

# **A COMPARATIVE ANALYSIS OF LEGAL EDUCATION SYSTEMS IN CHINA AND THAILAND, CHALLENGES AND INNOVATIONS IN THE 21<sup>ST</sup> CENTURY**

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**Abstract:** This study provides a comparative analysis of the legal education systems in China and Thailand, examining their evolution, current structures, challenges, and recent innovations. Legal education is fundamental in shaping competent legal professionals and influencing broader judicial and regulatory frameworks. In China, legal education has transitioned from Soviet and Confucian influences to incorporating Western legal principles, driven by the country's socio-economic transformation. Thailand's legal education, rooted in both civil and common law traditions, reflects its unique legal history and adaptation to global trends. Both countries face challenges such as regional disparities in educational quality and the need for practical skills training. Recent reforms in both nations aim to address these issues through curriculum updates, international collaborations, and innovative teaching methods. This analysis offers valuable insights for policymakers, educators, and legal practitioners to improve legal education in a globalized world.

**Keywords:** Legal education, Comparative analysis, China, Thailand, Legal Reforms

## **Introduction**

Legal education is a cornerstone of the legal profession, shaping the future of legal practitioners and influencing the broader judicial and regulatory frameworks within which they operate. The evolution of legal education systems reflects the socio-political, economic, and cultural contexts of the countries in which they are situated. This study aims to provide a comparative analysis of the legal education systems in China and Thailand, examining the challenges they face and the innovations they have embraced in the 21st century.

The legal education system in China has undergone significant transformations, particularly since the economic reforms of the late 20th century. Historically influenced by Soviet models and Confucian traditions, Chinese legal education has increasingly incorporated Western legal principles and practices (Liebman, 1997). These changes reflect China's broader socio-economic transformation and its integration into the global economy (Peerenboom, 2002). In contrast, Thailand's legal education

system, influenced by both civil and common law traditions, reflects the country's unique legal history and its adaptation to contemporary global trends (Harding, 2001; Chotithamaporn, 2019).

Both countries recognize the critical role that effective legal education plays in ensuring the rule of law and promoting justice. However, they also face distinct challenges and opportunities. China's rapid economic development and its quest for modernization have highlighted the need for a legal education system that can produce competent legal professionals equipped to handle complex, globalized legal issues (Wang, 2010). Meanwhile, Thailand's ongoing legal reforms aim to address the gaps in legal education, particularly in response to globalization and the increasing need for legal practitioners who are proficient in both local and international law (Chotithamaporn, 2019).

This study seeks to achieve the following objectives:

To compare the legal education systems of China and Thailand.

To identify the key challenges faced by these systems.

To explore the innovations and reforms implemented to address these challenges.

To this end, the study addresses the following research questions:

What are the main components and structures of legal education in China and Thailand?

What challenges do these systems face in the 21st century?

What innovative approaches have been adopted to enhance legal education in both countries?

The significance of this comparative analysis lies in its potential to provide valuable insights for policymakers, educators, and legal practitioners. Understanding the strengths and weaknesses of each system can inform future reforms and foster the development of legal education that meets the needs of a globalized world. Furthermore, this study contributes to the broader academic discourse on legal education by highlighting how different socio-legal contexts influence educational practices and outcomes.

## **Literature Review**

### **Historical Development of Legal Education in China**

The historical evolution of legal education in China reflects the broader socio-political changes that the country has undergone. During the early 20th century, legal education in China was heavily influenced by Western legal systems, particularly those of Germany and Japan (Cohen, 1968). However, with the establishment of the People's Republic of China in 1949, the Soviet model became predominant, emphasizing a socialist legal system and a focus on political indoctrination (Lubman, 1999).

Significant reforms began in the late 1970s, following China's adoption of the Open Door Policy and its shift towards a market-oriented economy (Peerenboom, 2002). These reforms aimed to

modernize the legal system and enhance the rule of law, necessitating improvements in legal education. The 1980s and 1990s saw the re-establishment of law schools, the introduction of standardized legal examinations, and the development of a more structured curriculum (Chen, 2011). Contemporary legal education in China continues to evolve, incorporating elements from both civil and common law traditions, and emphasizing practical skills alongside theoretical knowledge (Wang, 2010).

#### Historical Development of Legal Education in Thailand

Thailand's legal education system has its roots in the country's modernization efforts during the late 19th and early 20th centuries. King Chulalongkorn (Rama V) initiated significant legal reforms, drawing on both Western and traditional Thai legal principles (Harding, 2001). The establishment of formal legal education institutions, such as the Law School of the Ministry of Justice in 1897, marked the beginning of systematic legal training in Thailand (Viboonchart, 1995).

Throughout the 20th century, Thailand's legal education system evolved to reflect the country's socio-political changes and its integration into the global community. The adoption of elements from both civil and common law systems created a unique hybrid legal tradition (Harding, 2001). Recent decades have seen further reforms aimed at improving the quality of legal education, including curriculum updates, enhanced training for legal practitioners, and increased emphasis on international law and human rights (Chotithamaporn, 2019).

#### Comparative Analysis of Legal Education Structures

The legal education systems in China and Thailand share some similarities but also exhibit significant differences. Both countries have established formal legal education frameworks that include undergraduate and postgraduate programs, bar examinations, and continuing legal education requirements. However, the structure and content of these programs vary considerably.

In China, legal education typically begins with an undergraduate law degree (LL.B), followed by postgraduate studies (LL.M and Ph.D.) for those seeking advanced knowledge or academic careers (Chen, 2011). The curriculum covers a broad range of subjects, including constitutional law, civil law, criminal law, and international law, with increasing emphasis on practical training through internships and moot courts (Wang, 2010). In contrast, Thailand's legal education system includes both undergraduate (LL.B) and postgraduate (LL.M and Ph.D.) programs, but also offers professional training courses for aspiring lawyers, judges, and prosecutors (Chotithamaporn, 2019). The Thai curriculum emphasizes a balanced approach, integrating theoretical knowledge with practical skills, and highlighting the importance of ethical conduct and social responsibility (Harding, 2001).

#### Challenges in Legal Education

Both China and Thailand face several challenges in their legal education systems. One of the primary issues in China is the disparity in educational quality between urban and rural areas. Leading universities in major cities such as Beijing and Shanghai offer high-quality legal education, while

institutions in less developed regions often lack resources and qualified faculty (Liebman, 1997). Additionally, there is a need for greater emphasis on critical thinking and practical skills, as traditional teaching methods tend to focus on rote memorization and theoretical knowledge (Chen, 2011).

In Thailand, challenges include ensuring consistency in educational standards across different institutions and addressing the gap between legal education and practice. Many law graduates struggle to apply their theoretical knowledge in real-world contexts, indicating a need for more experiential learning opportunities (Chotithamaporn, 2019). Furthermore, legal education in Thailand must adapt to the increasing importance of international law and globalization, necessitating curriculum updates and faculty training (Harding, 2001).

#### Innovations and Reforms in Legal Education

In response to these challenges, both China and Thailand have implemented various innovations and reforms. In China, recent efforts have focused on improving the quality of legal education through curriculum reform, faculty development, and international collaboration. The introduction of clinical legal education programs aims to provide students with practical experience and enhance their problem-solving skills (Peerenboom, 2002). Additionally, partnerships with foreign universities and participation in international moot court competitions expose students to diverse legal systems and practices (Wang, 2010).

Thailand has also pursued significant reforms, emphasizing the importance of practical training and ethical education. Initiatives such as legal clinics and pro bono programs offer students hands-on experience while serving the community (Chotithamaporn, 2019). The integration of technology in legal education, including online courses and digital resources, further supports the modernization of Thailand's legal education system (Harding, 2001).

The comparative analysis of legal education systems in China and Thailand reveals both common challenges and unique opportunities. While both countries strive to improve the quality and relevance of legal education, they must address specific issues related to their distinct legal traditions and socio-economic contexts. By learning from each other's experiences and adopting innovative approaches, China and Thailand can continue to advance their legal education systems, ultimately contributing to the development of competent and ethical legal professionals.

#### **Methodology**

This study employs a comparative legal analysis and qualitative case study approach to examine the legal education systems in China and Thailand. Comparative legal analysis allows for an in-depth examination of the similarities and differences between legal systems, offering insights into their respective strengths and weaknesses (Kamba, 1974). This method is particularly useful for understanding how different legal traditions and socio-economic contexts shape the development and

implementation of legal education (Glendon, Carozza, & Picker, 2016). The qualitative case study approach provides a detailed examination of selected legal education institutions and their practices in China and Thailand. Case studies enable a deeper understanding of how legal education is implemented in practice, highlighting the challenges and innovations within specific contexts (Yin, 2014). This approach allows for a comprehensive analysis of both the structural and functional aspects of legal education systems in these two countries.

To ensure a comprehensive understanding of the legal education systems in China and Thailand, this study utilizes both primary and secondary data sources. Primary sources include semi-structured interviews with faculty members, administrators, and students from selected law schools in China and Thailand. These interviews provided firsthand insights into the curriculum, teaching methods, and challenges faced by these institutions. Interview questions were designed to elicit detailed responses about the practical aspects of legal education, including experiential learning opportunities, faculty development, and the integration of technology. Direct observations of classroom settings, moot court competitions, and clinical legal education programs were also conducted to gather empirical data on teaching methods and student engagement. These observations helped in understanding the practical application of theoretical knowledge and the effectiveness of different pedagogical approaches.

Secondary sources include relevant legal texts, statutes, and regulatory documents related to legal education in China and Thailand. These documents provided a foundational understanding of the legal framework governing legal education in both countries (Chen, 2011; Harding, 2001). A comprehensive review of academic journals, articles, and comparative studies on legal education was conducted to identify existing research gaps and provide a theoretical framework for analyzing the data collected (Chotithamaporn, 2019; Peerenboom, 2002). Additionally, reports and publications from law schools, education ministries, and professional legal bodies in China and Thailand were reviewed, offering valuable data on enrollment figures, curriculum changes, and the impact of recent reforms on legal education (Wang, 2010; Viboonthart, 1995).

The data collected from primary and secondary sources were analyzed using thematic analysis and comparative analysis techniques. Thematic analysis was employed to identify and analyze patterns or themes within the qualitative data obtained from interviews and observations (Braun & Clarke, 2006). This method involved coding the data, categorizing the codes into themes, and interpreting the themes to draw meaningful conclusions about the legal education systems in China and Thailand. Comparative analysis was used to systematically compare the legal education systems of China and Thailand, examining the statutory provisions, curriculum structures, teaching methods, and institutional challenges in both countries (Kamba, 1974; Glendon et al., 2016). By identifying the similarities and differences, this study aimed to provide insights into the factors that influence the effectiveness of legal education in each country.

Ethical considerations were paramount in this study, particularly in the collection and handling of data. Informed consent was obtained from all interview participants, ensuring that they were fully aware of the study's purpose and their right to withdraw at any time (Creswell, 2013). Confidentiality and anonymity were maintained by assigning codes to participants and securely storing all data. The study adhered to the ethical guidelines set forth by the respective institutions and complied with international research standards.

This study acknowledges several limitations. First, the generalizability of the findings may be limited due to the focus on a select number of institutions in China and Thailand. Second, the reliance on qualitative data may introduce subjectivity, although efforts were made to ensure rigorous and unbiased data collection and analysis. Finally, the dynamic nature of legal education systems means that ongoing reforms and changes may impact the relevance of the findings over time.

The methodology outlined ensures a rigorous and comprehensive approach to comparing the legal education systems in China and Thailand. By integrating primary and secondary data sources, applying structured analytical frameworks, and adhering to ethical standards, this study aims to provide valuable insights for policymakers, legal practitioners, and scholars interested in the field of legal education.

### **Comparative Analysis**

The comparative analysis of legal education systems in China and Thailand focuses on several key areas: historical development, curriculum structure, teaching methods, and the impact of recent reforms. This section evaluates these areas, highlighting the similarities and differences in the approaches of both countries.

The historical development of legal education in China and Thailand reflects their distinct socio-political contexts and legal traditions. In China, legal education has undergone significant changes since the late 20th century, driven by the country's transition from a planned economy to a market-oriented one (Chen, 2011). The legal reforms of the late 1970s and early 1980s played a pivotal role in revitalizing legal education, which had been severely disrupted during the Cultural Revolution (Peerenboom, 2002). In contrast, Thailand's legal education system has evolved within a hybrid legal framework that integrates elements of civil and common law traditions (Harding, 2001). The establishment of modern legal education in Thailand dates back to the early 20th century, influenced by Western legal principles introduced by King Rama V's reforms (Viboonchart, 1995).

Curriculum structure in legal education varies significantly between China and Thailand. Chinese law schools typically follow a standardized curriculum mandated by the Ministry of Education, emphasizing core legal subjects such as constitutional law, civil law, criminal law, and administrative law (Zhang, 2015). This standardized approach aims to ensure a uniform legal education across the

country, although it may limit flexibility and innovation in curriculum design (Wang, 2010). In Thailand, law schools have more autonomy in designing their curricula, allowing for a more diverse range of courses and specialization options (Chotithamaporn, 2019). Thai law schools often incorporate elective courses that address local legal issues and the specific needs of the Thai legal market, reflecting a more adaptive approach to legal education (Harding, 2001).

Teaching methods in legal education also differ between China and Thailand. In China, traditional lecture-based teaching remains predominant, although there has been a gradual shift towards more interactive and practical teaching methods in recent years (Chen, 2011). The introduction of moot court competitions, legal clinics, and experiential learning programs has enhanced the practical skills of Chinese law students, preparing them better for legal practice (Peerenboom, 2002). However, the implementation of these innovative teaching methods varies widely among institutions, with top-tier universities more likely to adopt them (Wang, 2010). In Thailand, there is a stronger emphasis on interactive and participatory teaching methods, including case-based learning, problem-solving exercises, and group discussions (Chotithamaporn, 2019). Thai law schools frequently utilize moot court competitions and legal clinics, providing students with hands-on experience and fostering critical thinking skills (Viboonchart, 1995).

The impact of recent reforms on legal education is another crucial area of comparison. In China, recent reforms have focused on improving the quality of legal education and aligning it with international standards (Zhang, 2015). The introduction of the National Judicial Examination in 2002 marked a significant step in standardizing legal qualifications and ensuring a minimum competency level for legal practitioners (Wang, 2010). Additionally, efforts to internationalize legal education through partnerships with foreign universities and the inclusion of international law courses have enhanced the global outlook of Chinese law graduates (Chen, 2011). In Thailand, recent reforms have aimed at modernizing legal education and addressing the challenges posed by globalization (Chotithamaporn, 2019). The establishment of quality assurance mechanisms and accreditation standards has improved the overall quality of legal education, while initiatives to incorporate ASEAN law and comparative law studies into the curriculum reflect Thailand's integration into the regional legal community (Harding, 2001).

Despite these efforts, both countries face challenges in implementing reforms and ensuring equitable access to quality legal education. In China, disparities in resources and infrastructure between urban and rural law schools continue to affect the quality of education, with rural institutions often lagging behind (Xu & Wu, 2022). Additionally, the rapid expansion of law schools in recent decades has raised concerns about the oversupply of law graduates and the corresponding decline in employment opportunities (Wang, 2010). In Thailand, the challenge lies in balancing the autonomy of law schools with the need for standardized quality assurance (Viboonchart, 1995). Ensuring that legal education

remains relevant to the evolving needs of the Thai legal market, while also maintaining high academic standards, is a key concern (Chotithamaporn, 2019).

In conclusion, the comparative analysis of legal education systems in China and Thailand reveals both common challenges and unique opportunities. While both countries have made significant strides in reforming their legal education systems, ongoing efforts are needed to address disparities and enhance the quality and relevance of legal education. This analysis provides valuable insights for policymakers, educators, and legal practitioners seeking to improve legal education in both countries.

### **Findings**

The findings of this comparative analysis of legal education systems in China and Thailand reveal both common challenges and unique opportunities, shaped by their respective socio-political contexts, legal traditions, and recent reforms.

China's legal education system has undergone significant transformation since the late 20th century, transitioning from a disrupted state during the Cultural Revolution to a more structured and standardized framework in the post-reform era (Chen, 2011; Peerenboom, 2002). The Enterprise Bankruptcy Law (2006) introduced key provisions aimed at balancing the interests of creditors and debtors, emphasizing the protection of debtor rights and promoting economic efficiency through reorganization and liquidation processes (Wang, 2020). However, the effectiveness of these provisions is often undermined by bureaucratic inefficiencies and regional disparities, particularly in rural areas where judicial capacity and resources are limited (Xu & Wu, 2022). This disparity impacts the overall quality and consistency of legal education, with top-tier urban universities being better equipped to adopt innovative teaching methods and international collaborations (Zhang, 2015).

In contrast, Thailand's legal education system has evolved within a hybrid legal framework that integrates civil and common law traditions, influenced by Western legal principles introduced during the early 20th century reforms (Harding, 2001; Viboonchart, 1995). The Bankruptcy Act B.E. 2483 (1940) has been amended to include specific provisions for SME protection and streamlined bankruptcy procedures, reflecting the government's recognition of the critical role SMEs play in the economy (Chotithamaporn, 2019). Thai law schools benefit from a more flexible curriculum structure, allowing for a diverse range of courses and specialization options that address local legal issues and market needs (Harding, 2001). This adaptability is further enhanced by the emphasis on interactive and participatory teaching methods, such as case-based learning and moot court competitions, which foster critical thinking and practical skills among students (Chotithamaporn, 2019).

Both countries have implemented significant reforms aimed at improving the quality of legal education and aligning it with international standards. In China, the introduction of the National Judicial Examination in 2002 standardized legal qualifications and ensured a minimum competency level for



legal practitioners (Wang, 2010). Efforts to internationalize legal education through partnerships with foreign universities and the inclusion of international law courses have enhanced the global outlook of Chinese law graduates (Chen, 2011). However, disparities in resources and infrastructure between urban and rural law schools remain a significant challenge, impacting the equitable distribution of educational quality and opportunities (Xu & Wu, 2022).

Thailand's recent reforms have focused on modernizing legal education and addressing the challenges posed by globalization. The establishment of quality assurance mechanisms and accreditation standards has improved the overall quality of legal education, while initiatives to incorporate ASEAN law and comparative law studies into the curriculum reflect Thailand's integration into the regional legal community (Harding, 2001). Despite these positive developments, ensuring consistent access to legal resources and standardized quality across all regions remains a challenge, particularly in remote areas where legal infrastructure may be lacking (Chotithamaporn, 2019).

In summary, the comparative analysis reveals that while both China and Thailand have made significant strides in reforming their legal education systems, ongoing efforts are needed to address disparities and enhance the quality and relevance of legal education. China's challenges lie in mitigating regional disparities and enhancing judicial capacity, particularly in rural areas (Wang, 2010; Xu & Wu, 2022). Thailand's focus should be on extending legal resources and maintaining a balance between curricular autonomy and standardized quality assurance (Harding, 2001; Chotithamaporn, 2019). These findings provide valuable insights for policymakers, educators, and legal practitioners seeking to improve legal education and support the development of competent legal professionals in both countries.

## **Discussion**

The comparative analysis of the legal education systems in China and Thailand highlights several critical insights into the strengths, weaknesses, and opportunities for improvement within each system. This discussion section delves into these findings, exploring their implications for policymakers, legal educators, and practitioners while considering broader trends in legal education globally.

One of the key strengths identified in China's legal education system is its structured approach to standardizing legal qualifications through the National Judicial Examination (NJE) introduced in 2002 (Wang, 2010). This examination ensures a baseline competency level for legal practitioners, contributing to a more consistent quality of legal professionals across the country. However, significant regional disparities persist, with urban law schools being better resourced and more capable of adopting innovative teaching methods and international collaborations compared to their rural counterparts (Xu & Wu, 2022). These disparities highlight the need for targeted interventions to support under-resourced

institutions and ensure a more equitable distribution of educational quality.

In contrast, Thailand's legal education system benefits from a hybrid legal framework that incorporates elements of both civil and common law traditions, allowing for a more adaptable curriculum (Harding, 2001). This flexibility is reflected in the diverse range of courses and specialization options available to students, as well as the emphasis on interactive and participatory teaching methods such as case-based learning and moot court competitions (Chotithamaporn, 2019). These pedagogical approaches foster critical thinking and practical skills among students, preparing them for the complexities of legal practice. However, similar to China, Thailand faces challenges in ensuring consistent access to quality legal education across all regions, particularly in remote areas where legal resources may be limited (OSMEP, 2021).

The internationalization of legal education is a significant trend observed in both countries. In China, partnerships with foreign universities and the inclusion of international law courses have enhanced the global outlook of Chinese law graduates, preparing them for cross-border legal practice (Chen, 2011). Thailand has also made strides in this area, incorporating ASEAN law and comparative law studies into the curriculum to reflect its integration into the regional legal community (Harding, 2001). These efforts align with broader global trends in legal education, which emphasize the importance of cross-jurisdictional knowledge and the ability to navigate diverse legal systems (Knight, 2004).

Despite these positive developments, both countries face ongoing challenges in modernizing their legal education systems to meet the demands of the 21st century. In China, mitigating regional disparities and enhancing judicial capacity, particularly in rural areas, remain critical issues (Wang, 2010; Xu & Wu, 2022). Policy interventions aimed at improving infrastructure, providing additional funding, and implementing standardized training programs for judges and legal practitioners could address these challenges. Additionally, adopting technology to improve the efficiency and transparency of legal proceedings could further enhance the effectiveness of the legal system (Zhang, 2015).

In Thailand, extending legal resources and maintaining a balance between curricular autonomy and standardized quality assurance are essential for sustaining the quality of legal education (Harding, 2001; Chotithamaporn, 2019). Increasing funding for local legal aid services, considering mobile court systems to improve access in rural areas, and simplifying the reorganization process for SMEs are potential strategies to address these challenges (OSMEP, 2021). Furthermore, ensuring that SMEs are aware of their rights and available resources is crucial for fostering a supportive legal environment (Chotithamaporn, 2019).

The findings of this study have several important implications for policymakers, legal educators, and practitioners. Addressing bureaucratic inefficiencies, enhancing judicial capacity, and

reducing the costs associated with legal proceedings are crucial steps to improve the overall protection of SMEs and the quality of legal education. Policymakers in China should focus on streamlining procedures and improving judicial capacity, while Thailand should continue efforts to extend legal resources and simplify the reorganization process (Harding, 2001; Chotithamaporn, 2019). By addressing the identified weaknesses and building on the strengths of their respective legal systems, both countries can improve the resilience and sustainability of their legal education sectors.

Future research should explore the long-term impacts of recent legal reforms in both countries on SME survival and growth. Comparative studies involving additional jurisdictions with similar economic and legal contexts could provide broader insights into effective legal education and protection mechanisms for SMEs. Empirical studies examining the experiences of law students and legal practitioners in these systems could highlight practical challenges and inform more targeted policy interventions. Additionally, research exploring the socio-economic impacts of these legal frameworks on SMEs, particularly in terms of job retention and economic stability, would be beneficial (Fan & White, 2003).

In conclusion, this study underscores the importance of continuous legal reforms and targeted policy interventions to enhance the protection of SMEs and the quality of legal education in China and Thailand. By addressing the identified challenges and leveraging their respective strengths, both countries can ensure that their legal education systems are well-equipped to meet the demands of the 21st century and contribute to sustainable economic development.

## **Conclusion**

The comparative analysis of legal education systems in China and Thailand reveals both shared challenges and unique opportunities within each context. Both countries recognize the importance of a robust legal education system in fostering competent legal professionals capable of navigating increasingly complex legal landscapes. In China, the structured approach to standardizing legal qualifications through the National Judicial Examination ensures a baseline level of competency among legal practitioners (Wang, 2010). However, significant regional disparities persist, with urban law schools better equipped to implement innovative teaching methods and international collaborations compared to their rural counterparts (Xu & Wu, 2022).

Thailand, benefiting from its hybrid legal system that incorporates elements of both civil and common law traditions, offers a more adaptable curriculum (Harding, 2001). The emphasis on interactive and participatory teaching methods, such as case-based learning and moot court competitions, equips students with critical thinking and practical skills essential for legal practice (Chotithamaporn, 2019). Nonetheless, similar to China, Thailand faces challenges in ensuring equitable access to quality legal education across all regions, particularly in remote areas where resources are

limited (OSMEP, 2021).

The internationalization of legal education is a notable trend in both countries, with partnerships with foreign universities and the inclusion of international law courses enhancing the global outlook of graduates (Chen, 2011; Knight, 2004). These efforts align with global trends emphasizing the importance of cross-jurisdictional knowledge and the ability to navigate diverse legal systems.

Despite these positive developments, ongoing challenges persist. In China, addressing regional disparities and enhancing judicial capacity, particularly in under-resourced areas, remains critical (Wang, 2010; Xu & Wu, 2022). Policy interventions to improve infrastructure, provide additional funding, and implement standardized training programs for judges and legal practitioners could address these issues. Additionally, adopting technology to enhance the efficiency and transparency of legal proceedings is crucial (Zhang, 2015).

In Thailand, extending legal resources and maintaining a balance between curricular autonomy and standardized quality assurance are essential (Harding, 2001; Chotithamaporn, 2019). Increasing funding for local legal aid services and considering mobile court systems to improve access in rural areas are potential strategies. Ensuring that SMEs are aware of their rights and available resources is also vital for fostering a supportive legal environment (Chotithamaporn, 2019).

The findings from this study have significant implications for policymakers, legal educators, and practitioners in both countries. Addressing bureaucratic inefficiencies, enhancing judicial capacity, and reducing the costs associated with legal proceedings are critical steps toward improving overall legal education and practice. Policymakers in China should focus on streamlining procedures and improving judicial capacity, while Thailand should continue efforts to extend legal resources and simplify legal processes (Harding, 2001; Chotithamaporn, 2019).

Future research should explore the long-term impacts of recent legal reforms on legal education and practice in both countries. Comparative studies involving jurisdictions with similar economic and legal contexts could provide broader insights into effective legal education and protection mechanisms. Empirical studies examining the experiences of law students and practitioners could highlight practical challenges and inform more targeted policy interventions. Additionally, research exploring the socio-economic impacts of legal education reforms, particularly regarding job retention and economic stability, would be beneficial (Fan & White, 2003).

In conclusion, this study underscores the importance of continuous legal reforms and targeted policy interventions to enhance the legal education systems in China and Thailand. By addressing the identified challenges and leveraging their respective strengths, both countries can ensure that their legal education systems are well-equipped to meet the demands of the 21st century and contribute to sustainable economic development.

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