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RESEARCH ARTICLE

Polyjuralism Meets Polyglotism: An LL.B. in Chinese Law and Global Legal Studies in the English Language

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Abstract

The omnipresence of change has been singled out as posing an important challenge to law, both in theory and in practice, throughout its history. Arguably, the most efficient method of adapting the law to constant changes is legal education. Recent changes in the global arena have added to the complexity of the expected role of future legal talents, requiring them to acquire not only a profound knowledge of local and global laws but also a variety of legal as well as non-legal skills. This article presents some of the principal challenges faced by law schools and legal education in the world of today. These challenges are then explored using the example of a new Bachelor of Laws (LL.B.) degree programme in Chinese Law and Global Legal Studies in the English Language that will be offered by the Faculty of Law of the University of Macau in Macao, China.

Keywords: legal education; future law; Chinese law; global legal studies; polyjuralism; polyglotism

1. Introduction

> Changes are the imperceptible tendencies to divergence that, when they have reached a certain point, become visible and bring about transformations. (Wilhelm and Baynes, 1977, p. 229)

Change is often considered to be the only constant in life, which was famously paraphrased by Heraclitus as "[a]ll things move and nothing is at rest" (Ademollo, 2011, p. 203). However, the perceived pace of change in the world is reported to have been accelerating since the beginning of the twenty-first century (Gleick, 2000, p. 6; Rosa and Scheuerman, 2009, p. 1). This is also reflected in the characterization of the next epoch in Earth's history—the so-called "Anthropocene," which is also known as the "great acceleration" (Steffen et al., 2015, p. 81). The ever faster pace of change affects everything, from the individual to the community, from technology to the climate, and from the economy to politics. It certainly also affects, and possibly fundamentally challenges, law, both in how it is practised and in how it is taught. Already, the "omnipresence of change throughout all human experience" has been called a fundamental problem for law, and this can be expressed in the question "how can law preserve its integrity over time, while managing to address the newly emerging circumstances that continually arise throughout our history?"

(Johnson, 2007, p. 845). Any acceleration of change will only aggravate this monumental task, given the expectation that the rule of law will provide legal certainty (Maxeiner, 2008, p. 30; Zolo 2007, p. 49) and legal predictability (Maravall and Przeworski, 2003, p. 2; Wolff, 2011, p. 553).

Overall, the noticeably disruptive effect on law of a faster pace of change is complex and multifaceted because of its cross-cutting and all-pervasive nature. The prospects seem dim, as it appears that threats to the existence and possible future role of law are coming from all sides simultaneously. It is almost as if a tipping point has been reached, as a result of which either a new paradigm will be found to improve the current one or law, at least as we know it, will end. Already, the danger of the decline of law and its replacement by the return of power and politics has been noted at the international level (Shaffer, 2018, p. 37). Academically, too, the threat of a decline in law as an autonomous discipline, caused by a boom in disciplines that are complementary to law, such as economics and philosophy, was perceived as real a long time ago (Posner, 1987, p. 767). Various other factors—among them the privatization of law, litigation reforms, a loss of substantive law from the public realm, and new technologies—have been named as causes of the possible coming of the end of law (Perschbacher and Bassett, 2004, p. 2; Hildebrandt, 2015, p. 226). If not the end of law itself, at least the end of law in the form of rules or standards has also been announced (Casey and Niblett, 2017, pp. 1417–22). With the end of law comes the "death" of the lawyer, the judge, and the entire legal profession too, which has more recently often been related to the danger of their replacement by technology and artificial intelligence (AI) in the form of "robolawyers" and "robojudges" (Susskind, 2013–2017, p. 184; Markovic, 2019, p. 326; Hunter, 2020, p. 1202; Davis, 2022, p. 1173). Tellingly, the recent introduction of Large Language Models, such as Chat-GPT, which some regard as a major threat to the future of both legal practice and education (Ajevski, 2023, p. 356), share "LLM" as the same acronym as is used for the legal degree of a Master of Laws. Finally, if no more lawyers were needed, this would automatically also spell the end for law schools and legal education (Campbell, 2016, p. 97).

Thus, the principal question is whether the story foretelling the death of law is plausible and therefore whether it is necessary to write another obituary (Lucy, 2022, p. 134). In other words, has the global pandemic brought to the fore the latent disease that had befallen law, and delivered the final blow to law and its ailing international legal system (Neuwirth, 2018, p. xiii)? So far, the pandemic has certainly negatively affected the global business of legal education by restricting the international mobility of students (Picker, Lixinski, Steel and Fitzsimmons, 2017, p. 162). Certainly, for law, the wind of change has blown incessantly and changed frequently, but this has merely resulted in transformations of law (Mattei, 1994, p. 200). Is it different this time and is it not a wind but a full-blown geomagnetic storm that is brewing?

It is hard for an individual or a single law school to answer this complex question, as it necessitates an inclusive global debate addressing, in a holistic way, the major challenges that law, legal practice, and legal education face today, as it is also reflected by the aforementioned notion of the Anthropocene, which it was argued also requires an active role of law schools in helping their respective societies to respond to its impacts (Liljeblad, 2022, p. 207). This debate would be shaped by the joint efforts of the entire community of jurists, on the one hand, and peoples around the world, on the other. To contribute to this important debate about the future of law, Section 2 of the present article first identifies some of the principal problems in law today that can be reduced to the limitations inherent in dualist thinking; such thinking is manifest in many fundamental but false dichotomies used in the conception of law.

Subsequently, Section 3 of the article aims to provide answers to these problems in law by carrying forward the academic debate about bijuralism and trans-systemic legal education that started with the introduction of a new "transsystemic teaching of common

and civil law" at McGill University in Autumn 1999. Section 3 will do this by outlining the traits of polyjuralism, understood as the coexistence of two or more legal traditions within a single legal system, that are a reality in the present but are also an important part of plans for the future of legal education at the Faculty of Law at the University of Macau, which is the oldest law school in the Macao Special Administrative Region of the People's Republic of China (PRC).

Section 4 first describes the many unique legal, political, economic, cultural, and even geographical characteristics of the Macao Special Administrative Region (SAR) established in 1999 following its return to the PRC following centuries of Portuguese administration. These characteristics, and notably Macao's polyjural, multicultural, and multilingual background, also inspire the past, present, and future of the legal education provided at the University of Macau.

To illustrate the future plans for legal education in Macao, Section 5 outlines the concrete steps taken before and during the 2020 global pandemic for the future of legal education. These include, notably, the creation of a Bachelor of Laws (LL.B.) programme entitled "Chinese Law and Global Legal Studies," which, as the first of its kind, is taught in the English language and aims to provide students in China and across the world with an opportunity to study Chinese law in a global context. Additionally, the creation of the new LL.B. means that the Faculty of Law of the University of Macao is now fully operational as a trilingual law school by offering undergraduate and postgraduate (master's and doctoral) programmes in Chinese, Portuguese, and English. Finally, the conclusion will close with a short outlook on the future expectations and obstacles in legal education in Macao and the rest of the world.

2. The crisis of law globally: change in the wind or geo storm?

With more than 100 jurisdictions worldwide, each of them facing a unique set of legal conditions and challenges, it is difficult to give a complete general account of the crisis in legal education around the world. However, in the wake of the establishment of the modern international legal system under the aegis of the United Nations, the trend over the past decades of economic globalization, the resurgence of the *lex mercatoria* (law merchant) as "law without a state" (Teubner, 2002, p. 200), and anxieties related to the fragmentation of international law (Koskenniemi and Leino, 2002, p. 553) or future challenges of AI of international security (Singh Gill, 2019, p. 171) provide just a few examples of the numerous fundamental challenges that are relatively homogenous and equally experienced by most legal-education institutions around the world.

To put it simply, the principal reason for the universal nature of the contemporary challenges experienced by legal education lies in the universality of the gravest problems and risks. Moreover, all the major problems identified globally are mutually connected in the form of "strange loops" or "tangled hierarchies," meaning that the achievement of one goal may neutralize the realization of other goals or even lead to the achievement of the opposite goal (Hofstadter, 1979, p. 10). At a higher level of abstraction, these problems culminate in one major challenge that has been aptly summarized by David Held as follows: "The paradox of our times can be stated simply: the collective issues we must grapple with are increasingly global and, yet, the means for addressing these are national and local, weak and incomplete" (Held, 2010, p. 143).

In this example, it is not only the dichotomy of global versus local that has dominated and continues to dominate the conception of international law. As the use of "paradox" to describe the deficiencies inherent in this dichotomy indicates, it is possible that dichotomies in general are at the heart of the present crisis of international law and legal education around the world.

As a matter of fact, at least since the Westphalian Treaty, the dominant conception of international, and very often also of domestic, law is based on dualism (Turley, 1993, p. 185;

Beaulac, 2010, p. 17). In law, many reputed commentators have emphasized the dual nature of law: Bentham reduced it to the dichotomy of pain and pleasure, and Robert M. Cover expressing it on the basis of the legal nomos (Bentham, 1789, p. 1; Cover, 1984, p. 4). Most generally, Robert Alexy elevates the dual nature of law thesis to something that is capable of addressing "all fundamental questions of law" (Alexy, 2010, p. 167). The fact is that legal debates and methodologies around the world widely concur in the dominant use of dichotomies to conceive of law. Albeit rooted in different contexts or causes, the most common examples in law are the dichotomies of public and private (international) law (Neuwirth, 2000, p. 393; Yu, 2014, p. 51), national (municipal) and international law (Björgvinsson, 2015, p. 1; Owada, 2015, p. 254), hard and soft law (Crawford Lichtenstein, 2001, p. 1433), substantive and procedural law (Main, 2010, p. 801), law and fact (Isaacs, 1922, p. 1), consent and coercion (Hunt, 1981, p. 47), treaty and customary law (Scott and Carr, 1981, p. 347), positivism and naturalism (Priel, 2023–2024, p. 31), legal theory and legal practice (as also paraphrased by the distinction between law in books and law in action) (Husa, 2011, p. 105; Edwards, 1992, p. 34; Pound, 1910, p. 12), and the law as it is (*de lege lata*) and the law as it should be (*de lege ferenda*) (Virally, 1981, p. 519), to mention but a few. There are many more related dichotomies, such as those of politics and economics (Ripsman, 2006, p. 1), the state and the market (Bruff, 2011, p. 80), or left and right (de Benoist, 1995, p. 73). Even different legal traditions, such as those of civil and common law, are presented as dichotomies (Strong, 2015, p. 1). Law is then subdivided and each specialized legal field features further dichotomies, such as the idea/expression dichotomy in copyright law (Samuels, 1989, p. 321). Finally, there are also many false, obsolete, ill-fated, offensive, and even discriminatory dichotomies of little practical use that continue to linger although they should have been abandoned a long time ago, such as those of civilized and non-civilized nations (Article 38 (1) lit. c) Statute of the International Court of Justice (ICJ)), modernity and tradition (Germond-Duret, 2016, p. 1537), the First World and the Third World (Gainer, 1983, p. 1547), and developing and developed countries (Neuwirth, 2016, p. 911). Two other principal but overly simplistic, false, or occasionally hegemonic dichotomies are those of East versus West and North versus South (Hendry and Wong, 2007, p. 1; Arrighi, Silver and Brewer, 2003, p. 3; Jordan, 1996, p. 216).

All these examples appear to testify to the finding that dualism universally constitutes a dominant mode of thinking (Webb, 2020, p. 702). To be precise, there is nothing wrong with dichotomous or dualistic thinking per se, as it is neither good nor bad. It only becomes a problem when it means the end of a continuous process of reasoning, because its underlying bivalence "trades accuracy for simplicity" (Kosko, 1993, p. 21). This was also exemplified, for the public/private (international) law dichotomy, in the argument that "the separation of public and private international law is historically contingent and has impoverished the practice and theory of international law" (Paul, 1988, p. 177; Paul, 2001, p. 290). Moreover, contemporary developments in capitalist production and finance have been listed among the reasons for the empirical decline of the public/private distinction, which is further aggravated by the "paradoxical exercise of public authority by private actors" (Cutler, 1997, p. 261).

Generally, dichotomies or dichotomous thinking are considered to raise the possibility of the erroneous presumption that there are only two possibilities, in a false dichotomy in which "we forget the middle and think in extremes, missing important alternatives in the process" (Govier, 2003, p. 31). One of these alternatives that is missed in the process is the failure to connect the contradictory with the complementary nature of opposites, which really highlights the origin of "false dichotomies." This can be exemplified by the way in which perceived differences between legal systems nurture the dichotomies established between different legal traditions, such as civil law and common law, better known as the diversity of legal traditions, which is often, but falsely, presented as an obstacle on the path towards global law.

Not only has it been shown that "the transplanting of individual rules or of a large part of a legal system is extremely common" (Watson, 1974, pp. 21, 95), but it has also been found that diversity in law is "compatible with all major legal traditions" (Glenn, 2007, p. 359). Thus, the shortcomings in a purely dualistic mode of reasoning lie in the resulting gaps it leaves, which are to a large extent causal of the current deficiencies in the present international legal system, such as the fragmentation of law (Koskenniemi, 2006, p. 10), the lack of policy coherence and legal consistency highlighted by conflicts between norms or treaties (Jenks, 1953, p. 401; Jeutner, 2017, p. 3), and many more problems that are manifest in "limping legal acts" (acts considered lawful and valid in one system but not in another) (Verhellen, 2017, p. 433). These problems have been addressed by defragmentation techniques, the global constitutionalism debate, and many more arguments and proposed solutions (Neuwirth, 2024, p. 12; Dunoff and Trachtman, 2009, p. 5; Schwöbel, 2010, p. 612).

Hence, to fully unfold the useful effect of dichotomies, dualistic thinking must be complemented by paradoxical reasoning, also captured by the term dialetheism, which starts from the premise that there can be contradictions that are true, while there may be others that are false (Priest, 1990, p. 388). Overall, paradoxes remind us of these limitations in our understanding and motivate us to continue the quest for a broader, or more holistic, understanding of the phenomena around us (Kapur, Pascual-Leone, Manly and Cole, 2011, p. 1). This marks the principal lesson to be learned from the recent rise in oxymora and paradoxes that repeatedly produce the labels used about the present era such as the "Age of Paradox" (Handy, 1995, p. x) with "perplexing tensions and profound paradoxes" (Rosenau, 1995, p. 13), a "Time of Oxymora" (Neuwirth, 2018, p. 3), or the "Age of Unreality" in which everything is said to be an oxymoron (Bennis, 2009, p. 403). These titles and characterizations constitute some of the principal problems and challenges that confront legal education in the present era.

3. Crisis of law or crisis of legal education?

The major problems and deficiencies in law today, many of which manifest themselves in the form of the numerous dichotomies prevalent in law, have not gone unnoticed by legal educators and law schools around the world. Legal-education crises occur frequently and likely have accompanied the history and evolution of law. Scholarly work suggests that every jurisdiction, from the US and the EU to Russia and China, is currently facing a crisis in legal education (Minzner, 2012–2013, p. 334; Maleshin, 2017, p. 289; Moran, 2019, p. 453; Schwartze, 2021, p. 67). Thinking along the idea that the theory of today is the practice of tomorrow, and vice versa, it can be argued that most of the problems encountered in law outlined above have their origin in legal education in the past. This provides one more good reason to better connect legal theory to legal practice and to frame their dichotomous relationship as one of complementarity rather than contradiction. Such a different perspective has been put in practice by way of the complementation of legal knowledge with various lawyering skills, also discussed under the title of "clinical legal education," which has been defined as "a legal teaching method based on experiential learning, which fosters the growth of knowledge, personal skills and values as well as promoting social justice at the same time" (Madhloom and McFaul, 2022, p. 1).

In addressing the static and widely obsolete distinction between the different legal traditions, some law schools have embraced bijuralism and adopted bi- or trans-systemic teaching. Notable among these are McGill Law School in Canada, since 1999, and the Louisiana State University Law Center in the US, since 2002, both of which are aided by their location in a "bijural jurisdiction," Louisiana or Quebec (Costonis, 2002, p. 1). This teaching approach means the "simultaneous teaching of the common law and civil law in a particular subject area" (Bedard, 2001, p. 237). In addressing the national-versus-

international law divide, this approach has also been accompanied by a trend to "de-nationalize" and "transnationalize" legal education (Jukier, 2006, p. 775), or to transcend national boundaries in general, as a way "to alert students to the complexities of life that await them as jurists and lawyers in the future" (Dedek and de Mestral, 2010, p. 910). Later, in trying to break free from the territorial limits of the nation-state, numerous law schools, such as the Jindal Global Law School in India, established themselves as "Global Law Schools" (Badrinarayana, 2014, p. 521). Many more offered "global law programmes" at either undergraduate (e.g. Tilburg University or Bocconi University)[1] or postgraduate levels (e.g. the Hauser Global Law School Program at New York University Law School).[2] Put briefly, the internationalization of law curricula is both a growing trend and an urgent need (A-Khavari, 2006, p. 75).

To deal with the deficiencies inherent in many more legal dichotomies, alternative methods have also been pondered and implemented, such as "problem-based learning" in law (Kurtz, Wylie and Gold, 1990, p. 797). Such problem-based learning is said to "start with problems rather than the exposition of disciplinary knowledge," which overall promises several advantages (Sylvester, Hall and Hall, 2004, p. 44). Combined with clinical legal education, this approach certainly also has advantages in dealing with the growing complexity and parallel blurring-of-lines of the distinction between different legal fields as well as between law and other sciences. These different approaches are nowadays accompanied by various innovative teaching methods and the use of technology in legal education, such as "blended learning" and "flipped classrooms," the latter being understood as consisting of "pre-recorded lectures (video or audio) followed by in-class activities" (Wolff and Chan, 2016, p. 9). Most recently, and largely due to the 2020 global pandemic, another new topic of global relevance is, more broadly, distance learning through "online legal education," which also transcends the dichotomy of the physical and virtual world (Nottage and Ibusuki, 2023, p. 1; Neuwirth, Ramaswamy and Svetlicinii, 2023, p. 159).

These are but a few of the principal cornerstones in legal-education reform efforts in Asia and beyond. There are many more, as legal education has to respond to many different pressures, some of which were outlined in a symposium held in 2016. For China, for instance, two types of pressure have been identified: pressure from international competition and pressure resulting from the low employment rate of law graduates (Ji, 2016, p. 237). For Taiwan, the pressure results from the need to solve transnational legal disputes and tackle legal issues regarding developments in technology and changes in society (Lin, Chin and Liu, 2016, p. 247). In South Korea, the emphasis of reform efforts was on practical training as a way to "effectively prepare students for practice in the real world" (Oh, 2016, p. 227). In Japan, the efforts were pursuing three major objectives, namely to offer continuous legal-education programmes for practitioners, to enhance community service and supporting career development of graduates, and to internationalize the curricula (Sato, 2016, p. 213). These efforts, and especially those related to the globalization of legal education in Asia, are also conducive to fostering co-operation between law faculties around the globe (Miyazawa, 2016, p. 209).

Over the past decades, the rich debate in legal education has shown that the following are the key components that legal education must have and the related skills that legal education must provide to its graduates.

First, legal education must be "glocal." In other words, it must teach both local and global awareness, as well as have the ability to transcend territorial and jurisdictional boundaries to reflect the current reality in which most jurisdictions operate. To give but

[1] University of Tilburg, "Global Law LLB," https://www.tilburguniversity.edu/education/bachelors-programs/global-law; and Bocconi University, "Bachelor in Global Law," https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home/programs/law/bachelor+in+global+law/.

[2] New York University, "Hauser Global Law School Program," https://www.law.nyu.edu/global/abouthauser.

one example, this has been confirmed for the jurisdictions of all 164 World Trade Organization (WTO) members, as WTO law has been found to have—in spite of its basis in international treaty law—"assumed features of a transnational legal system, resisting the dichotomy of international and municipal law" (Tuori, 2016, p. 301).

Second, the glocal aspect of education entails a sound knowledge of comparative law, or, better, of the comparative method. The comparative aspect of law is undisputed, but it has constantly evolved in the past. While it was, in a way, born from the domestic versus foreign law dichotomy, the different taxonomies have also changed and will have many different functions to play in the future, especially in legal education (Neuwirth, 2019, p. 45). Essentially, comparative law has been called the "science of tomorrow" (Örücü, 2004, p. 205) and there may be many new tasks for comparative law in the future, such as assisting in the pursuit of greater regulatory harmony through greater transdisciplinarity (Neuwirth, 2020, p. 1).

Third, legal education must successfully bridge the gaps left by the dichotomy of legal theory and legal practice. It must combine basic legal knowledge with the necessary practical skills by incorporating clinical legal education and problem-based learning. This also matches the general shift from a knowledge-based to a skill-based economy, which requires that students be equipped with different skill sets, such as academic, professional, and technical skills (Klein and Green, 2011, p. 123). In the field of law, this can be realized by learning through doing so-called "experiential learning," such as through mooting or field trips, which also add to problem-based skills (Lynch, 1996, p. 78; Higgins, Dewhurst and Watkins, 2012, p. 165). This fourth skill set also becomes more important in light of disruptive technologies, such as blockchain or AI, as lawyers need to be equipped with the necessary skills "to operate effectively in the new world of disruptive innovation in law" (Fenwick, Kaal and Vermeulen, 2017, p. 351). Particularly, the recent introduction of LLMs has intensified the debate about their impact on legal education in China and elsewhere (Yu, 2023, p. 220; Ajevski, 2023, p. 352).

Fourth, and more generally, there are additional skills required, which can be summarized in the notion of transdisciplinarity, understood as a methodology for creating knowledge by striving toward a greater unity between different disciplines (Augsburg, 2014, p. 234). In law, these skills can equally be framed by the many "law and . . . " issues, including all kinds of pairs such as the well-known "law and literature," "law and technology," and "law and economics," but also more exotic and no less important ones, such as "law and love" or "law and magic" (Neuwirth, 2015, p. 139). As a result of the creeping expansion of law, many new connections between law and other fields, such as that between law and neuroscience known as "neurolaw," have emerged and continue to emerge (Petoft and Abbasi, 2019, p. 15). This means that the need for lawyers to find a common language in order to communicate with stakeholders in different fields or areas has increased. In this regard, the semiotics of law as the study of signs, and other approaches, are also called to play an important role in legal education (Broekman and Mootz III, 2011, p. viii).

Fifth, when combining the glocal and comparative aspects of legal education, there are additional skills required, including foreign language skills, which are closely related to cultural skills. This is reflected in the "ability to work in a multicultural setting," which is often required in job advertisements and is particularly important when working in foreign jurisdictions (Faulconbridge and Muzio, 2009, p. 1343). Another related set of skills involves ethics, emotional intelligence, and creativity, to mention but a few (Silver, 1999, p. 1198). Overall, lawyers should at all times keep an open mind with regard to future problems and the creative ways in which they can be solved (Weinstein and Morton, 2003, p. 873). It could even be said that predicting the future, as much as creating the future by regulating it, is a lawyer's task (Neuwirth, 2022, p. 5).

These are but a few of the basic qualities that future lawyers will need if they are to be able to respond to the deficiencies inherent in the existing dichotomies that characterize law today. As in psychology's understanding of the Gestalt, so, in legal education too, the whole appears to be greater than the sum of its parts, and ideally lawyers will avail themselves of all of these qualities and also be able to combine them creatively depending on the context. The multidimensional challenge for lawyering skills has, for instance, been exemplified by the skills related to time management (Bartholomew, 2013, p. 917). In this sense, and against a backdrop of major changes in the architecture of the global legal arena, the current and recurrent crisis in legal education resembles a geo storm more than a mere change in the direction of the wind.

4. A new paradigm of legal education, or polyjuralism meets polylingualism

Louisiana and Quebec—as examples of so-called "bicameral" mixed or hybrid jurisdictions—were the ideal cases for introducing bijuralism with regard to the common law/civil law divide. The diversity of legal traditions, having shaped the Macao legal system, also provide serious challenges that can be metaphorically described as a "geo storm." These challenges, however, can also bring an important component to the future of legal education and practice in Macao, if it manages to extract the greatest of its many unique characteristics, which can be best described as polyjuralism and polylingualism. This also requires the ability to adopt a new form of legal thinking—one that questions its premises and possibly also infiltrates a more flexible logic—which is arguably necessary to be able to transcend the many artificial boundaries inherent in the dichotomies mentioned above (Fletcher, 1985, p. 1292; Dewey, 1924, p. 26).

To begin with the glocal aspect of legal education, Macao's current legal status qualifies it as a "*glocal*"—that is, both a local and a global—actor (Neuwirth, 2011, p. 108). The reason is that, since the return of Macao in 1999 to the PRC after centuries of Portuguese administration, Macao has been established as a SAR of the PRC, governed by the Macao Basic Law (MBL) as its principal constitutional text. According to the MBL and in line with the PRC's Constitution and the principle of "One Country, Two Systems," the Macao SAR is "an inalienable part of the PRC."[3] This means that it enjoys a high degree of autonomy in most policy areas, except foreign and defence matters (Article 2 MBL). Thus, the Macao SAR is equally entitled to adopt its own laws, enjoying wide independent legislative and judicial power, and there are only a few national laws of the PRC in force in its jurisdiction (Liu, 2014, p. 25). However, this applies not only to domestic, but also to international affairs, where it is authorized to "maintain and develop relations and conclude and implement agreements with foreign states and regions and relevant international organizations in the appropriate fields" (Article 136 MBL). As a concrete example, Macao is a member of the WTO, along with the PRC and the neighbouring Hong Kong SAR.

In relation to comparative law, the Macao legal system offers a rich variety and has aptly been described as a "mixed" or "hybrid" legal system (Castellucci, 2012, p. 665). The fact is that, over the course of history, it has had many influences, as is well exemplified by its Commercial Code, which was inspired by numerous legal systems, including but not limited to the Portuguese, French, and German ones, as well as important features of European Union law and the common-law system (Teixeira Garcia, 2018, p. 314). Evidently, there are also influences of Chinese law. As a result of history and geography, there are also traces of common law, which are explained by the ties with and proximity to the Hong

[3] Art. 1, The Basic Law of the Macau Special Administrative Region of the People's Republic of China (MBL) (Adopted at the First Session of the Eighth National People's Congress on March 31, 1993 and promulgated by Order No. 3 of the President of the People's Republic of China on March 31, 1993, and effective as of 20 December 1999), https://www.umac.mo/basiclaw/english/main.html.

Kong SAR, as well as the importance of the gaming industry and the number of US operators that are active in Macao (Rose, 2013, p. 393). Overall, Macao's unique features can also be explained by the "unique geographical position and strong cultural and economic ties that Macao has with the mainland, Hong Kong, Taiwan, and beyond, in Southeast Asia" (Tu, 2010, p. 90). In sum, it has rightly been stated that Macao's legal tradition has—for centuries—been shaped by "the socio-economic, cultural, and linguistic backgrounds, in a context of globalization and regional integration" and therefore has the potential "to become a laboratory of research on comparative law and international law" (Wei, 2014, p. 249). These diverse ties and the various laws and practices that have been adopted also testify to a long-standing tradition of not considering theory as being separate from practice, but instead using legal theory and comparative study for the purpose of putting it into practice by seeking to adopt the optimal legislative solution.

In this regard, Macao's polycultural (Bernardo, 2019), multi-ethnic (Clayton, 2019, p. 145), and polylingual (Young, 2009, p. 412) characteristics are also of assistance, particularly in communicating with the Lusophone world and the rest of the global arena. As for the last, Article 9 of the MBL stipulates that "in addition to the Chinese language, Portuguese may also be used as an official language by the executive authorities, legislature and judiciary of the Macao Special Administrative Region." However, the term "Chinese language" includes spoken Cantonese and Mandarin-based Standard Written Chinese. Macao Creole Portuguese (called "Patuá" in Portuguese or "Macanese" in English) adds to the already rich linguistic diversity of Macao (Li and Tong, 2021, pp. 142, 144). Last but not least, as Macao is a glocal metropolis, the English language too plays an important role in daily life and the work of public authorities, with the government offering many services in the English language as well. The use of English has increased even farther because of "Macau's modernization, through education, the casino world, and the media" (Botha and Moody, 2020, pp. 531–2; Meierkord, 2021, p. 80). Equally, English is the working language of the University of Macau and, most of all, it has a growing role in legal education as well, in which English now complements the traditional bilingualism of the legal system and legal education, and is increasingly a medium for communicating with the rest of the world (Cheng, 2020, p. 196).

As far as transdisciplinary and other skills are concerned, Macao also provides fertile soil for various other policy challenges, such as the regulation of the creative or experience economy (Mok, 2009, p. 135), AI (Migliorini and Neuwirth, 2023, p. 138), traditional and conventional medicines, and tourism. Most importantly for policy coherence, and possibly one of the strongest qualities of Macao, is its diversity, which has also earned it the name of "cultural Janus" (Cheng, 1999, p. 4) and a place where "East meets West" (Zhang, Yankholmes and Morgan, 2022, p. 1). The East/West dichotomy has not only been seen as the result of the difference between the concept of rights in a natural law tradition and the concept of duties in Confucian culture (Tang and Wen, 2020, p. 32), which results in descriptions of Western people thinking in terms of the rights of the individual or personal liberties whereas their eastern counterparts think more in terms of duties or obligations, order, and harmony (Dionisio, 2014, p. 62), but also been noted at the level of cognition and logic (Nisbett, 2003, p. 8). In this regard, it is helpful to remember the limitations inherent in dichotomous thinking. For Macao, this also is a constant reminder to build on its traditional quality as a place where apparent opposites not only meet, but are also transcended and "get reconciled" (Videira Pires, 1988, pp. 213–5).

In sum, the many unique and defining aspects of Macao can help it in its daily policy decisions, but also regionally, in order to play a wider role in its relationships with the PRC and Hong Kong, for instance through the "Closer Economic Partnership Arrangements"[4]

[4] WTO Regional Trade Agreements Database, "'China–Macao, China' Free Trade Agreement & Economic Integration Agreement," http://rtais.wto.org/UI/CRShowRTAIDCard.aspx?rtaid=56; WTO Regional Trade Agreements

and notably in the context of the Guangdong/Hong Kong/Macao Greater Bay Area, abbreviated as "Greater Bay Area" (GBA). The GBA covers the three different jurisdictions of the PRC, namely those of the SARs of Hong Kong and Macao and the province of Guangdong, all of which are located in the Pearl River Delta Metropolitan Region facing the South China Sea. The project of the GBA was officially launched with the signing of the GBA Framework Agreement (GBAFA) on 1 July 2017, which aims to fully implement the principle of "one country, two systems" as a way to improve and innovate the co-operation between the GBA members in order to develop the GBA into a more dynamic economic region.[5]

The diverse aspects of the legal system are equally useful for Macao's relationships with the rest of the world, as cities will perform a greater role in the emerging global legal order (Blank, 2006, p. 875). Based on its Portuguese language being also an official language, Macao has an important supportive role to play in the PRC's relationship with the Lusophone countries. To this end, it has established the Forum for Economic and Trade Cooperation between China and Portuguese-speaking Countries to promote the commercial relations between the PRC and Lusophone world (Dos Santos, 2024, p. 535). As a concrete example from the education sector for its role in the relationship between China and Lusophone countries, Macao has entered two alliances focusing on Portuguese- and Chinese-language teaching and learning resources in 2021 (Pun, 2022, p. 4).

The same also applies to the Belt and Road Initiative (BRI) announced in September 2013, which builds on the ancient Silk Road networks with "the aim of strengthening the cooperation between China and other countries along the old Silk Road on a wide range of issues, in particular the fields of trade and investment" (Zhao, 2018, p. 1). In this context, the unique role of Macao was also noted given that more universities have been reported to have started to open Portuguese-language majors in order to respond to China's playing an increasingly proactive role on the international stage (Cai and Xue, 2022, p. 5). The changing role of China was described as shifting from selective adaptation to selective reshaping with its influencing factors of perception and conception, complementarity, and legitimacy (Wang, 2020, p. 583). If Macao were to play an active role in this changing global environment, then it must maintain its status as a free port and generally remain open to receiving inspiration from abroad in order to build bridges over the gaps left by existing or future false dichotomies. To fulfil these expectations, legal education in Macao, by embracing its polyjural and polylingual qualities, is called to play an important role.

5. Polyjuralism plus polylingualism: past experiences and future strategies

An important role in the current domestic, regional, and global context is reserved for education in general, and legal education in particular. The unique legal tradition and strategic position of Macao determine that the legal education in Macao should be given a special mission. On the one hand, it should fulfil the two functions of being a professional education and an academic education, which any law school will normally do. At the same time, it should create a platform for legal cultural exchange by taking full advantage of Macao's unique legal culture in order to respond to its mission in the development of the

Database, "'Hong Kong, China–Macao, China' Free Trade Agreement & Economic Integration Agreement," http://rtais.wto.org/UI/CRShowRTAIDCard.aspx?rtaid=1029; and Framework Agreement on Deepening Guangdong–Hong Kong–Macao Cooperation in the Development of the Greater Bay Area, adopted by the National Development and Reform Commission of the PRC (GBAFA) at 1, https://www.bayarea.gov.hk/filemanager/en/share/pdf/Framework_Agreement.pdf.

[5] National Development and Reform Commission of the PRC, Framework Agreement on Deepening Guangdong–Hong Kong–Macao Cooperation in the Development of the Greater Bay Area (GBAFA) (1 Jul 2017), https://www.bayarea.gov.hk/filemanager/en/share/pdf/Framework_Agreement.pdf.

rule of law in China. In this regard, the Faculty of Law of the University of Macau has adopted a set of strategies on the basis of its past experience. These include in particular the launch of a new undergraduate programme in the English language entitled "Chinese Law and Global Legal Studies." The aim of the new programme is not only to enrich the provision of Macao's legal education, but also to respond to the context of China's growing economic power and steady rise in an increasingly multi-polar world, and the ensuing geopolitical implications (Shenkar, 2006, p. 313; Tunsjø, 2018, p. 1), in parallel with the growing importance of the role of contemporary Chinese law (Kwan, 2021, p. 51).

As a result of the developments in Chinese law, many renowned universities have inaugurated courses or established research centres for Chinese law or China studies; these include the Fairbank Center for Chinese Studies of Harvard University,[6] the Centre for Chinese Law and Policy at Durham University,[7] and the University of Oxford China Center.[8] The growing attention paid to Chinese law around the world can be explained as a consequence of two important trends: first of all, the increase in the volume of China's global economic and trade activities led to an increase in the application of Chinese law to international commercial contracts and disputes; second, China's role in the practice of international law and participation in global governance too has been growing in importance. In addition to its participation in various multilateral fora, such as the WTO since 2001, the PRC has negotiated a number of bilateral Free Trade Agreements (FTAs) and has entered numerous regional partnerships, such as the Regional Comprehensive Economic Partnership (RECP) and the China-ASEAN FTA.[9] Moreover, broader co-operation projects, such as China's BRI or the co-operation between the BRICS countries (Brazil, Russia, India, China, and South Africa), have also contributed to the export of China's legal regime (Neuwirth, Svetlicinii and De Castro Halis, 2017, p. 1; Zhao, 2018, p. 1). The growing influence of China in global governance is also reflected in the establishment of international or regional institutions such as the Asian Infrastructure Investment Bank or the New Development (or BRICS) Bank.[10]

The growing global influence of Chinese law in the world has also increased the need for legal professionals who are proficient in both Chinese law and international law. In this regard, President Xi Jinping warned in spring 2021 that "China is facing a crisis of legal talents for protecting its growing interests," which is why the cultivation of foreign-related professionals is one of the important national strategies.[11] In response to this crisis, the Ministry of Justice and the Ministry of Education of the PRC jointly issued a notice regarding the training of lawyers with knowledge of foreign law, to enhance the study of international law in English at the postgraduate level.[12] Even before the government's initiative, several postgraduate programmes focusing on Chinese law were being offered by some of the most highly reputed law schools of China, including the law schools of

[6] Fairbank Center for Chinese Studies of Harvard University official website: https://fairbank.fas.harvard.edu/.

[7] Durham University (UK), "Centre for Chinese Law and Policy," https://www.durham.ac.uk/research/institutes-and-centres/chinese-law-policy/.

[8] University of Oxford China Center official website: https://www.chinacentre.ox.ac.uk/.

[9] Ministry of Commerce of the People's Republic of China (MOFCOM), "China FTA Network," http://fta.mofcom.gov.cn/english/index.shtml.

[10] Asian Infrastructure Investment Bank (AIIB), https://www.aiib.org/en/about-aiib/index.html; The New Development Bank (NDB), https://www.ndb.int/.

[11] In the second meeting of the National Committee of the Central Organization, President Xi emphasized the overall promotion of domestic rule of law and foreign rule of law, and expressed the importance of cultivating foreign-related legal professionals [in Chinese language], http://www.qstheory.cn/qshyjx/2021–05/04/c_1127407273.htm.

[12] Department of Degree Management and Graduate Education, Ministry of Education of the PRC, and Attorney's Office, Ministry of Justice of the PRC: Notice on the Implementation of the Postgraduate Cultivation Program (Foreign-Related Lawyer) for the Master of Law [关于实施法律硕士专业学位(涉外律师)研究生培养项目的通知] (Jiaoyansi No. [2021]1), http://www.moe.gov.cn/s78/A22/tongzhi/202102/t20210226_515055.html.

Tsinghua University and Peking University. At the undergraduate level, a few Chinese universities offered double-degree programmes in law as a way to study both Chinese law and the law of a foreign jurisdiction.[13] There are also several co-operation programmes offering platforms for the study of both Chinese law and international law.[14]

From the perspective of Macao, these programmes have some limitations, which are found in the general restrictions imposed by Chinese higher-education laws, the fact that the teaching language for Chinese law is mostly Chinese, and the fact that the study period is usually less than four years. This reduced study period is not deemed to be long enough to acquire a comprehensive and systematic understanding of the Chinese legal system and its application in China. Such an understanding is necessary for those who aim to pass the Chinese bar exam or the "national judicial examination," which "is the qualifying exam for the legal profession organized by the state to select from the most qualified to be candidates for junior judges, prosecutors, and lawyers" and has therefore been termed "the only route to a legal career" (Ren and Lu, 2020, p. 231).

In this regard, Macao's own particular legal status as a SAR of the PRC offers additional space for practising novel approaches to legal education. Moreover, with the "One Country, Two Systems" policy, the operation of educational programmes in Macao does not need to comply with the relevant laws and policies of China. The higher-education law of Macao grants its higher-education institutions more academic freedom and broader administrative and financial autonomy.[15]

5.1 Macao's unique legal system: opportunity and potential

The creation of the Macao SAR with the return of Macao from Portuguese administration to the PRC in 1999 was premised on the basis of the unique concept of "One Country, Two Systems." In the initial years, the challenge was the transition from the pre-existing Portuguese legal system and the adaptation of the new constitutional reality created by the MBL. The need to guarantee a smooth functioning of the legal system meant that the arrangement had to operate in a new environment, which also faced a linguistic challenge with Chinese being the official language, although Article 9 of the MBL also maintained Portuguese as an official language to be used by the executive authorities, legislature, and judiciary. Even in the period before the handover, a situation emerged in which it was necessary to embark on a massive project of translating all the existing laws into the Chinese language in order for them to be adopted in the Macao SAR. With limited know-how and expertise, the translation project presented enormous difficulties at the beginning but, with each translated law, the quality of the translations improved. The enormous challenge faced by the government in the context of the changing legal context

[13] The Sino-Australia Silk Road programme was launched by the law school of Xi'an Jiaotong University in co-operation with the law school of the University of New South Wales (UNSW). Students enrolled in this programme spend three and a half years in China to study Chinese law and then two or three more years in Australia to study common law. After graduation, they will obtain a dual degree in Chinese law and common law (http://zs.xjtu.edu.cn/info/1493/3848.htm). Similar programmes include the "3+1" outstanding legal talents programme co-organized by the East China University of Politics and Law (https://gjf.ecupl.edu.cn/8584/list.htm) and the "2+2" legal elites cultivation programme jointly organized by the Southwest University of Politics and Law and Coventry University (https://zs.swupl.edu.cn/zyjs/249754.htm).

[14] In 2020, the Peking University (PKU) Law School established the PCA-PKU Fellowship Program with the Permanent Court of Arbitration. Each year, the Permanent Court of Arbitration may accept new or former graduates of the School of Law of Peking University who meet the relevant requirements to work as "Assistant Legal Counsel" in its International Affairs Bureau for one year, participating in the drafting of documents in arbitration cases and participating in international arbitration in a variety of ways, https://www.law.pku.edu.cn/xwzx/ggtz/tzggx/136267.htm.

[15] Higher Education Law of Macau SAR (Law No. 10/2017) [Chinese version: https://bo.io.gov.mo/bo/i/2017/32/lei10_cn.asp; Portuguese version: https://bo.io.gov.mo/bo/i/2017/32/lei10.asp#10].

was aggravated by the fact that only a small fraction of the population were proficient in the Portuguese language and thus able to work for the legislature, the judiciary, and the government as a whole (Cheng, 2020, p. 188).

For a legal system to operate and develop healthily, it has to be supported by a high-quality professional legal culture. However, the predicament for Macao law lies in the separation of Eastern and Western legal cultural elements under the bilingual legal system; people use different languages and are thus unable to communicate with each other (Cheng, 2015, p. 15). The Portuguese canonicalization resulted in a lack of the Macao citizens' own legal concepts, and also separated legal vocational education from society (Cheng and Yanni, 2012, p. 611). The legal education of Macao plays a very important role in the localization of Macao law and jurisprudence, and in the formation of the unique Macao legal culture (Cheng and Yanni, 2012, p. 654). In this regard, the Faculty of Law of the University of Macau, as the oldest law school in Macao, has rich experience of adopting Portuguese law teaching into Chinese. It has been offering law courses since the academic year 1982/83. It offers law degrees and master's programmes conducted in Chinese and Portuguese, which are adapted to the bilingual Macao, and provides support for Chinese citizens in Macao's society to participate in legal practice.[16] Additionally, the faculty offers master's and PhD programmes in the English language, as an indicator of a positive response by the Macao legal-education system to the new trend of globalization, and a recognition of the need for international integration.

For reasons related to the challenges faced by legal education in China, and in Macao particularly, against the backdrop of a challenging global environment, the management of the Faculty of Law has decided to launch a new LL.B. programme entitled "Chinese Law and Global Legal Studies," with English as the teaching language for the first time in the academic year 2023/24. Generally, this programme has been set up by trying to carefully combine the local and global elements of law in the twenty-first century, and by using comparative and interdisciplinary methods for teaching, legal research, and problem-solving. Aided by Macao's multicultural and multilingual environment that characterizes the Faculty of Law of the University of Macau, the programme aims to demonstrate the rule of law with Chinese characteristics in a global context. With proven experience in the translation of texts from different legal systems, a polylingual setting, and a strong polyjural expertise aided by the diverse backgrounds of its staff, it is deemed a necessary precondition to run the new LL.B. programme.

5.2 The curriculum of the LL.B. in detail

The point of departure for designing the scope and content of the curriculum was the principal requisite for taking the national judicial examination of the PRC. To this end, the curriculum was designed in such a way that the completion of all the major courses included in the LL.B. corresponds to the basic requirements for a bachelor's degree in law offered in the PRC. In this sense, the national standards for academic quality in legal education that are prevalent in China were strictly followed in the design of the new programme.

A second set of considerations regarding the curriculum related to the expectations of graduates and their potential employers in the labour market. In this respect, the curriculum of the new LL.B. programme was drafted with the goal of meeting the various needs of high-level legal talents. To ensure these expectations are met, the programme consists of a total of 40 compulsory major courses plus six elective courses that need to be successfully completed.

[16] The objective of the Bachelor Programs is to prepare jurists who are familiar with the Macau SAR legal system; Faculty of Law of the University of Macau, https://fll.um.edu.mo/.

As an innovative element, the LL.B. curriculum combines local legal content with various global elements that characterize law in the twenty-first century. This objective shall be realized by offering the legal knowledge necessary for the national judicial examination in the PRC while—at the same time—placing this knowledge in the wider global context. The global aspects are taken into account first by adding various courses focusing on specific global aspects of law, such as courses on public international law, the law of the WTO, and the Law of the Sea, and then by complementing these with various novel courses covering the "Belt and Road Initiative" and the co-operation between the BRICS countries, to mention but two of them. As an additional element, the teaching of all individual courses shall benefit from the polyjural background of the teaching staff, which guarantees that local and global aspects are simultaneously considered, critically compared, and ultimately integrated against the background of the respective legal historical evolution and the inspiration they received at different times and from different legal traditions.

Equal attention is given to transdisciplinary elements, which are reflected in courses such as those entitled "Law, Economics and Society," "Law, Science and Technology," "Personal Rights and Cyberspace," or "Law, Language and Logic." The principal objective pursued by the inclusion of these courses is to complement legal knowledge with diverse cutting-edge theoretical and practical issues covered by related disciplines, with a view to enabling students to become interdisciplinary, application-oriented, and versatile professionals with a global vision.

Last, great care was taken to evenly distribute the workload of students over the four-year study period by allocating a similar number of credits (37–39 credits) to each academic year. While introductory or basic law courses as well as language courses are concentrated in the first two years, various elective courses will be offered in Years 3 and 4 to allow students to explore their individual interests and to prepare them for the specific needs related to their planned future career. In this regard, problem-based or experiential learning methods are applied through clinical law courses, such as "Mooting, Mock Trials and Advocacy Skills." These courses are combined with a flexible structure of seminars and tutorials to enhance lawyering skills and improve students' motivation through autonomous learning (Scarnecchia, 1998, p. 674).

In sum, as the heart of the LL.B. programme, the curriculum was designed to serve students with a richer cross-cultural learning experience, a broader international perspective, and a more comprehensive system of global law, so as to cultivate bi- and possibly polylingual legal talents with global competitiveness and responsibility.

5.3 Objectives for the future of legal education in Macao

In order to future-proof the content of the LL.B. programme in "Chinese Law and Global Legal Studies," feasibility studies were carried out prior to the formulation of the details. To this end, the planning committee conducted several surveys, the first around targeting high-school students, undergraduate students in their second year or third year of studies, and postgraduate students enrolled in the university. Later surveys included alumni now working in different legal roles in public administration, prosecution, the judiciary, law firms, and academia, as well as other non-legal industries. More concretely, the respondents were asked: (1) whether they would agree that a systematic study of Chinese Law in English (rather than in Chinese) over four years would give graduates more competitiveness and access to a broader job market; (2) whether they would agree that launching the Bachelor of Law programme in English in Macao would help to strengthen the level of international academic exchanges in the field of law in Macao SAR and promote dialogue between Macao SAR and the world; and (3) whether they would agree that the University of Macau, with its cultural diversity, could offer a rich English-language

learning experience, provide a more international learning platform, and give students a broader global and trans-cultural perspective.

As for the results of the survey, a total of 779 questionnaires were completed and received. Of these, 371 questionnaires were from second-year students and 259 were from third-year students in senior high schools, and there were 20 from undergraduate students and 38 from postgraduate students. A total of 91 responses were received from employed people. Generally, 384 respondents said that they would be willing to apply for this programme while 127 respondents said that they would be willing to recommend the programme to their friends, colleagues, or families. Moreover, 41.46% (33.12%) of the respondents (equivalent to 323 (258) respondents) agreed (strongly agreed) that the University of Macau, with its cultural diversity, is in a position to offer an English-language learning experience in this area, provide a more international learning platform, and give students a broader international and trans-cultural perspective. This reflects the fact that English teaching and the global, international, and trans-cultural perspective in Macao are two elements that may increase students' interest in applying for the proposed programme.

Another survey specifically targeted potential employers, including government departments, courts, law firms, schools, and private companies. In this survey, 97.2% of the respondents (35 respondents) strongly agreed that the establishment of the new programme could play a positive role in cultivating the country's foreign-related legal talents and meeting the increasing market demand, as well as fulfilling the needs of the wider community and the demands of industry.

Overall, the support received from the surveys conducted for the LL.B. programme was encouraging. It remains to be seen how the various expectations, such as to strengthen Macao's role in higher education, will be achieved. It will still take four years for the first batch of students to graduate in order to verify whether a sound knowledge and mastery of Chinese law in the English language leads not only to a competitive advantage in the local labour market, but also to greater opportunities in the wider market, both in mainland China and beyond. It will also be interesting to observe whether the offer of a law degree in Chinese law in the English language will also open the door to foreign students either enrolling in the programme or taking selected courses as visiting students. Lastly, the prospective value of the programme will be measured by its ability to nurture talented students from China and all around the world, and to prepare them for a greater variety of global careers in top law firms, multinational companies, government authorities, and regional as well as international organizations in a rapidly changing world.

6. Conclusion

> The changes China has undergone over the past three decades are so fundamental that virtually no aspect of social life has remained unaffected. Higher education is no exception. (Ma, 2007, p. 164)

Against the backdrop of constant change, the science fiction writer Isaac Asimov wrote that "[N]o sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be" (Asimov, 1978, p. 5). The need to perceive and behold a vision of how the world is and how it will be confronts the law with serious challenges, but also provides it with great opportunities. A rapid pace of change, emerging disruptive technologies, climate change, and many more factors contribute to a growing complexity of all aspects of life and to a current crisis of law in the world. For the law to be successful in tackling the most urgent local and global problems combined, as formulated

by the Sustainable Development Goals, it needs new ideas, visions, and strategies. The realization of these ideas largely depends on legal education, considering that the theory of today constitutes the practice of tomorrow.

In both identifying and solving these problems, Macao, mindful of its special legal status, its hybrid or *sui generis* legal system, and other legal characteristics, can help by functioning as an innovative laboratory for the enhancement of the law in books and in action. Macao, like most legal systems today, are faced with a complex combination of local, regional, and global regulatory challenges, which call for innovative responses. In these responses, legal education is called to play a particularly important role. More concretely, this means addressing the need for legal education to be "glocal," meaning that it cultivates legal professionals with a local and global awareness using the comparative method and a transdisciplinary approach. At the same time, it marks an approach that regards various dichotomous pairs, such as those of theory and practice or municipal and international law, as complementary and not as mutually exclusive. In these multiple tasks, the polyjural and multilingual settings of the Faculty of Law of the University of Macau can be considered to provide an advantage. This is because Macao is known as a place of considerable diversity and one in which multiple opposites not only meet, but also often become reconciled. This quality of Macao has been nurtured by a long history of trade and culture, of relations between the East and the West. It should be put to good use to address the challenges that Macao faces locally, regionally in the GBA, and nationally as a Special Administrative Region, as well as globally in the context of the BRI or the WTO. Last but not least, legal education in Macao is believed to be able to help to accommodate the changing role of China in the world by building global bridges between the Chinese legal system and the world's other legal systems. This may eventually also contribute to the establishment of a more inclusive and coherent global legal order in the future.

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