-tier exosystem model (micro-meso-exo-macro), the research reveals critical mismatches: at the microsystem, a disconnect between faculty capabilities and student competencies; at the mesosystem, a lack of institutional collaboration mechanisms; at the ecosystem level, divergence between policy signals and market signals; and at the macrosystem, a disconnect between domestic teaching culture and the global legal environment. Analysis indicates these imbalances collectively constitute an 'ecological imbalance' undermining the system's sustainability. Consequently, this thesis proposes a comprehensive ecological regulation mechanism: advocating synergistic development between faculty and students, establishing interdisciplinary and international collaborative networks, optimising policy resource allocation, and fostering recognition of global legal culture. These comprehensive measures aim to restore the dynamic equilibrium of the educational ecosystem, thereby cultivating internationally competitive legal professionals to support the strategic objectives of China's 15th Five-Year Plan and develop a more outstanding team of foreign-related legal professionals.

Keywords: foreign-related legal education; Educational ecology; Talent cultivation; Ecosystem imbalance

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1. Introduction

1.1. Research context

The profound shifts in the global political and economic landscape, driven by tariff wars, geopolitical conflicts and the rise of anti-globalization sentiment, have catalysed the reshaping of the international legal order [1]. Consequently, the role of professionals specializing in foreign-related legal affairs has become increasingly vital in international exchanges. As China advances high-level reform and opening and engages in global governance, it requires a substantial reserve of composite foreign-related legal professionals equipped with international legal literacy, cross-cultural communication skills, and an understanding of international rules [2]. However, China's current foreign-related legal education system (at both undergraduate and postgraduate levels) still faces many challenges such as institutional fragmentation, a monolithic curriculum, and an imbalanced faculty structure. How to systematically optimize the education system to cultivate legal specialist capable of meeting the demands of international legal competition and cooperation has become a core issue in legal education reform.

To address this situation, the Chinese government elevated the training of foreign-related legal specialists and arbitrators to the level of a national strategy during the 14th Five-Year Plan period [3]. The Chinese 15th Five-Year Plan further proposes a systematic, internationalized, and multidisciplinary framework for legal specialist. This policy objective includes restructuring higher education and transforming the national education governance system and shaping the nation's soft power. However, during the reform process, a notable tension has emerged between policy design and educational practice: ambitious goals are accompanied by ambiguous implementation pathways, uneven resource allocation has dampened universities' reform momentum, and structural conflicts persist between curriculum internationalization and the domestic legal system. The foreign-related legal education system as a whole suffers from an 'ecological imbalance'.

Against this background, educational ecology provides an essential theoretical tool for analyzing and interpreting the systemic contradictions. Educational ecology considers that educational activities constitute an open system formed by the interaction of multi-level elements, where the system's health depends on the equilibrium of its internal structure and its adaptability to the external environment [4]. From the perspective of educational ecology, the improvement of foreign legal education involves not only specific issues such as curriculum or faculty allocation at the university level, but also the formation of a good educational ecosystem: an ecosystem that consists of the policy framework, the educational institution, the teaching staff, the student body and the international environment. Understanding its operational dynamics and sources of imbalance helps reveal systemic constraints at the institutional level, thereby providing a systematic pathway for policy adjustments and educational reform.

1.2. Implication

This thesis introduces the theory of educational ecology into the field of foreign legal education research, aiming to construct a systematic analytical framework to explain the complexity of foreign legal education reform. By applying the ecosystem theory to reveal the interaction between educational elements, this study hopes to break through the limitation of traditional legal education research that focuses too much on curriculum and to study its educational reform from the perspective of educational ecology. This study attempts to apply the concepts of educational ecology, such as "ecological balance" and "dynamic adaptation", to the analysis of the training system of legal professionals, so as to provide a new empirical context for the development of the theory of educational ecology.

Under the strategic background of China's "15th Five-Year Plan", cultivating foreign-related legal talents is a key link in the process of modernizing the rule of law. The current systemic dilemma of foreign-related legal education reflects the structural disorder within the educational ecosystem. This thesis will conduct a systematic study from the perspective of educational ecology to form a more effective systematic reform plan: establishing a cross-sectoral collaboration mechanism, optimizing the integration between the faculty ecosystem and learning practices. These measures will enhance the relevance of foreign legal education to international legal affairs, and cultivate Chinese legal professionals who meet the international rule of law standards and are better adapted to the needs of today's international legal context.

1.3. Research questions

Against the aforementioned background and significance, this study will address the following core questions:

(1) What are the primary structures and key elements of China's foreign-related legal education ecosystem?
(2) What structural imbalances currently exist between policy direction and educational practice in foreign-related legal education reform?
(3) How can principles of educational ecology be applied to construct a coordinated, open, and sustainable system for cultivating foreign-related legal professionals?

1.4. Methodology

This thesis employs a qualitative research methodology, using educational ecology theory and perspective as its analytical framework. It combines policy text analysis, case studies, and expert interviews. The thesis employs an ecosystem hierarchical analysis approach (Microsystem—Mesosystem—Exosystem—Macrosystem) to identify interactive relationships and imbalance mechanisms across different levels [5].

1.4.1. Policy text analysis

A systematic review of policy documents concerning the cultivation of foreign-related legal professionals issued by institutions such as the Ministry of Education, Ministry of Justice, and Ministry of Foreign Affairs is conducted. Examples include the Implementation Opinions on Strengthening the Cultivation of Foreign-Related Legal Professionals in the New Era (2021) [6] and the 15th Five-Year Plan Outline. Their policy logic and ecological structure are analysed.

1.4.2. Case studies

Representative higher education institutions (including China University of Political Science and Law, Fudan University, and The Chinese University of Hong Kong, Shenzhen) were selected to examine reforms in foreign-related legal education [7]. Their curriculum frameworks, faculty structures, and international cooperation mechanisms were explored.

1.5. Outline

From the perspective of educational ecology theory, this thesis reveals the structural dilemma that exists between policy orientation and talent cultivation in China's foreign-related legal education, and explores a sustainable reform path by focusing on the coordination and balance of the educational ecosystem. The thesis is divided into 6 chapters: Chapter 1 serves as an introduction, describing the background, significance,

problems and methodology of the study; Chapter 2 compiles the research results of educational ecology and foreign-related legal education, revealing the theoretical gaps; Chapter 3 constructs an educational ecology model of foreign-related legal education; Chapter 4 examines the dilemmas of reforming China's foreign-related legal education from the perspective of the educational ecosystem; and Chapter 5 proposes systematic paths and policy suggestions to optimize the ecosystem of foreign-related legal education in the light of the Chinese 15th Five-Year Plan; Chapter 6 summarizes the research results, clarifies the direction of future research, and puts forward policy insights.

2. Literature review

2.1. Educational ecology theory

Bronfenbrenner (1979) embedded human development within a multi-layered system of 'niche-meso-macro-macro' environments, emphasising that educational outcomes depend on the interaction and adaptation between individuals and multiple environments [8]. Subsequent research applied this framework to higher education, proposing that "the educational system is an open system requiring continuous energy exchange with policy, economy, and culture; internal elements must maintain dynamic equilibrium, otherwise quality suffers" [9]. Educational ecology, capable of simultaneously accommodating institutional, subject, environmental, and interactive dimensions [4], is regarded as a suitable lens for analysing complex reforms, yet it has not been systematically applied to legal education research.

2.2. Research on the internationalisation of Chinese higher education

Since the 21st century, Chinese universities have undergone a transformation from traditional teaching to joint degrees, internationalised curricula, and faculty internationalization [10]. Recent literature proposes the goal of 'high-quality internationalisation,' identifying policy orientation, resource capacity, faculty conditions, and cultural integration as primary bottlenecks [11]. Existing research predominantly focuses on curricula, institutional partnerships, and global-local tensions, yet lacks holistic analysis integrating policy, institutions, faculty-student dynamics, and the international environment within a unified ecological framework [12].

2.3. Legal education and cultivating specialists for foreign-related law

Ji contends that international competition and low employment rates compel legal education towards diversification [13]. Transnational legal education research indicates that law schools respond to Belt and Road initiatives and cross-border legal service demands through joint programmes and foreign legal curriculum integration, becoming integral to national rule of law strategies [14]. Research on arbitration internationalisation further indicates that institutional capacity, cultural alignment, and implementation pathways present shared challenges in 'aligning with international rules' [15]. However, existing discussions largely remain at the level of "internationalisation" and "curriculum reform," lacking systematic explanations of how policy, institutions, faculty, students, and the legal market evolve in concert [16].

2.4. Theoretical gaps

Based on the above review, this study can identify the following theoretical gaps and areas requiring further research:

(1) Educational ecology remains unsystematically applied to legal education reform, with an even greater absence of ecological models for international law;
(2) Domestic research predominantly adopts single-dimensional approaches, lacking multi-layered interactive analyses integrating policy environments, institutional mechanisms, faculty capabilities, student competencies, and international legal demands;
(3) The dynamic feedback mechanism between national strategy and university practice remains insufficiently illuminated.

In summary, this thesis proposes constructing a 'foreign-related legal education ecosystem' model to examine multi-level element interactions, imbalances, and restoration pathways, thereby addressing the aforementioned gaps.

3. Theoretical framework and analytical model

3.1. The perspective of educational ecology theory

Educational ecology considers that education does not operate in isolation but functions as an open system, with multiple elements interacting and influencing one another across different hierarchical environments. Bronfenbrenner's educational ecology theory holds that individual development is jointly influenced by the "microsystem–mesosystem–exosystem–macrosystem" structure. The microsystem encompasses the individual's immediate interactive environment (e.g., family, school); the mesosystem describes the interrelationships between these environments; the exosystem encompasses institutions or structures that influence an individual's environment without direct participation (such as policy bodies or social resources); while the macrosystem encompasses broader sociocultural, value systems, and institutional environments [4].

Building upon this framework, educational ecology has been applied within higher education reform research to analyse interactions and adaptations across multiple tiers within the educational system, including policy, institutions, faculty, students, and cultural environments. This research proposes to adapt the aforementioned theoretical perspective to the field of "foreign-related legal education": viewing the international legal education system within higher education institutions as an ecosystem where elements such as the policy environment, institutional mechanisms, faculty conditions, student groups, and the international legal services environment are interconnected, coexisting or imbalanced.

3.2. Developing an analytical model for the "Foreign-Related Legal Education Ecosystem"

According to educational ecology theory and considering the practical context of cultivating foreign-related legal professionals, this study proposes a four-tier analytical model encompassing a systemic perspective from the most direct teaching-interaction layer to the macro-institutional environment layer. The model's specific structure is as follows (**Table 1**).

Table 1. Model structure of "Foreign-related Legal Education Ecosystem"

Hierarchy	System Elements	Specific Manifestations in This Study
Microsystem	Teachers, pupils, curriculum, classroom interaction, teaching methods	Course design in international law, bilingual teaching, moot court sessions, teacher-student interaction

Hierarchy	System Elements	Specific Manifestations in This Study
Mesosystem	Internal institutional mechanisms, departmental collaboration, international cooperation platforms, inter-university exchanges	Establishment of international law programmes in universities, inter-university joint degrees, faculty exchanges, and practical training bases [17]
Exosystem	Education administrative departments, policy resources, industry recruitment mechanisms, legal services market	National policies for cultivating foreign-related legal professionals, collaboration with law firms/arbitration institutions, and the internationalisation of legal services [6]
Macrosystem	Cultural values, national strategy, international legal environment, global governance framework	The objectives for foreign-related legal professionals, discourse power in international legal domains, and geopolitical influence within the 15th Five-Year Plan

This model aims to facilitate analysis of how system elements at various levels interact, how imbalances arise, and how system optimisation is achieved through ecological regulatory mechanisms.

3.3. Analytical pathways and key variables

Within the aforementioned model, this thesis focuses on the following analytical pathways and key variables:

(1) Policy–Institution Interaction Pathway: Education authorities formulate policies for cultivating foreign-related legal professionals (Exosystem), which are implemented through higher education institutions (Mesosystem) down to the curriculum and faculty levels (Microsystem). Mismatches in resources or mechanisms may lead to difficulties in policy implementation.

(2) Faculty–Student–Curriculum Interaction Pathway: Faculty internationalisation, cross-jurisdictional curriculum design, and students' cross-cultural legal competencies constitute core micro-system variables, influenced by mesosystem mechanisms and exosystem policy resources [18].

(3) International Environment–Educational Supply–Legal Service Demand Pathway: Macro-level international legal environments and China's national strategies (e.g., legal service demands under the Belt and Road Initiative) create urgent demand for international legal professionals [19]. This demand exerts retroactive pressure on university educational supply mechanisms (mesosystem) and teaching content (micro-system).

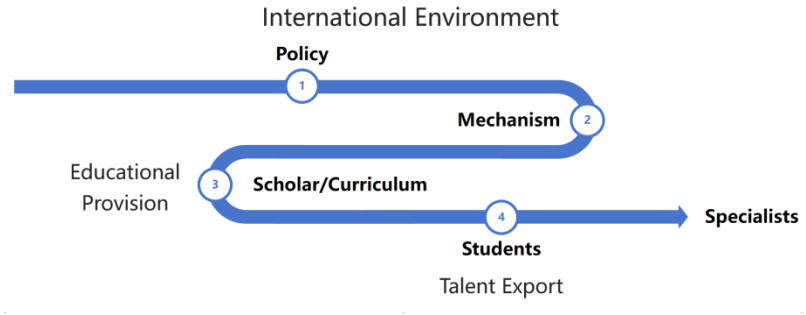


Figure 1. International Talent Ecosystem Loop.

Based on these pathways, this study will explore interactive mechanisms among variables. For instance: how loose internal university mechanisms (meso-system) undermine faculty internationalisation (micro-system), thereby weakening students' foreign-related competencies; or how drastic shifts in the global rule of law environment (macro-system) trigger urgent demands for curriculum adjustments, yet sluggish institutional responses cause reform delays.

3.4. Assumptions and definitions of the research model

Under this analytical framework, this study puts forward the following preliminary hypotheses:

(1) Hypothesis 1: The synergy and adaptive capacity (i.e., the whole ecology) of the international legal education ecosystem of higher education institutions will be enhanced when the country's policy resources (exosystem) are abundant and the educational mechanism (mesosystem) is sound.

(2) Hypothesis 2: When the internationalization of faculty and curriculum design (microsystem) closely matches the demand for international legal services (macrosystem), the international legal professionals (legal specialists) cultivated will have stronger competitiveness.

(3) Hypothesis 3: If the mesosystem is not well coordinated (e.g., fragmented cooperation between institutions and international organizations), the ecosystem may be unbalanced even if policy and faculty resources are abundant.

4. Analysis of practical challenges in reforming China's foreign-related legal education from an educational ecology perspective

4.1. Introduction

Against the background of the 15th Five-Year Plan's call to "strengthen the development of foreign-related legal talent cultivation systems," foreign-related legal education in Chinese universities is entering a new phase of institutionalized reform [20]. Both the National Standards for Teaching Quality in Legal Disciplines issued by the Ministry of Education in 2021 and the Implementation Opinions on Cultivating Foreign-Related Legal Talent in the New Era released in 2023 explicitly require universities to "cultivate composite legal professionals with an international outlook, proficiency in international rules, and expertise in handling international legal affairs" [6]. Nevertheless, despite positive policy direction, the reform faces structural challenges in practice. These challenges stem not only from the education system, but also from the complex situation between the international rule of law environment and the domestic educational ecosystem. This chapter will examine this multi-systemic imbalance from an educational ecology perspective.

4.2. Microsystem: Mismatch between teaching structure and faculty-student capabilities

At the microsystem level, imbalanced interactions among teaching staff, students, and curricula constrain the foundational functions of the educational ecosystem, directly impacting the quality and output capacity of international legal professionals. In most higher education institutions, foreign-related legal courses remain predominantly delivered by domestically trained faculty. Moreover, faculty evaluation systems remain heavily weighted towards research publications as core metrics, offering insufficient incentives for international practice capabilities and pedagogical innovation. This creates a "mismatch between research orientation and practice orientation".

Although the number of students in international law programmes has risen annually, their foreign language proficiency and cross-cultural communication skills vary considerably. Most courses still rely primarily on translated textbooks, lacking "immersive" language and legal context training.

At the employment level, foreign-related legal positions are concentrated in international law firms, arbitration institutions, and foreign-funded enterprises. However, the training objectives of higher education institutions are out of step with market demands. Students' specialisations are overly theoretical, lacking practical components such as legal English writing and simulated training in international dispute resolution.

4.3. Mesosystem: Institutional mechanisms and cross-institutional collaboration challenges

The "fragmented and asymmetrical" nature of mesosystem mechanisms undermines synergies between institutions and international bodies, hindering the education system's capacity to foster a sustainable interactive ecosystem.

Law schools typically operate within relatively insular structures, lacking stable, institutionalised frameworks for collaboration with foreign language departments, international relations faculties, and business schools. This results in the fragmented allocation of interdisciplinary educational resources. Consequently, even programmes bearing the name of 'interdisciplinary talent cultivation' in the field of international law manifest as fragmented ecosystems at the organisational level, struggling to achieve sustained knowledge integration and the synergistic effects of composite competencies.

Some colleges and universities offer courses in common law through Sino-foreign cooperation programs, which, to a certain extent, do help students have a more systematic exposure to foreign law and understanding of foreign legal affairs. However, such programs face many challenges, including inconsistent standards of course accreditation, uneven teacher qualifications, and short cooperation cycles. In addition, the limited number of internships offered by international legal institutions (e.g., the International Chamber of Commerce (ICC) and the Singapore International Arbitration Center (SIAC)) has led to the concentration of practical experience in a few elite institutions, resulting in an uneven distribution of educational resources [21]. For China, which has a huge foreign trade market, what is needed in foreign-related legal affairs is not a very small number of well-trained and sophisticated elites, but a large number of mature legal workers who can handle foreign-related legal cooperation.

4.4. Exosystem: Tensions in policy and legal services markets

Imbalances at the exosystem stem from policy implementation gaps and insufficient industry coordination, obstructing the circular feedback mechanism between the education system and the legal market.

Firstly, there exists a disconnect between policy direction and implementation mechanisms. The main problem with this system is the disconnect between policy orientation and implementation mechanisms. While the central government has frequently introduced policies to cultivate foreign-related legal talents, local universities are often faced with problems such as old teaching materials, teachers reading from the same textbook, and outdated curriculum templates that cannot be adapted to the actual needs of students in the implementation process. Although some provincial colleges and universities have set up foreign-related law majors, their curricula still adhere to the traditional modules of jurisprudence, civil and commercial law, and international law, and lack cutting-edge courses such as international negotiation, cross-border compliance, and international arbitration.

Moreover, market demand for legal services fails to translate effectively. China's foreign-related legal services sector is expanding rapidly, particularly in dispute resolution for Belt and Road nations, cross-border mergers and acquisitions, and data compliance [22]. However, university curricula lag in responding to market shifts, with insufficient communication mechanisms between industry and academia. From an educational ecology perspective, this constitutes "signalling failure" between the external and central systems – external demands are not promptly absorbed or reflected within institutional mechanisms, leading to structural lag in educational supply [23].

4.5. Macrosystem: Global rule of law environment and cultural differences

The global rule of law system is undergoing a restructuring characterised by multipolarity and regionalisation. The coexistence of the United States and the European Union's "export of rules" alongside the "joint rule-building" under the Belt and Road Initiative has created a complex competitive landscape [24]. This environment necessitates that China's foreign-related legal education incorporate more topics such as international economic law, digital trade law, and data sovereignty into its curricula to respond to new developments in the global rule of law context.

Moreover, the cultural tensions faced by foreign-related legal education extend beyond linguistic differences to encompass divergences in legal philosophies, value systems, and institutional logic. Western legal education emphasises "critical thinking and case-based reasoning", whereas China's education system has long prioritised "knowledge systems and examination-oriented approaches", creating systemic friction in pedagogical methodologies [25]. From an educational ecology perspective, this manifests as "structural disharmony" between the macro-systemic cultural environment and the micro-systemic teaching culture [26,27]. Without regulatory measures through educational institutional innovation (such as clinical legal education and international moot court), the educational ecosystem will struggle to maintain dynamic equilibrium.

5. Optimisation and policy recommendations for reforming China's foreign-related legal education from an educational ecology perspective

5.1. Introduction

As discussed in the preceding chapter, China's foreign-related legal education faces multiple structural challenges at micro, meso, external and macro levels. These intertwined difficulties constitute a complex systemic issue. Drawing upon the systemic thinking of educational ecology, this chapter aims to transcend the logic of single-factor reform. It seeks to construct an "ecological regulation mechanism" capable of promoting the system's "self-repair" and "dynamic rebalancing". The core of this mechanism lies in optimising the interactive relationships between all levels within the system and between the system and its external environment. By enhancing energy flow, information exchange, and functional coupling, it drives the sustainable development of foreign-related legal education.

5.2. Microsystem regulation: Mechanisms for synergistic development of faculty and student capabilities

As the bedrock of the educational ecosystem, the healthy functioning of microsystems hinges upon the synergistic development and mutual growth of both faculty and students.

Firstly, an integrated, bidirectional international faculty development system encompassing recruitment, cultivation, and evaluation should be established. Recruitment mechanisms must precisely target outstanding individuals possessing both first-rate overseas legal education backgrounds and international legal practice experience. In faculty development, systematic support should be provided for existing teachers to participate in high-level training programs offered by international organizations such as the World Trade Organization and the United Nations Commission on International Trade Law, ensuring their knowledge systems remain aligned with global standards and the frontier [28]. Evaluation mechanisms must move beyond traditional models dominated by knowledge-based instruction, incorporating elements like internationalization of teaching, course innovation, and the proportion of cutting-edge practical knowledge into key performance

indicators. This will incentivize lecturers to engage in teaching reform rather than continue reading lengthy textbooks in the classroom.

Simultaneously, efforts must be intensified to cultivate students' cross-jurisdictional legal competencies. A three-dimensional framework integrating "foreign language + law + international rules" should be organically embedded into the training system, with consideration given to establishing regular practical programs such as simulated international arbitration and negotiation exercises [29]. Through a "learning by doing" approach, students will achieve the organic integration of knowledge and skills within authentic legal scenarios.

5.3. Mesosystem regulation: Building collaborative networks across institutions and departments

The essence of Mesosystem Regulation lies in dismantling organisational barriers to establish collaborative educational networks characterised by resource sharing and functional complementarity.

Firstly, establishing interdisciplinary training communities. The complexity of foreign-related legal issues necessitates transcending departmental boundaries to create a four-dimensional collaborative platform integrating law, foreign languages, economics and management, and international relations. This can be achieved by establishing cross-faculty joint programs (such as "Legal English for International Arbitration" and "Legal French and Arbitration in Africa"), implementing interdisciplinary co-supervision mechanisms, and adopting credit transfer and joint assessment systems [30].

Furthermore, strengthening international cooperation and practical networks is essential. The open educational ecosystem should establish stable partnerships with international legal institutions, globally renowned universities, and law schools along the Belt and Road routes. It is recommended to systematically promote student internships at organizations such as the International Chamber of Commerce (ICC) and the Singapore International Arbitration Centre (SIAC) [31]; establish mutual credit recognition mechanisms for international courses to facilitate two-way student mobility; and advocate for the formation of regional legal education alliances to share resources and case studies.

5.4. Exosystem and macrosystem regulation: Policy, market and culture

Effective feedback from the exosystem (government and market) is crucial for achieving dynamic equilibrium within the educational ecosystem. For the exosystem, a central-local coordinated mechanism for allocating educational resources must be established. To address the imbalance of resources being overly concentrated in top-tier universities, the Ministry of Education and other relevant ministries could establish a "Special Fund for the Development of Foreign-Related Legal Education" [32]. This fund should incorporate competitive performance evaluations, prioritising support for non-first-tier city universities with distinctive strengths to develop practical training centres and specialised curricula. This approach would promote the balanced and diverse distribution of educational resources nationwide.

The macrosystem embodies societal cultural values and institutional logic, whose profound transformation is fundamental to the success of educational reform. Within this macro-system, cultivating international legal cultural identity is paramount. Foreign-related legal education constitutes a process of constructing cultural values and legal philosophies. Universities should consider offering courses such as "Introduction to International Commercial Arbitration Cases" and "Ethics in Global Governance," encouraging students to engage in practical international legal projects rather than outdated international law

theories and cases from decades past. By cultivating students' awareness of the "global legal community," institutions can empower them to actively integrate into global rule-of-law governance practices grounded in international recognition, ultimately achieving the national strategic objectives of talent development [33].

6. Conclusion

The gap between the current demand for foreign-related legal professionals in China and the inadequacies of domestic foreign-related legal education persists. From an educational ecology perspective, this research analyzes multiple structural imbalances in China's foreign-related legal education across micro, meso, exo, and macro system levels: misalignment between faculty capabilities and student competencies at the micro level; fragmented institutional mechanisms at the meso level; disconnect between policy implementation and market demand at the exo level; and significant cultural differences in the global legal environment at the macro level. To address these challenges, this thesis proposes a systemic ecological regulation mechanism aimed at achieving dynamic rebalancing within the educational ecosystem. Specifically, this thesis emphasizes: strengthening teacher-student synergies at the micro level; promoting interdisciplinary and international collaboration at the meso level; optimizing policy resource allocation and market feedback mechanisms at the exosystem level; and advancing cultural integration and paradigm shifts at the macro level. By establishing this integrated coordination framework, China can cultivate internationally competitive new talent in foreign-related legal affairs. This will both support the strategic objectives of the 15th Five-Year Plan and enhance China's voice in global legal governance.

Disclosure statement

The author declares no conflict of interest.

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