

REVIEWS AND ANNOTATIONS

Richard Grimes, Věra Honusková, Ulrich Stege (eds.). Teaching Migration and Asylum Law: Theory and Practice. London: Routledge, 2022, 280 pp.

Migration and asylum or refugee law are concepts resonating throughout societies in today's world, so there is perhaps no more current topic than migration. This highly topical book therefore brings us different approaches in design, methods and monitoring of learning and teaching of the law affecting migrants.

The book under review was created after two events that took place at the Faculty of Law at Charles University, Czech Republic in December 2019 with a title “The Future of Europe as a Place of Refuge”. Academics, law practitioners and policy makers gathered to discuss recent developments on migration, possible responses to current challenges and what should be the role of law schools in this topic and whether and how to include migration and refugee law into law school curriculum. This “teaching workshop” led the authors of this book to address the key interrogatives: “the why, what, where, when and how of learning and teaching migrants law” and resulted in the book under review.

More than 30 academics and asylum and migration law practitioners from different countries and regions contributed to this book. The volume was edited by Richard Grimes, a solicitor who has specialised in publicly funded and pro bono cases and served as a visiting professor at Charles University, Prague, Czech Republic and at Edinburgh Law School, Scotland; Věra Honusková, a senior lecturer of international law at the Faculty of Law, Charles University, Prague, Czech Republic and expert on migration and refugee law and teaching methods; and Ulrich Stege, a director of the Clinical Legal Education Programme at the International University College of Turin, Italy and a practicing lawyer in the field of migration and asylum.

This monograph searches for answers to three main questions posed by the authors: (i) why is the study of the migration and refugee law both important and valuable; (ii) whether the law relating to migrants is under-represented in law school curricula and (iii) what the role of the law school is in modern society and what students, teachers, legal practitioners and wider society consider essential in this context?

The book is divided into four main parts, Part 1 sets the framework for learning and teaching and provides readers with a theoretical background on effective learning and teaching. This part can be used as a general guide on how to design an effective course with clear aims and learning outcomes and using innovative and tested pedagogic methods for teaching and evaluation and assessment. Ideas and methods introduced in this part are definitely usable not only in migration and asylum law context but in legal education in general and form a very solid basis for following parts of the book dealing with specific migration and asylum law learning and teaching aspects. Part 2 of the book is devoted to “what” to teach and presents different views on what should be an ideal course on migration and refugee law contain and what should be the right balance between international treaties and conventions and domestic law taught to students (and to what extent politics, philosophy, sociology etc. shall be included too). In this part we can find lessons learned from The Refugee Law Reader, well known tool for refugee law students which however have been dormant since 2015. Other contributions deal with more of a philosophical approach to teaching – from a model of teaching using the Kant's ethics to another model using therapeutic jurisprudence (legal philosophy emphasizing the importance of overlooked areas of the law and therapeutic and anti-therapeutic effects of laws and legal rules on people). This part is then concluded with an overview of clinical legal education experiences from different point of views and reflection on how migration law clinic can be used to develop student's research skills.

Part 3 of the book under review looks at “how” we can deliver content to the students and is divided into two sections introducing teaching and learning models working with real clients (section A) and using simulations and other approaches (section B). Working with real clients varies in different parts

of the world as we can see from experiences with law school clinical programs in the United States of America (where clinical legal education has a long tradition and importance), Latin America and Caribbean and in the European context. It can be concluded that the lessons learned from clinical legal education in different regions are closely linked to the places of origins of the refugees and characteristics of the refugee influx. Section B presents further examples on how to teach using simulations such as intensive simulation (complex role-play) that enable students to explore and apply theoretical ideas (and theoretical knowledge obtained earlier) through imitation of real-life scenarios or migrants and refugees. Another simulation introduced is live action role-play (LARP) using one particular example from the Czech Republic simulating refugee camp in which students play roles of asylum seekers but also those who may intervene the situation. Experience with moot courts must of course not be missing from the list of simulation models. This section is then concluded by a very timely contribution on online learning, especially in the context of pandemic in 2020/2021.

Part 4 then presents the lessons learned from what has been introduced in previous parts of the book and discusses possible ways forward. This includes a slightly provoking contribution on how to “build a boat”, i.e. what are the challenges, problems and strategies when teaching refugee law. Another chapter is dedicated to clinical legal education and summarizes what was said in previous parts of the book and concludes that when it comes to asylum and migration law context, teaching and learning through clinical approach is a good way forward. And the last chapter describes set of interlinked courses on refugee and migration law forming a specialization module for students combining different methods of teaching.

The editors have done a very good job in putting together contributions from individual authors (coming not only from different professional backgrounds but also from different parts of the world) while maintaining a consistency and good quality of each of the contributions (which is always a hard task to do). The book introduces a range of workable, sustainable, and highly practical methods for learning and teaching of migration and asylum law that can be used not only by teachers and students but also by anyone who is active in the field of migration be it advocate, NGO worker or social services worker. What was clearly shown in the book is that studying and teaching law affecting migrants is a perfect ground for cross-subject study and cooperation activities overlapping with other areas of law and legal education.

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Prague Law Working Papers Series No III/2022 – New issue of Charles University in Prague Faculty of Law Research Papers

The new issue of Prague Law Faculty's open-source electronic periodical offers a set of working papers on various topics. The following provides a general outline of their content. Their full versions can be downloaded free of charge from <http://www.prf.cuni.cz>

Filip Novotný and **Kateřina Novotná** contributed a paper titled **Antitrust Limitation Periods in the Czech Republic in the light of recent CJEU case-law**. Their contribution focuses on the issue of the limitation of liability in Czech competition law. Its main aim is to find an answer to the question of whether the Czech statute of limitations is regulated in compliance with EU competition law or not. In doing so, the recent case law of the CJEU on the practical application of antitrust limitation periods, in particular the Judgements in Cases C 308/19 and C 450/19, is also being considered. The authors specifically look at whether the starting point of the limitation period in Czech law as inter-

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