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Teaching Private International Law in Times of Symbiotic Relations with Its Public Counterpart

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Abstract: *The study of private international law in EU universities lacks a unified, standardized framework, leaving future legal professionals unprepared for the increasingly interconnected nature of modern legal issues involving cross-border transactions, disputes, and relationships. In today's globalized world, private international law should be a mandatory core subject for law students, providing them with essential knowledge and skills to navigate the complexities of international legal practice effectively. A common curriculum is urgently needed across EU Member States to address this gap while preserving the distinctiveness of each legal system's genealogy. This article explores the critical role of private international law in contemporary legal education. By analyzing various law degree programs, it argues that this discipline should be compulsory, central, and autonomous within legal studies to prepare lawyers for the transnational challenges of modern legal practice.*

Keywords: *Private International Law; Bachelor of Law Studies; Transnational Reality; EU Law; Practice*

INTRODUCTION

On 9 April 2024, the Grand Chamber delivered its judgment in the case of *Verein KlimaSeniorinnen Schweiz and Others v. Switzerland* (application no. 53600/20 2024), in which the European Court of Human Rights (ECtHR) found a violation of Article 8 (right to respect for private and family life) of the European Convention on Human Rights (ECHR). The case concerned a complaint by four women and a Swiss association, *Verein KlimaSeniorinnen Schweiz,* whose members are all older women worried about the consequences of global warming on their living conditions and health. They argued that the Swiss authorities were not taking sufficient action to mitigate the effects of climate change despite their obligations under the Convention. The Court ruled that Article 8 of the Convention includes state authorities' right to effective protection from the severe adverse effects of climate change on life, health, well-being, and quality of life. *KlimaSeniorinnen* is part of a larger family of human rights-based climate cases that "share the aim of forcing governments to take more ambitious action to protect individuals from climate change harms" (Heri 2022). Particularly relevant to this paper is the protection and effectiveness of human rights based on the application of Article 8 regarding respect for private and family life, home, and correspondence. The decision highlights the increasingly symbiotic relationship and mutual influence between private international law (PIL) and public international law.

The specialized doctrine (Oyarzábal 2023) has already pointed out this phenomenon, which, in my understanding, has not been adequately addressed by publicists in general or academia in particular. There is a marked disparity in the consideration and integration of PIL

studies within various legal education systems. In many countries, private international law lacks autonomy and is scattered across other disciplines, such as public international law, European law, or procedural law. Even within the legal education programs of European Union (EU) countries, in many cases, PIL is not a mandatory subject. Instead, it is taught at the Master's level or in specialized postgraduate courses. The unequal treatment of this discipline across European legal education systems, lack of mandatory status, lack of autonomy in countries such as France and the major universities in Germany, and its resulting dispersion into other common legal subjects is problematic. It contradicts the factual evolution and growing importance of PIL as a distinct and essential field of study.

This paper advocates for the need to recognize PIL as an autonomous and mandatory subject to be taught at the undergraduate level across the EU, with a similar structure due to the strong similarities, if not uniform nature, of the topics under scrutiny by the discipline. To support this argument, after this brief introduction, the paper will first present (Section I) a factual background on the increasing importance of PIL in legal affairs, including at the domestic level. It will then explore the "instrumental" role that PIL plays in ensuring the effectiveness and enforceability of public international law, complementing areas such as human rights, climate law, and international public law in general. In other words, to complement human rights, climate law, and international public law in general, to become a law, in the sense that a law, as a command, must be binding and enforceable. Once the increasing importance of PIL has been established, the next section of the paper (Section II) focuses on analyzing legal education systems and how they address and incorporate the subject in their curricula.

From a methodological perspective, this section departs with an examination of the study program and syllabus of the Faculty of Law at the *Universitat Autònoma de Barcelona*, considering the goals we must ensure for our students under the new Spanish law governing university studies (LOSU, Organic Law 2/2023 of 22 March). This includes the study guide for the Bachelor's law degree, which outlines how we should educate law students, and the syllabus for the course on PIL. Based on these materials, the paper analyzes Bachelor's degree programs in France, Germany, and Denmark.

At this early stage of the paper, it is necessary to include a disclaimer: not all universities in the countries under review follow the same syllabus, student guides, or study programs. In Spain, for example, these differences are significant and far-reaching. However, the examples provided offer a general overview of the educational framework for this topic. Additionally, these variations underscore the paper's objective, outlined in the next section (Section III), highlighting the need for greater uniformity and coherence across the EU and within individual Member States. The paper explores the necessity of a more unified academic model at the European level from a general perspective, specifically regarding the study and teaching of PIL in law faculties and schools.

The research topic of this paper and its proposal are considered original, and, to the best of the author's knowledge, no similar proposal has been presented elsewhere. The conclusion of this paper argues for the necessity of a standardized PIL curriculum at the EU level, where the subject is core, mandatory, and aligned with a broad conception of the discipline. This approach is essential to adequately prepare students at the educational level to address the legal challenges that arise in real-world scenarios.

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PRIVATE INTERNATIONAL LAW TODAY

Adrià is a young man who earned his Bachelor of Law and obtained an LL. M, and passed the mandatory public and official exam to become a member of the Bar. He plans to open a law firm in his small hometown of Gurb (Northern Catalonia) to provide legal assistance to his fellow citizens. The town is mostly rural, with a modestly developed industry, and he expected to work primarily with locals. To his surprise, however, he deals with numerous cases and issues falling under the scope of private international law. These include matters related to migrants seeking nationality or residence, native-foreigner couples looking to divorce, car accidents involving tourists, contracts where foreign companies are claiming payments or delivery of goods, international money transfers, foreign investments in real estate, and letters rogatory to obtain testimony from foreign citizens in domestic legal proceedings. Such cases seem to be the norm.

This new reality, which compels local lawyers to handle cases with an international dimension, stems from the broader human experience we are all witnessing to varying degrees. The migratory and refugee waves affecting Europe, globalization, and digitalization have led to increased internationalization. As a result, there has been exponential growth in the relevance of PIL, where the individual, rather than the state, is placed at the center of legal matters.

As an example of this exposure, we need to read Amazon's Conditions of Use & Sale. Section 13 (applicable law) is a PIL disposition when stating:

> These conditions are governed by and construed in accordance with the laws of the Grand Duchy of Luxembourg, and the application of the United Nations Convention of Contracts for the International Sale of Goods is expressly excluded. If you are a consumer and have your habitual residence in the EU or the UK, you additionally enjoy the protection afforded to you by mandatory provisions of the law of your country of residence. We both agree to submit to the non-exclusive jurisdiction of the courts of the district of Luxembourg City, which means that you may bring a claim to enforce your consumer protection rights in connection with these Conditions of Use in Luxembourg or in the EU country in which you live. If you reside in the EU, the European Commission provides for an online dispute resolution platform.

Amazon is not a unique example; if you take a taxi or order food through Uber, you also engage with private international law. Uber's Provision 19 on applicable law and jurisdiction in its General Terms of Use states that:

> These Terms shall be governed and construed exclusively in accordance with the laws of the Netherlands, excluding its conflict of law provisions, unless, if you reside in the EU, the legal consumer protection rules of your country of residence contain provisions that are more beneficial to you, in which case those provisions may apply. The United Nations Convention on Contracts for the International Sale of Goods (CISG) of 1980 will not apply. You may bring legal proceedings related to the Services before a competent Dutch court. If you reside in the EU, you may also bring legal proceedings related to the Services before the competent Court of your country of residence. If you reside in the EU, we can only bring legal proceedings against you in your country of residence, unless you are acting as a

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> business, in which case you agree to submit to the exclusive jurisdiction of the Dutch courts.

If you buy something on Alibaba, then Adrià will need to contact a Chinese, Singaporean, or Hong Konger colleague; thus, the agreement is governed by Chinese law, and the exclusive jurisdiction belongs to the Yuhang Basic People Court of Hangzhou (PRC) unless if your contract is with alibaba.com Singapore e-commerce private limited, then this agreement shall be governed by laws of the Hong Kong special administrative region without regard to its conflict of law provisions. The parties to this agreement hereby submit to the exclusive jurisdiction of the Hong Kong courts, except as otherwise stipulated under applicable law.

These societal phenomena have caused a transition from international to transnational law, implying an erosion of traditional state sovereignty (Oyarzábal 2023, 223). Moreover, a significant portion of the content of PIL in force in different countries, although formally "national" since the rules are established through the internal norm-creation process, originates from international or supranational codifying efforts (Oyarzábal 2023, 225). If, like Adrià, a law firm is based in the EU, it must navigate multiple EU regulations that have significant practical repercussions in everyday case law. This authority is derived from Title V (Area of Freedom, Security, and Justice) of the TFEU, particularly Chapter 3 (Judicial Cooperation in Civil Matters), which, in Article 81, provides legal frameworks that support the EU single market and guarantee the free movement of goods, services, people, and capital throughout the territory of the Union, Article 26(2) TFEU states that the internal market shall comprise an area without internal frontiers in which the four freedoms are ensured. The internal market is an essential element of the EU's material constitutional identity, placed at its very core and deeply rooted in its DNA (De Dios 2023). It is a primary objective of the EU (Article 3 TEU), implying that even if EU citizens live and work in just one Member State, they are still part of an open area without internal borders (Vavourakis, Theus, and Grimpronez 2024; De Dios 2023,174). Therefore, it can be stated that, nowadays, this situation is inevitable, unavoidable, and constantly growing.

From a more theoretical perspective, PIL is expanding its powers and competencies by complementing its public counterpart to provide effectiveness and efficacy. As mentioned in the introduction, public international law has repeatedly demonstrated its defencelessness against criticisms of being an irrelevant moralist pretension tied to states' specific interests and consent (Koskenniemi 2006). The moralist and utopian character is especially pronounced in human rights, which originated as a form of the last utopia—one that may one day come to collapse or die (Moyn 2010)—given their lack of effectiveness, enforcement, and dependence on particular interests. Before this utopia collapses or fades away, as Douzinas has brilliantly articulated (Douzinas 2000), the challenges to its viability must be addressed.

As demonstrated by *KlimaSeniorinnen* and previously *Hatton and Others v. the United Kingdom*, no. 36022/98, § 98, ECHR 2003-VIII, or *Hardy and Maile v. the United Kingdom*, no. 31965/07, §§ 187-92, 14 February 2012, the symbiotic relationship between private and public international law appears to provide a pathway for the protection of human rights in general. Just as with human rights, PIL is *pro homine* (*pro persona*) and places individuals at the core of its discipline, although in the case of the PIL, from a less moral and romantic perspective, it is more strictly legal, pure and simple.

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It is noteworthy to mention that the Resolution on Human Rights and Private International Law, adopted in 2021 by the Institut de Droit International, and the Principles on Transnational Access to Justice (TRANSJUS) adopted by the Asociación Americana de Derecho Internacional Privado (ASADIP) in 2016 in the Americas, represent some of the most erudite initiatives to modernize private international law following human rights trends in a systemic manner (Oyarzábal 2023, 219). However, according to general considerations, the draft Resolution did not sufficiently capture the relationship between private international law and the public international law dimension of human rights protection, sometimes indulging in technical descriptions of private international law issues that had little or no connection to human rights. Additionally, it was observed that the consideration of human rights in that draft Resolution might appear excessively influenced by Western values rather than adopting a global perspective that would be more appropriate for an Institute's Resolution.

The Draft Resolution refers to human rights as enshrined in the UN Universal Declaration and the International Covenants, constituting the UN International Bill of Human Rights, generally accepted by all states. It aims to avoid the legal technicalities typically associated with private international law and instead focuses on principles and rights that must be universally observed. This includes, in particular, the fundamental principle of non-discrimination, the rights of access to justice and a fair hearing, and the protection of weaker and vulnerable individuals. Article 2 on the principles of the Draft Resolution enshrines the material nexus between private international law and human rights:

> (1) States and their legislative bodies, executive authorities and the judiciary, as well as international organizations, international courts and tribunals, including arbitral tribunals, and other legal entities shall respect and ensure human rights in cross-border relations between private individuals. (2) Human rights shall be respected and ensured at the stage of development, interpretation and application of private international law rules affecting the said rights. (3) Only derogations from and restrictions of human rights that are compatible with international law and with international human rights instruments binding on the forum State shall be permitted.

The draft outlines the core elements of Private International Law (PIL) and emphasizes their necessary protection under human rights charters. These elements include a person's name, the registration, and documentation of identity, marriage, parentage, adoption, the protection of persons in vulnerable situations, international child abduction, the protection of property, corporate social responsibility, and the recognition and enforcement of foreign judgments. Therefore, the foreign, cross-border, or heterogeneous elements reinforce the symbiosis within the European human rights system. Corporations have been endowed with certain due process guarantees and the right of standing before the ECtHR as a result of jurisprudence that has expanded corporate rights beyond property rights, which is the only right expressly recognized for legal persons by the ECHR (Oyarzábal 2023).

The question in this paper is how our legal faculties and law schools in the EU are responding to this factual reality. Are our legal curricula adapting to this need in the programs offered to our students, future government officials, judiciary members, and practitioners? Where is the course on private international law incorporated into our legal studies? To answer

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these questions, the following section analyses the legal educational programs of various law faculties across several EU countries.

LEGAL EDUCATIONAL SYSTEMS IN FRONT OF A NEW REALITY

At my home university, Universitat Autònoma de Barcelona, the Faculty of Law offers a course in PIL as part of its Bachelor of Arts in Law program. The subject is mandatory for all students and is offered in the first semester of the final year of studies. It is essential to emphasize the need to teach PIL later in the Bachelor's program. PIL has a strong multidisciplinary character and shares commonalities with other disciplines, such as public international law, human rights, EU public law, constitutional law, civil law (including torts, contracts, extra-contractual responsibility, family law, law of wills, personhood, capacity, and personal rights), procedural law, alternative dispute resolution (ADR), criminal law, tax law, and others. Finding a legal discipline with no connection to PIL is difficult. Therefore, it is essential to pursue the study of PIL later in one's academic career to fully grasp the multidisciplinary and interdisciplinary elements it encompasses. PIL is a complex subject, and by delivering the course in the fourth year, students will have already completed many of these related topics and achieved the necessary level of maturity.

The main objectives of the PIL course are to provide students with an understanding of the issues related to international legal transactions from both procedural and substantive perspectives; to identify, in specific cases, the matters that fall under PIL; and to understand their relationship with other branches of the legal system; and to impart knowledge of the basic elements of the Spanish system of PIL, originating from both domestic law and international treaties in force in Spain, as well as EU law.

The course program is structured into 11 lessons, addressing topics from introductory and basic concepts (such as the plurality of legal systems and international private relationships, the aim, concept, and content of PIL, and its internal dimensions) to the study of international sources (including international treaties, the role of the Hague Conference on Private International Law, European Union law, and *lex mercatoria*). The course also covers international jurisdiction, regulatory techniques in the field of applicable law, issues related to the application of rules on conflict of laws, rules of conflict of laws regarding contractual and non-contractual obligations, the application of foreign law, recognition and enforcement of foreign decisions, the effects of foreign public documents, and the law governing procedure and international judicial assistance in civil matters. Despite the comprehensive program, it is classified as intermediate, as it lacks some classic topics related to the discipline, such as immigration law, international taxation law, or international criminal law, which would contribute to a broader understanding of PIL (Arenas 2023, 51).

Once the student ends the course, she has acquired as PIL primary learning outcomes to learn how to: apply an interdisciplinary and integrated vision of the legal problems in an international environment; to assess legislative changes and reforms in a context of plurality of systems; to assess the underlying conflicts of interest in the legal problems proposed in an international environment; to build a legal reasoning or discourse in the field of PIL, PIL and EU Law; to identify and assess the changes and evolution of jurisprudence in a context of plurality of systems; to integrate the importance of Law as a regulatory system of social relations, and the

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contextualisation of the legal phenomenon in the international environment; to memorise and use the specific terminology of Public International Law, PIL and EU Law; to seek out, interpret and apply legal provisions related to Public Internacional law, PIL and EU Law; to use constitutional values as a criterion for interpretation and solution of conflicts, especially in case of a contradiction between the main fundamental principles of several legal systems and to work in multidisciplinary and interdisciplinary fields.

As evidenced in the previous section, these learning outcomes are indispensable for public officers and law practitioners to practice law in Spain. They justify the treatment of the PIL course as a core and mandatory component of the curriculum, which will be taught in the later stages of the BA. This fulfills one of the functions of the university system in Spain, which is to prepare students for professional activities that require the application and updating of scientific, technological, social, humanistic, cultural knowledge, and artistic creation (LOSU 2023).

Due to the new reality and the exponential increase in cross-border relations, the learning outcomes and the consideration of PIL seem necessary for the other educational programs offered by law faculties across the EU. However, surprisingly, and in contradiction to the previously suggested notion, it can be observed that the law degree programs in France, Germany, and Denmark do not assign the mandatory and central character to the discipline of PIL.

The consideration and offering of PIL courses in France differ; for example, the Université Paris 1 Panthéon-Sorbonne has offered a Master's in PIL and International Trade since the late 1970s. The Master's program lasts for two years. The primary educational goal is to promote a critical approach to the concepts of private international law and foster independent thinking throughout the Master 2 program (both research and professional tracks). The seminars serve as spaces for debate where each student learns to present their arguments and defend their ideas under the guidance of a professor who directs the main themes. Through an introduction to research, the Master's program develops critical thinking, sharpens legal reasoning, and enhances the ability to synthesize information. The culmination of this process is writing a thesis or completing an internship, accompanied by a report. However, the BA in Law, which lasts six semesters, does not include a course in PIL as either a core or mandatory subject.

Similarly, the BA in Law offered by the Université de Strasbourg in "Droit Engéneral" does not include a specialized course in PIL within its six semesters of duration. It does provide the option to pursue a Master's in PIL, which lasts for two years and requires candidates to have a BAC+3. The Master's program focuses on understanding an action, project, or strategy within the framework of relationships governed by public or private international law. Finally, the BA in Law offered by the University of Toulouse confirms that the discipline of PIL lacks autonomy, as it is not offered as a core or mandatory course. The discipline is taught later in the studies, but only as a specialization in Master's programs. This pattern is replicated by the University of Lyon III Jean Moulin, which does not offer a course on PIL in its six-semester plan but has a Master's in PIL and Comparative Law.

The education system in Germany is closer to the French than the Spanish (except for the University of Heidelberg). In this context, universities generally do not offer a specialized course in PIL to bachelor students; instead, teaching is provided in Master's programs. As is the case in France, the topics of PIL are dispersed among various common disciplines during the six semesters of the BA. For example, Humboldt University does not offer PIL as a mandatory or

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elective module for this law degree. The same observation can be made when analyzing the *Stundenpläne* of the University of Freiburg, where no mandatory or autonomous course exists on PIL.

Similarly, at Goethe University in Frankfurt, PIL is not among the compulsory subjects (1st-5th semesters). The specialization subject *Internationalisierung und Europäisierung des Rechts* offers not only traditional fields such as public international law, European law, private international law, and legal comparison but also incorporates newer legal domains like international economic law, international criminal law, and the law of transnational regimes. Additionally, it strives to integrate insights from other disciplines, such as political science and economics.

The exception to this system in Germany is the University of Heidelberg; its BA in Law of 9 semesters offers a mandatory course of study on PIL (I) in the 4th semester and an elective course on PIL (II) in the 6th semester. PIL (I) introduces (PIL) and covers the core areas of this legal field, where fundamental knowledge is part of the required curriculum. The lecture addresses the basics of PIL, the PIL provisions of the Introductory Act to the Civil Code (EGBGB), and the Rome I and Rome II Regulations. The elective course PIL (II) deals with specific questions of PIL and international civil procedure in more detail than the mandatory course "Private International Law I": Its main topics are international jurisdiction, recognition and enforcement of foreign judgments, letters rogatory, international sales law, selected topics of conflicts of law. Its objective is to deepen knowledge of PIL and Civil Procedure Law. The teaching system at the University of Heidelberg resembles that of Spain, and we will see the case of Switzerland later. The exception shows no homogenous education system for PIL, even within the same state.

The elective course PIL II addresses specific questions of Private International Law (PIL) and international civil procedure in greater detail than the mandatory course "Private International Law I". Its main topics include international jurisdiction, recognition and enforcement of foreign judgments, letters rogatory, international sales law, and selected topics related to conflicts of law. The objectives of PIL II are to deepen students' knowledge in the fields of PIL and Civil Procedure Law. The teaching approach at the University of Heidelberg resembles the system taught in Spain, and we will later consider the case of Switzerland. This exception demonstrates that there is no homogeneous education system regarding PIL, even within the same state.

Lastly, concerning the Danish studies in law, the Faculty of Law at the University of Copenhagen does not include PIL as a mandatory or core course in its six-semester program. However, it is offered as an elective course, where BA students learn about PIL as a classic area of law with a distinctive conceptual framework, similar to areas such as the law of obligations and international law. The course focuses on the basic principles of PIL, including choice of law rules in matters of agreements, compensation, district court procedures, insolvency law, family law, and company law. This subject naturally extends from the courses on Family and Inheritance Law, Compensation and Contract, EU Law, International Law, Laws of Obligation, and Property and Creditor Law covered in the first two years of the Bachelor's program.

PIL is a compulsory part of the law curriculum in Odense, where it is taught as an independent subject in the fifth semester of the BA studies. The course starts with practical scenarios involving international sales transactions and the international transport of goods. Additionally, specific banking law transactions related to this area are addressed. The course

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provides knowledge about how basic international sales transactions occur and their legal implications, equipping students with the skills to resolve legal conflicts within this area of law. It should be regarded as an extension of the first-year courses on Sales Law and Contract Law and a supplement to the Laws of Obligation.

CONCLUSION

The particular and, to a great extent, defining or conditioning casuistry of PIL as a discipline of study is that it has not undergone a codification process (Arenas 2019, 24). Therefore, we find that academics, practitioners, or legal operators of private international law are in a situation similar to that of jurists in the eighteenth century, in a pre-codification stage. This uniqueness has influenced how PIL is taught, resulting in a dispersed and non-homogeneous approach even within the same state. Following this rationale, France initiated a codification process of French PIL in 2018, which concluded in March 2022 with the "Projet de Code de Droit International Privé" led by a working group chaired by Jean-Pierre Ancel.

As with any codification process, this initiative aimed to "rationalize" (Weber 1905; Habermas 1992) the arrangement, simplification, and stability of law, which naturally facilitates its application. The code provides an internal consistency often lacking in statutes (Antoni Vaquer, Hector L. MacQueen, Santiago Espiau Espiau 2003, 286). The organization and systematization of French PIL norms aimed to achieve better harmony among them, facilitating the work of judges and legal scholars and avoiding the difficulties posed by a multiplicity of sometimes contradictory norms, which can place them in ambiguous situations when resolving specific cases. When attempting to codify PIL, the legislator faces the first complexity of the diversity of sources. The French project focuses on aligning with specific rules of domestic law (A) and, above all, with European Union law and international conventions (B). This leads us to what might be referred to as the project's perimeter.

What is vital for our paper is the systematization of the subjects it addresses and whether students in France, despite not having studied PIL, can be made aware of them—considering that they will inevitably have to apply the subject matter in their professional careers. In general terms, the project of the code is divided into six books, the last of which concerns transitional provisions. The first book, titled "General Norms", consists of two chapters: one related to applicable law and the second to competent jurisdiction, addressing the quintessential questions that PIL raises and answers.

The second book deals with special rules, touching upon questions of natural persons (Title I), including property and non-property matters, family law, capacity, marriages celebrated in France and abroad, the effects of such marriages, the law applicable to judicial and extrajudicial divorce, and registration in France or by a French authority, as well as registration abroad and the effects of maintenance, succession of partnerships, and biological filiation. The second title addresses the recognition of foreign companies as legal persons in France.

The code continues by regulating property rights, rights in rem, intellectual property rights, trusts, and foundations.

The third book is devoted to procedural rules, while the fourth develops norms concerning recognizing and enforcing foreign deeds and judgments. The code concludes with

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compiling provisional and conservatory measures in the fifth book and transitional provisions in the sixth.

In summary, the French Code is an excellent exercise in rationalizing Private International Law (PIL) and a worthy successor to the Napoleonic codification processes and the Enlightenment period, which were successful in France and worldwide. Hopefully, the codification process will raise awareness of the need to position PIL centrally rather than peripherally, scattered among other common subjects in the French academic system.

At the European level, the proposal of this paper may align well with the initiatives of the European Education Area, which helps Member States collaborate to build a more resilient and inclusive education and training system. The strategic framework of the European Education Area was established to structure collaboration between the EU Member States and key stakeholders to achieve their collective vision. More concretely, it will enhance synergies with other relevant initiatives, including the European Research Area and the Bologna Process.

More concretely, it aims to enhance synergies with other relevant initiatives, including the European Research Area and the Bologna Process. In this context, a more comprehensive study on the topic explored in this paper may be submitted to the Learning Lab focused on investing in quality education and training, providing an evidence-informed approach to policy design, and implementing education in PIL within the EU.

On the other hand, this paper advocates for overcoming the lack of regulatory harmonization that has affected academic systems and for placing PIL in its rightful position—both in fact (which has become increasingly transcendent, as demonstrated) and by law, following the aims and goals of internationalization, and more specifically, Europeanization, as stated by the Spanish Law of the University System (LOSU 2023) and other EU and Member State norms and provisions. There is also an equity issue implied in this paper's proposal, as it is inconceivable to think of a law program where constitutional law, civil law, or public international law are optional, taught alongside other common subjects, or postponed until a master's degree.

Nowadays, the Westphalian borders are fading, particularly within the European Union, where they are progressively disappearing. The transnational reality has become a matter of fact. Private International Law (PIL) deserves to occupy a central position in our legal studies, attaining the same status as other core courses. This is reflected in its public counterpart in the Universal Decimal Classification, where public international law is assigned the number 341. Specifically, it encompasses 341.1 Law of International Organizations; 341.2 Persons and Things in International Law; 341.3 Law of War and International Legal Relations in War; 341.4 International Criminal Law; 341.6 International Arbitration and International Adjudication; 341.7 Diplomatic Law; 341.8 Consular Law. In contrast, PIL is confusingly categorized under 341.9 as a subfield of public international law rather than an independent discipline.

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CONTRIBUTOR

The author contributed solely to the intellectual discourse that forms the foundation of this article, as well as its writing and editing, and assumes full responsibility for its content and interpretation.

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